

JAMIA HAMDARD, NEW DELHI - 110062

**UGC – LEARNING OUTCOMES-BASED
CURRICULUM**

**DEPARTMENT OF ISLAMIC STUDIES
MA Islamic Studies Programme**

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PARTICULARS

Programme Name: MA Islamic Studies

Programme Code: 503

Academic Session of Introduction of Programme: 2000-2001

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

Masters 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, Bye-laws governing the course are as follows.

Eligibility for Admission

45% marks in the aggregate in the Bachelors 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

Four consecutive semesters (two years). However, students may be permitted to clear backlog paper(s) within a span of four years.

Attendance

75% attendance is mandatory for writing end semester exams.

Examination & Evaluation

Department follows 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 review or as instructed or specified by the course teachers, followed by two seminar presentations.
- Before submission of 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, and 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 necessary fee, within one week after 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.

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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 civilisational contribution, with special focus on India, and on building a humane and caring society

Mission Statements

MS 1: 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: MA Islamic Studies

QUALIFICATION DESCRIPTORS (QDs)

Upon the completion of MA Islamic Studies, students will be able to:

QD-1: Demonstrate comprehensive knowledge and skills in areas related to the origin and development of Quran, Hadith, exegesis, history, culture, civilisation, and intellectual contribution of Islam (including the Islamic Sciences), its spread and manifestations in different parts of the world, with special reference to India, and the early encounter with Christianity in Europe

QD-2: Use knowledge and skills required for identifying problems and issues, collection of relevant quantitative and qualitative data, analysis and evaluation using methodologies as appropriate to the subject, for formulating evidence-based solutions and arguments in a modern, pluralistic global society with focus on issues arising due to modernity and westernisation

QD-3: Apply disciplinary knowledge and transferable skills in areas related to Islamic jurisprudence, sufism; Islamic trends and movements; regional manifestations of Islam, particularly in India; and the Islamic response to orientalism, to new/ unfamiliar contexts in order to solve complex problems with well-defined solutions

QD-4: Communicate the results of studies undertaken in the fields of Islamic sciences and history, with special focus on West Asia and Muslim rule in Spain; ethics, different schools of theology, philosophy, and civilisational and intellectual contributions accurately, in a range of different contexts using the main concepts, constructs and techniques of the subject

QD-5: Demonstrate knowledge and transferable skills in the fields of Islam in relation to pluralism, globalisation, human rights and gender studies; comparative religion with special reference to Semitic and Indic religions and interfaith studies; English and Arabic grammar, comprehension and translation, research methodology and data analysis, and Islamic banking and finance; relevant in employment opportunities in academics (teaching and research), literary fields (including journalism and translation), social work, the travel and tourism industry, and international relations; in organisations in the public and private sector, NGOs, schools, universities and colleges, and religious centres (including educational institutions) etc.; and meet one's own learning needs, based on research and development work and professional materials

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

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

DEPARTMENT OF ISLAMIC STUDIES

Name of the Academic Program: MA Islamic Studies

PROGRAM LEARNING OUTCOMES (PLOs)

After completing this Program, students should be able to:

PLO-1: Apply the knowledge of hadith criticism and exegesis analysis; explain the process of compilation of Quran, its socio-economic teachings, the types of tafsir, India's contribution to hadith, different schools of jurisprudence and theology

PLO-2: Identify, formulate and obtain solutions to the challenging problems arising due to Globalization and recognize the concept of pluralism in Islam and measure its effect on Indian society

PLO-3: Design Islamic financial components and be able to critique conventional and Islamic financial system; examine *Maqasid al-Shariah* and various challenges to Islamic Banking.

PLO-4: Examine the Islamic approach to epistemology and Islam's rich intellectual heritage and contribution of medieval Muslim scholars to various fields of knowledge with emphasis on India

PLO-5: Demonstrate advanced knowledge of Arabic and English grammar with regard to composition and comprehension, construct and use sentences in both oral and written forms.

PLO-6: Explain the socio-political system in Arab before the advent of Islam; the formation and contribution of various Muslim dynasties and their contribution to arts, culture and science and reasons of their downfalls.

PLO-7: Discuss the origin, development and teachings of *tasawwuf*, classification of various Sufi orders, discuss the core teachings, sects and practices of the three Semitic religions; Indic religions along with Zoroastrianism and Bahai faith.

PLO-8: Demonstrate comprehensive knowledge of Islam in Southeast Asia and South Asia, particularly about the emergence of Pakistan and Bangladesh, debate different views regarding their creation, their religio-political, economic and educational journey; and about the advent and spread of Islam in Sri Lanka and Myanmar, and the present condition of Muslims there

PLO-9: Diagnose the reasons and effects of the early encounters between Islam and Christianity in Europe and rise of Orientalism and evaluate its effect on Islamic studies and Muslim societies, investigate the reasons behind the emergence of modern West Asia and the conflict there in and examine the emergence of modern Turkey and Iran

PLO-10: Compare the concepts of modernity, post-modernity and westernization with respect to Islam and measure the effect of these on Islamic modernism and rise of modern Islamic movements, debate contemporary views on feminism, polygamy, and inheritance.

PLO-11: Select and apply appropriate techniques of data collection, analysis, interpretation and discourse analysis with an understanding of their limitations.

PLO-12: Critically evaluate, compare, and trace the historical development of the Western and Islamic concepts, practices, policies, and theories of human rights, on the basis of empirical evidence, by following a scientific approach to knowledge development

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

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

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.	MAIS-101-C	Tafsir and Hadith	C	05	06	25	75	100
2.	MAIS-102-C	Islam in India	C	05	06	25	75	100
3.	MAIS-103-C	Medieval Muslim Contribution to Knowledge	C	05	06	25	75	100
4. a or b.	MAIS-104-E (A) OR (E)	Arabic-I OR English-I	E	05 x 2 Choice of any two	06 x 2	25 x 2	75 x 2	100 x 2
5.	MAIS-105-E	Pre-Islamic to Umayyad Period	E					
6.	MAIS-106-E	Islam in Southeast Asia	E					
7.	MAIS-107-E	Islam, Pluralism and Interfaith Dialogue in India	OE					
Semester II								
1.	MAIS-201-C	Sufism and Ethics	C	05	06	25	75	100
2.	MAIS-202-C	Islam in Modern South Asia	C	05	06	25	75	100
3.	MAIS-203-C	Islam and Orientalism	C	05	06	25	75	100
4.a. or b.	MAIS-204-E (A) OR (E)	Arabic-II OR English-II	E	05 x 2 Choice of any two	06 x 2	25 x 2	75 x 2	100 x 2
5.	MAIS-205-E	Abbasids and Later Dynasties	E					
6.	MAIS-206-E	Islam and the West	E					
7.	MAIS-207-E	Islam and Human Rights	E					
Semester III								
1	MAIS-301-C	Fiqh and Ijtihad	C	05	06	25	75	100
2.	MAIS-302-C	Islam in Modern West Asia	C	05	06	25	75	100
3.	MAIS-303-C	Modern Trends and Movements in Islam	C	05	06	25	75	100
4.	MAIS-304-E	Islamic Banking and Finance-I	OE	05 x 2 Choice of any 2	06 x 2	25 x 2	75 x 2	100 x 2
5.	MAIS-305-E	Islam in Spain and Sicily	E					

6.	MAIS-306-E	An Introduction to Semitic and Other Religions	E					
7.	MAIS-307-E	Globalisation: Modern and Islamic Perspective	OE					
Semester IV								
1.	MAIS-401-C	Kalam and Philosophy	C	05	06	25	75	100
2.	MAIS-402-C	Research Methodology	C	05	06	25	75	100
3.	MAIS-403-D	Dissertation	C	NA	12	0	200	200
4.	MAIS-404-E	Islamic Banking and Finance-II	OE	05 x 1	06 x 1	25 x 1	75 x 1	100 x 1
5.	MAIS-405-E	Ottomans and Safavids	E	Choice of any one				
6.	MAIS-406-E	An Introduction to Indic Religions	E					
7.	MAIS-407-E	Islam and Gender Studies	E					

***Note:** In Type of Course, ‘C’ indicates a ‘Core or Compulsory’ Course, ‘E’ indicates an ‘Elective or Choice-based’ Course, while ‘OE’ indicates an ‘Open 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: MA Islamic Studies

Course Code: MAIS-101-C; Title of the Course: Tafsir and Hadith (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, students should be able to:

CLO-1: Categorize the types of revelation, discuss social, political and economic teachings of the Quran and explain the principles, sources and types of tafsir (Cognitive level: Analyse)

CLO-2: Trace the development of tafsir from early period upto the twentieth century with a critical evaluation of select Arabic and Urdu tafsir (Cognitive level: Apply)

CLO-3: Outline the meaning and significance of hadith, distinguish between riwayat and dirayah, discuss the hadith compilation from the prophetic period up to 2nd century hijri and compare the hadith collections of the six basic compilers (Cognitive level: Analyse)

CLO-4: Evaluate India's contribution to hadith, with focus on the medieval period and justify hadith as a source of law (Cognitive level: Evaluate)

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)

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

Detailed Syllabus

Aims: To provide an understanding of the two primary sources of Islam – the Quran (and its exegeses over the centuries till the present); and *Hadith* (including its compilation and criticism). The last unit focuses on the Indian contribution in *Hadith* from the late medieval to the modern period. (Unit VIII of the UGC syllabus has been incorporated in this paper.)

Unit I - The Quran and its Exegesis

12 hours

- Wahy* (revelation) and its types
- Collection and compilation of the Holy Quran
- Social, political and economic teachings of the Quran

- d. Meaning, principles, sources and types of *Tafsir*

Unit II - Historical Development of *Tafsir*

12 hours

- a. In the early Islamic period (Tabari, Zamakhshari and Razi)
b. *Tafsir* till the 19th century (Ibn-e Kathir, Jalalain and Al-Alusi)
c. In the 20th century (*Tafsir al-Manar*, *Tafsir-e Sadi*, *Tafsir fi Zilal al-Quran*)
d. Select Urdu *tafasir* (*Bayan al-Quran*, *Tarjuman al-Quran*, *Tafhim al-Quran*, *Tafsir-e Naeemi*)

Unit III - An Introduction to *Hadith*

12 hours

- a. Meaning, definition and significance
b. *Hadith* criticism (*Riwayah & Dirayah*) and categories (*Mutawatir*, *Ahad*, *Sahih*, *Dhaif & Mawdhu*)
c. Collection and compilation of *Hadith* till 2nd century *Hijri*
d. *Sihah-e Sittah* and their compilers

Unit IV - India's Contribution to *Hadith*

12 hours

- a. Select commentaries on *Hadith* (*Al-Musawwa*, Shah Waliullah; *Faizul Bari*, Anwar Shah Kashmiri; *Sharh Sahih Muslim*, Gulam Rasul Saidi; *Fathul Mulhim*, Shabbir Ahmad Usmani; *Tuhfatul Ahwazi*, Abdul Rahman Mubarakpuri)
b. Medieval Indian contribution to *Hadith* literature
c. Contribution to *Hadith* in the 20th century
d. *Hadith* as a source of law (Syed Ahmad Khan, Ghulam Ahmad Parvez, Aslam Jairajpuri)

Reference Books

1. Bell, Richard. 1953. *Introduction to the Quran*. Britain: Edinburgh University Press.
2. Burton, John. 1979. *The Collection of the Quran*. Cambridge: Cambridge University Press.
3. Faruqi, I. H. Azad. 1984. *The Tarjumanul Quran*. New Delhi: American Oriental Society.
4. Hariri, G. A. 2000. *Tarikh-e Tafsir wal Mufassirin*. Lahore: N. A. Printers.
5. Anjum, Gulam Yahya. 2017. *Quran-e Karim ke Hindustani Tarajim wa Tafasir ka Ijmali Jaizah*. New Delhi: NCPUL.
6. Ali, Syed Shahid. 2001. *Urdu Tafasir Bisvin Sadi men*. New Delhi: Kitabi Dunia.
7. Nadwi, Taqiuddin. 1975. *Muhaddisin awr un ke Karname*. Lucknow: Nadwatul Ulama.
8. Gilani, Manazir Ahsan. 2005. *Tadwin-e Hadith*. Lahore: Al-Mizan.
9. Suyuti, Jalaluddin. 2008. *Al-Itqan fi Ulum al-Quran* (Urdu translation). Karachi: Darul Ishaat.
10. *Dairah-e Maarif-e Islamia* (relevant articles). 2002. Lahore: Punjab University.

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: MA Islamic Studies

Course Code: MAIS-102-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)

After completing this Course, students should be able to:

CLO-1: Explain early Indo-Arab relations (Cognitive level: Understand)

CLO-2: Analyze the conquest of Mohammad bin Qasim. (Cognitive level: Analyze)

CLO-3: Examine the establishment of the Delhi Sultanate and developments during this time (Cognitive level: Evaluate)

CLO-4: Trace the development of Mughal Rule in India (Cognitive level: Apply)

CLO-5: Assess British rule and its decline (Cognitive level: Evaluate)

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)

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

Detailed Syllabus

Aim of the paper is to give students a thorough understanding of Islam's role and contribution in India, from its advent in the south, through a short-lived political presence in Sindh, the establishment of the Delhi Sultanate, and later Mughal rule in large parts of India, with an assessment of the rich intellectual and artistic contribution of both. This also entails a study of the mutual effect that Islam and India had on each other. The final unit traces the impact of British rule on Indian Muslims. (Unit VII of the UGC syllabus is incorporated in this paper.)

Unit I - The Early Period

12 hours

a. Advent of Islam in south India

- b. Muhammad bin Qasim's administration and religious policy
- c. Delhi Sultanate: administrative and socio-religious conditions
- d. Contribution to education and religious sciences during the Sultanate

Unit II - The Mughal Period

12 hours

- a. Salient features of Mughal rule
- b. Socio-religious conditions
- c. Trade, commerce and industry
- d. The influence of Islam on Indian society, religion & culture & vice versa

Unit III - Intellectual and Artistic Contribution of the Mughals

12 hours

- a. Contribution to *Fiqh* and *Hadith*
- b. Educational contribution (special emphasis on *Dars-e Nizami* & Madrasa Rahimiya)
- c. Mughal architecture
- d. Development of Indo-Islamic culture and art

Unit IV - Muslims under British Rule

12 hours

- a. British colonisation and its impact (1764-1803)
- b. Major administrative changes (1803-1857)
- c. Muslim (particularly *ulama's*) resistance to British rule (1857-1947)
- d. Establishment of educational institutions (special focus on Delhi College; Madrasa Aliya, Calcutta; Darul Ulum Deoband; M.A.O. College & Jamia Millia Islamia)

Reference Books

1. Mujeeb, M. 2003. *Indian Muslims*. New Delhi: Munshiram Manoharlal.
2. Ikram, S. M. 1964. *Muslim Civilization in India*. New York: Columbia University Press.
3. Mujeeb, M. 1984. *Islamic Influence on Indian Society*. New Delhi: Meenakshi Prakashan.
4. Titus, Murray T. 2005. *Islam in India and Pakistan*. New Delhi: Munshiram Manoharlal.
5. Khan, Yusuf Husain. 1973. *Glimpses of Medieval Indian Culture*. Bombay: Asia Publishing House.
6. Ahmad, Aziz. 1969. *An Intellectual History of Islam in India*. Edinburgh: Edinburgh University Press.
7. Ahmad, Aziz. 1964. *Studies in Islamic Culture in the Indian Environment*. Oxford: Clarendon Press.
8. Richards, John F. 1993. *The New Cambridge History of India: The Mughal Empire*. New York: 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: MA Islamic Studies

Course Code: MAIS-103-C; Title of the Course: Medieval Muslim Contribution to Knowledge (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, students should be able to:

CLO-1: Learn the concept of knowledge in Islam with its salient features (Cognitive level: Understand)

CLO-2: Know the contribution of medieval Muslim scholars and scientists (Cognitive level: Evaluate)

CLO-3: Analyze the works of important scholars of the golden age of Islam (Cognitive level: Analyze)

CLO-4: Discuss modern science to be the offspring of the intellectual ideas of medieval Muslims (Cognitive level: Apply)

CLO-5: Produce the outcome of the intellectual contribution of Muslims in the modern world (Cognitive level: Create)

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)

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

Detailed Syllabus

Aims: To discuss the Islamic approach to epistemology and Islam's rich intellectual heritage. It covers the contribution of medieval Muslim scholars to various fields of knowledge and their methodology in obtaining knowledge from Greek, Roman and other sources. Important contributions in the field of mathematics, chemistry, sociology, medicine etc. are discussed. (Unit IX of the UGC syllabus is incorporated in this paper.)

Unit I - The Islamic Concept of Knowledge **12 hours**

- a. Concept of *ilm*
- b. Qur'anic methodology of knowledge
- c. Unity of knowledge
- d. Salient features of Islamic concept of knowledge (universalism, rationalism, egalitarianism)

Unit II - Contribution to Natural Sciences **12 hours**

- a. Mathematics and Astronomy
- b. Botany
- c. Chemistry and Metallurgy
- d. Medicine

Unit III - Contribution to Social Sciences **12 hours**

- a. History and Historiography
- b. Geography
- c. Art and Architecture
- d. Sociology

Unit IV - Prominent Thinkers and Scientists **12 hours**

- a. Al-Mawardi
- b. Al-Biruni
- c. Ibn Taymiyyah
- d. Ibn Khaldun

Reference Books

1. Hitti, P. K. 1996. *History of the Arabs*. London: Macmillan.
2. Momin, A. R. 2001. *Islam and the Promotion of Knowledge*. New Delhi: IOS.
3. Rosenthal, Franz. 2007. *Knowledge Triumphant*. Leiden & Boston: Brill.
4. Turner, Howard. 1997. *Science in Medieval Islam*. Austin: University of Texas Press.
5. Al- Khalili, Jim. 2010. *Pathfinders: The Golden Age of Arabic Science*. London: Allen Lane.
6. Bijli, Shah Muhammad. 2004. *Early Muslims and their Contribution to Science*. Delhi: Idarah-e Adabiyat-e Dilli.
7. Lone, Ghulam Qadir. 2014. *Musalmanon ke Scienci Karname (Urdu)*. New Delhi: MMI Publishers.
8. Al-Ghazali, Abu Hamid. 1957. *Ihya Ulum al-Din (Arabic)*. Cairo: Maktabah al-Tijariyah.

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: MA Islamic Studies

Course Code: MAIS-104-E (A); Title of the Course: Arabic-I (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, students should be able to:

CLO-1: Use *kalma* (word), *nakra* (common noun), and *marfa* (proper noun) (Cognitive level: Apply)

CLO-2: Distinguish between *wahid*, *tasnia*, and *jama* (singular, dual and plural) as well as between *tazkir* and *tanees* (masculine and feminine) (Cognitive level: Analyze)

CLO-3: Demonstrate the use of *maroof* and *majhool* (passive and active), *fail muzare* (imperfect tense), *fail amr* (imperative) and *fail nahi* (prohibited) (Cognitive level: Apply)

CLO-4: Illustrate the use of *ism ishara*, *isme fail*, *zamair*, *ism zarf*, *ism ala* and *ism tafzeel* (Cognitive level: Apply)

CLO-5: Write and use *huroof-e jaar*, *huroof-e atf*, *huroof-e istifham*, and *huroof-e shart* (Cognitive level: Apply)

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)

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

Detailed Syllabus

Aim: The purpose of this paper is to introduce students to basic Arabic Grammar. Through it, they will be familiar with the fundamentals of Arabic grammar and will learn how sentences are formed and how basic grammatical elements work in sentence structure. They will be well acquainted with nouns and characters, their types and their functions.

یونٹ ۱

(۱) کلمہ کی تعریف اور اس کی اقسام

(۲) نکرہ کی تعریف، معرفہ کی تعریف اور اس کی اقسام

- (۳) واحد ، تثنیہ ، جمع اور تذکیر و تانیث
(۴) مرکب تام، مرکب ناقص اور اس کی اقسام

یونٹ ۲.

- (۱) فعل ماضی معروف و مجہول اور ان کی گردان
(۲) فعل مضارع معروف اور اس کی گردان
(۳) فعل امر کی تعریف اور اس کی گردان
(۴) فعل نہی کی تعریف اور اس کی گردان

یونٹ ۳.

- (۱) اسم اشارہ اور اسم موصول
(۲) اسم فاعل ، اسم مفعول اور ان کی اقسام
(۳) ضمائر متصلہ اور ضمائر منفصلہ
(۴) اسم ظرف ، اسم آلہ اور اسم تفضیل

یونٹ ۴.

- (۱) حروف جار اور ان کا استعمال
(۲) حروف عطف اور ان کا استعمال
(۳) حروف استفہام اور ان کا استعمال
(۴) حروف شرط اور ان کا استعمال

مقررہ کتب

امرتسری، عبدالرحمن، ۲۰۱۰ء ، کتاب النحو، دیوبند، سہارنپور، مکتبہ بلال
امرتسری، عبدالرحمن، ۲۰۱۰ء ، کتاب الصرف، دیوبند، سہارنپور، مکتبہ بلال
ندوی، عبدالماجد، ۲۰۱۰ء معلم الانشاء، ندوة العلماء، لکھنؤ، مکتبہ مجلس صحافت و نشریات
خان، عبدالستار، ۲۰۱۲ء ، عربی کا معلم (اول) ، کراچی ، قدیمی کتب خانہ
غلام یحیٰٰ انجم ، ۲۰۰۵ء ، معلم العربیہ ، دہلی، کتب خانہ امجدیہ

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: MA Islamic Studies

Course Code: MAIS-104-E (E); Title of the Course: English-I (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: Repeat verbal messages, and match words and sentences with their correct meaning (Cognitive level: Remember)

CLO-2: Translate from English to Urdu and vice versa (Cognitive level: Understand)

CLO-3: Apply their knowledge of grammar rules to employ appropriate grammar forms (Cognitive level: Apply)

CLO-4: Apply and demonstrate an advanced knowledge of English grammar and writing skills to communicate effectively in it i.e. use it to write and speak (Cognitive level: Apply)

CLO-5: Identify and examine English texts relevant to their courses in Islamic Studies (Cognitive level: Analyse)

CLO-6: Differentiate between correct and incorrect grammatical usage, and change from incorrect to correct usage (Cognitive level: Analyse, Evaluate)

CLO-7: Select correct usage options, correctly interpret simple English, and describe events and incidents in it (Cognitive level: Evaluate)

CLO-8: Rearrange, combine, modify, and rewrite sentences as per instructions; summarise given English texts; explain oral discourse and written texts; compose and construct grammatically correct and meaningful sentences and texts with correct punctuation marks (Cognitive level: Create)

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12
CLO1	1	1	1	1	3	1	1	1	1	1	2	1
CLO2	1	1	1	1	3	1	1	1	1	1	2	1
CLO3	1	1	1	1	3	1	1	1	1	1	2	1
CLO4	1	1	1	1	3	1	1	1	1	1	2	1
CLO5	3	3	3	3	3	1	1	1	1	1	2	1
CLO6	1	1	1	1	3	1	1	1	1	1	2	1
CLO7	1	1	1	1	3	1	1	1	1	1	2	1
CLO8	1	1	1	1	3	1	1	1	1	1	2	1

Detailed Syllabus

Aims: To impart an advanced knowledge of English grammar (through usage rather than theory), and writing skills, so that students can effectively develop their communication skills.

Unit I - Grammar I (Hewings, Martin. 2006. *Advanced English Grammar*, New Delhi: Cambridge University Press.) **12 hours**

- a. Tenses-I (Units 1-5)
- b. Tenses-II (6-10)
- c. The future (11-16)
- d. Modals-I (17-20)

Unit II - Grammar II (Hewings, Martin. 2006. *Advanced English Grammar*, New Delhi: Cambridge University Press.) **12 hours**

- a. Modals-II (Units 21-25)
- b. Be, have etc. (26-28) & Passives-I (29-30)
- c. Passives-II (31-32) & Questions (33-35)
- d. Verbs-I (36-40)

Unit III -Grammar III (Hewings, Martin. 2006. *Advanced English Grammar*, New Delhi: Cambridge University Press.) **12 hours**

- a. Verbs-II (Units 41-42) & Reporting-I (43-45)
- b. Reporting-II (46-49)
- c. Nouns & compounds (50-55)
- d. Articles-I (56-60)

Unit IV-Composition (Nesfield, J. C. 2009. *English Grammar, Composition and Usage*, Chennai: Macmillan India.) **12 hours**

- a. Punctuation (Chapter 48)
- b. Paragraph writing (55)
- c. Precis writing and summarising (56)
- d. Story writing (59)

Reference Books

1. Habib, Gulfishaan.2014. *English for Speakers of Urdu*. Hyderabad: Orient BlackSwan.
2. Murphy, Raymond.2005. *Murphy's English Grammar*. Cambridge: Cambridge University Press.
3. Murphy, Raymond.2008. *Intermediate English Grammar*. New Delhi: Cambridge University Press.
4. Sasikumar, V. and Dhamija,P. V. 1997. *Spoken English*. New Delhi: Tata Mc-Graw-Hill.
5. Aggarwala, N. K. 2011. *A Senior English Grammar and Composition*. New Delhi: Goyal Brothers Prakashan.
6. Aggarwala,N. K. 2011. *Essentials of English Grammar and Composition*. New Delhi: Goyal Bros. Prakashan.
7. Smalzer, William R. with Murphy, Raymond.2006. *Grammar in Use: Intermediate Workbook with Answers*. New York: Cambridge University Press.
8. McCarthy, Michael and O'Dell, Felicity. 2006. *English Vocabulary in Use: Advanced*. Cambridge: Cambridge University Press.
9. McCarthy, Michael and O'Dell, Felicity. 2009. *English Vocabulary in Use: Upper Intermediate*. Cambridge: Cambridge University Press.
10. McCarthy, Michael and O'Dell, Felicity. 2005. *English Collocations in Use*. Cambridge: Cambridge University Press.
11. Redman, Stuart.2006. *English Vocabulary in Use: Pre-intermediate and Intermediate*. Cambridge: Cambridge University Press.
12. Haqee, Shanul Haq. 2003. *Oxford English-Urdu Dictionary*. Karachi: Oxford University Press.

Teaching-Learning Strategies in brief

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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: MA Islamic Studies

Course Code: MAIS-105-E; Title of the Course: Pre-Islamic to Umayyad Period (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, students should be able to:

CLO-1: Explain the socio-political system in Arabia before the advent of Islam (Cognitive level: Understand)

CLO-2: Understand the economic conditions of Pre-Islamic Arabia (Cognitive level: Understand)

CLO-3: Discuss Prophet Muhammad and the emergence of Islam (Cognitive level: Understand)

CLO-4: Discuss the foundation of Rightly Guided Caliphate (Cognitive level: Understand)

CLO-5: Discuss the establishment of Umayyad rule (Cognitive level: Understand)

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)

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

Detailed Syllabus

Aims: To give students a firm grounding in early Islamic history, starting from pre-Islamic Arabia, dwelling on the Prophet's life and contribution, moving on to the Pious Caliphate and culminating in the first Muslim empire, that of the Umayyads of Damascus.

Unit I - Pre-Islamic Arabia

12 hours

- Jahiliyya* period: an overview
- Socio-religious practices

- c. Political system
- d. Economic conditions

Unit II - Prophet Muhammad and the Emergence of Islam **12 hours**

- a. The Prophet and his life at Makka
- b. Migration and life at Madina
- c. Achievements of Prophet Muhammad
- d. Organization of society and formation of Islamic state

Unit III - *Khilafat-e Rashida* **12 hours**

- a. Hazrat Abu Bakr: establishment of Islamic state
- b. Hazrat Umar: its expansion and organization
- c. Hazrat Usman: political problems and instability
- d. Hazrat Ali: wars, conflict and schism

Unit IV - Umayyads **12 hours**

- a. Establishment and consolidation of rule
- b. Education, art and architecture
- c. Socio-political situation
- d. Decline of Umayyad rule

Reference Books

1. Muir, William. 1858. The Life of Muhammad and History of Islam to the Era of the Hegira. London: Smith, Elder & Co.
2. Hitti, P. K. 1996. History of the Arabs. London: Macmillan.
3. Ahsanullah, M. 1992. History of the Islamic World. New Delhi: Deep and Deep Publications.
4. Andrabi, Abroo Aman. 2010. Prophet Muhammad (PBUH): The Man and the Message. New Delhi: Milli Publication.
5. Esposito, John L. Ed. 2004. The Islamic World Past and Present, Vol. 1 & 2. New York: Oxford University Press.
6. Arnold, Thomas. 1896. The Spread of Islam in the World: A History of Peaceful Preaching. London: University of London.
7. Watt, William Montgomery. 1953. Muhammad at Mecca. Oxford: Oxford University Press.
8. Watt, William Montgomery. 1956. Muhammad at Medina. Oxford: Oxford University Press.
9. Singh, N. K. 2016. Prophet Muhammad and His Companions. New Delhi: Global Vision.

10. Muhammad, Sohail. 2002. Administrative and Cultural History of Islam. New Delhi: Adam Publishers.
11. Nadvi, Shah Moinuddin. 2002. Tareekh-i Islam: Ahad-e RisalatwaKhilafat-e Rashidah, Volume 1. Azamgarh: Shibli Academy.
12. Najeebabadi, Akbar Shah Khan. 2007. History of Islam, Volume III. New Delhi: Adam Publishers.

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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: MA Islamic Studies

Course Code: MAIS-106-E; Title of the Course: Islam in Southeast Asia (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, students should be able to:

CLO-1: Understand the advent and spread of Islam in Malaysia and Indonesia (Cognitive level: Understand)

CLO-2: Understand the history of Islam in Philippines and Thailand (Cognitive level: Understand)

CLO-3: Identify and analyze the Muslim minorities in Southeast Asia (Cognitive level: Analyze)

CLO-4: Recognize Islam and Muslims in Brunei and Singapore (Cognitive level: Understand)

CLO-5: Discuss society, culture and education of Muslims in Southeast Asia (Cognitive level: Analyze)

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)

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

Detailed Syllabus

Aims: To examine the advent and spread of Islam in six countries of Southeast Asia and its impact on socio-economic, political and educational institutions in the region. It covers the development of Islamic thought in the region from the 13th to early 20th century, highlighting the ideas and contributions of prominent reformist movements and figures.

Unit I - Islam in Malaysia

12 hours

a. Advent and spread of Islam in Malaysia

- b. Tolerance and multiculturalism in post-colonial Malaysia
- c. Islam in political discourse
- d. Islam and economic development

Unit II - Islam in Indonesia

12 hours

- a. Advent and spread of Islam in Indonesia
- b. Islam in Indonesian politics
- c. Islamic schools in Indonesia
- d. Major religious organisations

Unit III - Muslim Minorities in Southeast Asia

12 hours

- a. History of Islam in Philippines
- b. Muslims in contemporary Philippines
- c. History of Islam in Thailand
- d. Muslims in contemporary Thailand

Unit IV - Muslims in Southeast Asia: Society, Culture and Education

12 hours

- a. Islam and Muslims in Brunei
- b. Islam and Muslims in Singapore
- c. Education in Islamic perspective: the International Islamic University, Malaysia
- d. Islam in modern universities: National University of Singapore and University of Brunei

Reference Books

1. Baloch, N. A. 2007. *The Advent of Islam in Indonesia*. Jamshoro: University of Sindh.
2. Hussain, Mutalib. 2008. *Islam in Southeast Asia*. Singapore: Institute of Southeast Asian Studies.
3. Fatimi, S. Q. 1963. *Islam comes to Malaysia*. Kuala Lumpur: Malaysian Sociological Research Institute.
4. Kahin, Audrey. 2015. *Historical Dictionary of Indonesia*. Lanham: Rowman & Littlefield Publishers.
5. Effendy, Bakhtiar. 2003. *Islam and the State in Indonesia*. Singapore: Institute of Southeast Asian Studies.
6. Ricklefs, M. C. 2008. *A History of Modern Indonesia since C. 1200*. Basingstoke: Palgrave Macmillan.
7. Hooker, Virginia Matheson and Othman, Norani. 2003. *Malaysia: Islam, Society and Politics*. Singapore: Institute of Southeast Asian Studies.
8. Pringle, Robert. 2010. *Understanding Islam in Indonesia: Politics and Diversity*. Hawaii: University of Hawai'i Press.

9. Peletz, Michael. 2002. *Islamic Modern: Religious Courts and Cultural Politics in Malaysia*. Princeton: Princeton University Press.
10. Holt, P. M.; Lambton, Ann K. S. and Lewis, Bernard. Ed. *The Cambridge History of Islam, Volume 1A*. 1970. London: Cambridge University Press.
11. Brown, Rajeswary Ampalavanar. 2013. *Islam in Modern Thailand: Faith, Philanthropy and Politics*. New York: Routledge.

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: MA. Islamic Studies

Course Code: MAIS-107-E; Title of the Course: Islam, Pluralism and Interfaith Dialogue in India (Open 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, students should be able to:

CLO-1: Explain Islamic approaches towards pluralism and its implications in the modern world (Cognitive level: Apply)

CLO-2: Analyze Islamic viewpoints about interfaith relation and dialogue (Cognitive level: analyze)

CLO-3: Evaluate the role of Islam and its followers in the multi-cultural society of India (Cognitive level: Evaluate)

CLO-4: Trace the valuable contribution of Islam and Muslim intellectuals in the development of composite culture in India (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)

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

Detailed Syllabus

Aims: To provide a sound understanding of the concept of pluralism in Islam with special focus on Muslims in multicultural Indian society. One unit is devoted to their political, educational and economic situation in India and another to interfaith dialogue in India. The paper is particularly relevant in the present times.

Unit I - Pluralism in Islam

12 hours

- a. Islamic concept of pluralism (based on Quran and *Sunnah*)
- b. Relations between Muslims and others in a multicultural society
- c. Coexistence and cooperation: early Arab Muslims and Indians
- d. Composite culture during the Mughal period

Unit II - Multiculturalism in India

12 hours

- a. Nature and extent of diversity
- b. Hindu-Muslim cultural exchange in contemporary times
- c. Citizenship and cultural rights
- d. Accommodation of minorities (constitutional provisions; committees & commissions)

Unit III - Interfaith Dialogue in India

12 hours

- a. Islamic approach to dialogue
- b. Idea and concept of interfaith dialogue
- c. Measures towards interfaith dialogue
- d. Dialogue with other religious communities

Unit IV - Muslims in India

12 hours

- a. Contemporary challenges (accommodation and conflict)
- b. Muslims and the political process
- c. Educational development
- d. Economic development

Reference Books

1. Mujeeb, M. 1967. *The Indian Muslims*. London: George Allen & Unwin.
2. Danish, Ishtiyaque. Ed. 2005. *Muslims in India: Perceptions and Misperceptions*. Delhi: Global Media Publications.
3. Ansari, Iqbal A. Ed. 2010. *Readings on Minorities: Perspectives and Documents*. Delhi: Institute of Objective Studies.
4. Shafique, Mohd. and Abu Nimer, Mohd. 2011. *Interfaith Dialogue: A Guide for Muslims*, London: The International Institute of Islamic Thought.

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: MA Islamic Studies

Course Code: MAIS-201-C; Title of the Course: Sufism and Ethics (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, students should be able to:

CLO-1: Discuss the objectives of Sufism and examine it in the light of Quran and Sunnah (Cognitive level: Understand)

CLO-2: **Indicate the gradual development of Sufism** (Cognitive level: Apply)

CLO-3: Discuss and compare the teachings of some of the early Sufi masters (Cognitive level: Understand)

CLO-4: Point out the major Sufi orders in India (Cognitive level: Analyze)

CLO-5: Explain ethics in the light of the Quran and Sunnah, with focus on the ethical teachings of select scholars (Cognitive level: Understand)

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)

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

Detailed Syllabus

Aims: To cover the origin, development and teachings of *tasawwuf* and ethics. Early *sufis*, their teachings and major branches of Sufism are taught so as to enable students to understand Sufism in the light of Qur'an and Sunnah and its effects on society and culture. Prominent Muslim scholars' views on ethics are discussed, which will broaden students' understanding of ethics beyond the religious dimension. (Unit IX of the UGC syllabus is partially incorporated in this paper.)

- Unit I - Sufism** **12 hours**
- Definition and objectives
 - Sufism in the light of Holy Quran and *Sunnah*
 - Development of sufism till 5th century *Hijri*
 - Sufism from the 6th century onwards

- Unit II - Early Sufis: Life and Teachings** **12 hours**
- Hasan al-Basri
 - Junaid Baghdadi
 - Sheikh Ali Hujwiri
 - Mohiyuddin ibn-e Arabi

- Unit III - Major Sufi Orders in India** **12 hours**
- Qadriya
 - Chishtiya
 - Suhrawardiya
 - Naqshbandiya

- Unit IV - Islamic Ethics** **12 hours**
- Ethics in the light of Holy Quran and *Sunnah*
 - Development of ethical philosophy till 12th century *Hijri*
 - Major medieval contributors: Ibn Miskawayh, Al-Ghazali
 - Modern Indian scholars on ethics: Shah Waliullah, Sayyid Sulayman Nadwi

Reference Books

- Ernst, Carl W. 1999. *Teachings of Sufism*. Colorado: Shambhala Publications.
- Trimingham, Spencer. 1998. *The Sufi Orders in Islam*. Oxford: Oxford University Press.
- Hujwiri, Ali. 2002. *Kashful Mahjub* (Urdu). Delhi: Razvi Kitab Ghar.
- Jilani, Abdul Qadir. 2005. *Ghanitul Talibin* (Urdu). Delhi: Mohammadi Book Depot.
- Suhrawardi, Shihabuddin. 1998. *Awariful Ma'arif* (Urdu). Lahore: Millat Publications.
- Dehlvi, Abdul Haq. 2010. *Akhbarul Akhyar*. Bareilly: Imam Ahmad Raza Academy.
- Daryabadi, Abdul Majid. n.d. *Tasawwuf-e Islam*. Azamgarh: Darul Musannifin.
- Nizami, Khaliq Ahmad. 1980. *Tarikh Mashaikh-e Chisht*. Delhi: Idarah-e Adabiyat.
- Saeed, Mohammad. 2000. *Tarikh-e Suhrawardia*. Karachi: Gilani Publications.
- Anjum, Ghulam Yahya. 2002. *Tarikh Mashaikh-e Qadria*. Delhi: Kutub Khana Amjadiya.

11. Lillahi, Abdul Rasool. 2007. *Tarikh Mashaikh-e Naqshbandia*. Lahore: Maktabah Zawiyah.
12. Ibn Miskawayh. 1967. *Tahdhib al-Akhlaq*.(Arabic). Beirut: American University of Beirut.
13. Al-Ghazali, *Bidayat al-Hidayah*.(Arabic). 2010. Beirut: Darul Minhaj.
14. Shah Waliullah. 2005. *Hujjat Allah al-Baligha* (Arabic). Lebanon: Dar al- Jil.

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: MA Islamic Studies

Course Code: MAIS-202-C; Title of the Course: Islam in Modern South Asia (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: Interpret the circumstances that led to the creation of Pakistan, demonstrate its ideology, discover its process of constitution-making, and illustrate the process of Islamisation (Cognitive level: Apply)

CLO-2: Survey Pakistan's challenges and prospects, analyse the causes behind its weak democracy, examine the impact on it of sectarianism and the Afghan war, survey its economic development in the light of feudalism, and outline its educational status (Cognitive level: Analyse)

CLO-3: Critique Islam in Bangladesh, describe the causes behind its creation, assess the status of its democracy, explain the increasing role of Islam in Bangladesh, and judge its educational and economic development (Cognitive level: Evaluate)

CLO-4: Explain Islam in Sri Lanka and Myanmar, reconstruct the history of the advent and spread of Islam in both countries, and summarise the present condition of Muslims therein (Cognitive level: Create)

CLO-5: Construct, summarise, and explain the general condition of Muslims in modern south Asia, and relate it to their condition in the rest of the world (Cognitive level: Create)

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)

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

Detailed Syllabus

Aims: To provide an insightful understanding of Muslims and the role of Islam in four countries of south Asia, with the greatest emphasis being on Pakistan. Starting with its

ideology and creation, the discourse moves towards constitution-making, Islamisation, the role of the military, and problems of feudalism and sectarianism, particularly in the aftermath of the Afghan war. This provides a background for the creation of Bangladesh, the role of Islam and the military in its politics and its educational and economic status. The last unit aims to provide both a background study and an insight into the current situation of Muslims in Sri Lanka and Myanmar.

Unit I - Emergence of Pakistan **12 hours**

- a. Creation of Pakistan: factors and major events
- b. The ideology underlying the Pakistan movement
- c. Problems of constitution-making
- d. The movement and politics of Islamisation

Unit II - Pakistan: Challenges & Prospects **12 hours**

- a. Democratic versus military government
- b. Sectarianism and impact of Afghan war
- c. Feudalism and economic development
- d. Status of education

Unit III - Islam in Bangladesh **12 hours**

- a. Creation of Bangladesh
- b. Democratic versus military government
- c. Islam in politics
- d. State of education and economic development

Unit IV - Islam in Sri Lanka and Myanmar **12 hours**

- a. Advent and spread of Islam in Sri Lanka (History)
- b. Sri Lankan Muslims Today
- c. Advent and spread of Islam in Myanmar (History)
- d. Myanmarian Muslims Today

Reference Books:

1. Hasan, Mushirul. 2008. Ed. *Islam in South Asia, vol. 1, 4, 5, 6*. New Delhi: Manohar Publishers.
2. Ahmad, Zafar. 2000. *Islam and Muslims in South Asia*. Delhi: Authorspress.
3. Iqbal, Afzal. 2005. *Contemporary Muslim World*. Delhi: Adam Publishers and Distributors.
4. Iqbal, Afzal. 1984. *Islamization of Pakistan*. Delhi: Idara-e Adabiyat.
5. Amir, Safia. 2000. *Muslim Nationhood in India*. Delhi: Kanishka Publishers.
6. Chak, Farhan Mujahid. 2015. *Islam and Pakistan's Political Culture*. New York: Routledge.

7. Yegur, Mosha. 1972. *The Muslims of Burma*. Wiesbaden: Otto Harrassowitz.
8. Mohan, Vasundhara. 1985. *Muslims of Sri Lanka*. Raipur: Alekh Publishers.
9. Ikram, S. M. 1965. *Modern Muslim India and the Birth of Pakistan (1858-1951)*. Lahore: Sh. Muhammad Ashraf.
10. Ahmad, Syed Nesar. 1991. *Origins of Muslim Consciousness in India: A World-System Perspective*. New York: Greenwood Press.
11. Holt, P. M. 1970. *The Cambridge History of Islam*. London: 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: MA Islamic Studies

Course Code: MAIS-203-C; Title of the Course: Islam and Orientalism (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, students should be able to:

CLO-1: Explain the meaning and development of Orientalism (Cognitive level: Understand)

CLO-2: Analyze the different approaches to Orientalism (Cognitive level: Analyze)

CLO-3: Evaluate Orientalists' contribution in the field of Quranic studies, Mysticism, Arabic Language and Law (Cognitive level: Evaluate)

CLO-4: Critically examine the works of select prominent Orientalists (Cognitive level: Evaluate)

CLO-5: Critically analyze Orientalists' work on hadith and sirah (Cognitive level: Analyze)

CLO-6: Measure the impact of the above work on Islamic socio-political thought, with focus on Edward Said's critique of Orientalism (Cognitive level: Apply)

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)

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

Detailed Syllabus

Aim: To examine the thought and contribution of Orientalists to Islamic sciences and its impact on the Islamic worldview. It will help students to understand the Orientalist approach towards Islamic thought and culture. This paper will certainly advance critical thinking about Orientalism among the students.

Unit I - Orientalism

12 hours

- a. Meaning and definition
- b. Origin and early development
- c. Objectives
- d. Approaches of Orientalism

Unit II - Intellectual Contribution of Orientalism

12 hours

- a. Studies of the Quran
- b. Mysticism
- c. Arabic language and literature
- d. Islamic law

Unit III – Prominent Orientalists

12 hours

- a. Goldziher
- b. W.M. Watt
- c. W.C. Smith
- d. P.K. Hitti

Unit IV - Analysis of Orientalists' Works

12 hours

- a. On *Hadith* and *Sirah*
- b. Muslim response to Orientalism (Sayyid Ahmad, Shibli Numani, Amir Ali)
- c. Impact of Orientalists' views on Islamic socio-political thought
- d. Edward Said's critique of Orientalism

Reference Books

1. Daniel, Norman. 2009. *Islam and the West*. London: Oneworld Publications.
2. Jameelah, Maryam. 2007. *Islam and Orientalism*. New Delhi: Adam Publishers.
3. Said, Edward. 2003. *Orientalism*. New Delhi: Penguin India.
4. Sardar, Ziauddin. 2011. *Orientalism*. London: Open University Press.
5. Ahmad, Khursheed and Maududi, A. A.2010. *Islam and the West*. New Delhi: MMI Publishers.
6. MacKenzie, John M. 1995. *Orientalism: History, Theory and the Arts*. London: Manchester University Press.
7. Nadvi, S.A.H. 1983. *Islamic Studies, Orientalists and Muslim Scholars*. Lucknow: Islamic Research and Publications
8. Sanaullah, Md. 2009. *Ulum-e Islamia awr Mustashriqin*. Lahore: Nashriyat.
9. Abdur Rahman, S. 2007. *Islam awr Mustashriqin*. Azamgarh: DarulMusannifin.
10. Zubair, Hafiz Md. 2014. *Islam awr Mustashriqin*. Lahore: Maktaba Rahmatullil Alamin.

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: M.A. Islamic Studies

Course Code: MAIS: 204-E (A); Title of the Course: Arabic-II (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: Apply Arabic grammar rules (Cognitive level: Apply)

CLO-2: Apply grammatical rules and construct sentences (Cognitive level: Apply)

CLO-3: Explain composition and comprehension (Cognitive level: Analyze)

CLO-4: Compose different types of Nouns, Verbs, etc. (Cognitive level: Create)

CLO-5: Reproduce and draft letters and applications in a simple language (Cognitive level: Analyze)

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)

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

Detailed Syllabus

This paper aims to build students' reading and translating skills so that they are able to comprehend , speak ,write and understand Arabic texts and avail resources in that language.

12 hours

یونٹ ۱۔ (القرأة الواضحة) ترجمہ ، عربی سے اردو انگلش

۱۔الدرس التاسع

۲۔الدرس العاشر

۳۔الدرس الحادی عشر

۳۔الدرس الثانی عشر

12 hours

یونٹ:۲ (القرأة الراشدة) ترجمہ ، عربی سے اردو انگلش

۱۔بر الوالدين

۲۔فضیلة الشغل

۳۔یوم العید

۳۔الطائر

12 hours

یونٹ۔۳۔ ترجمہ، اردو سے عربی

۱۔فعل ماضی معروف ومجهول پر مشتمل دس جملے (مثبت ومنفی)

۲۔فعل مضارع معروف ومجهول پر مشتمل دس جملے (مثبت ومنفی)

۳۔فعل ماضی استمراری پر مشتمل دس جملے (مثبت ومنفی)

۳۔فعل امر ونہی کے دس دس جملے (مثبت ومنفی)

12 hours

یونٹ ۳۔

۱۔دنوں اور مہینوں کے نام یاد کرنا

۲۔اسکول میں استعمال ہونے والی پندرہ اشیا کے نام یاد کرنا

۳۔گھر میں استعمال ہونے والی بیس چیزوں کے نام یاد کرنا

۳۔کھیل اور اس سے تعلق رکھنے والی بیس چیزوں کے نام یاد کرنا

مقررہ کتب:

کیرانوی، وحید الزماں، القرأة الواضحة (جلد اول) دیوبند: مکتبہ حسینیہ

ندوی، ابوالحسن علی، القرأة الراشدة، لکھنؤ: مکتبہ مجلس صحافت ونشریات ندوة العلماء

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خان، عبد الستار، عربی کا معلم (دوم)، کراچی: قدیمی کتب خانہ

انجم، غلام یحیٰ، معلم العربیۃ، دہلی: کتب خانہ امجدیۃ

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: MA Islamic Studies

Course Code: MAIS-204-E (E); Title of the Course: English-II (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, students should be able to:

CLO-1: Write basic letters efficiently for academic purpose (Cognitive level: Understand)

CLO-2: Develop writing and listening skills for academic purpose (Cognitive level: Apply)

CLO-3: Comprehend, speak and write fluently in English (Cognitive level: Apply/ Analyze)

CLO-4: Describe English texts and their significance through grammar (Cognitive level: Apply)

CLO-5: **Develop reading and comprehension skills** (Cognitive level: Apply)

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)

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

Detailed Syllabus

Aim: This second English paper continues where the last one left off. Besides completing the grounding in grammar and usage, it aims to build students' writing skills so that they are able to comprehend, speak and write fluently in English, and avail resources in that language.

Unit I - Grammar I (Hewings, Martin. 2006. *Advanced English Grammar*. New Delhi: Cambridge University Press.)

- Articles-II (Units 61-62) & Determiners & Quantifiers-I (63-65) **12 hours**
- Determiners & quantifiers-II (66-69)
- Relative & other clauses (70-75)

d. Pronouns, substitution etc. (76-81)

Unit II - Grammar II

12 hours

- a. Adjectives-I (Units 82-85)
- b. Adjectives-II (86-89)
- c. Adverbs and Conjunctions-I (90-95)
- d. Adverbs and conjunctions-II (96-100)

Unit III - Grammar III

12 hours

- a. Adverbs and conjunctions-III (Units 101-103) & Prepositions-I (104-105)
- b. Prepositions-II (106-110)
- c. Prepositions-III (111-114)
- d. Organising information (115-120)

Unit IV - Writing and Comprehension (Nesfield, J. C. 2009. *English Grammar, Composition and Usage*. Chennai: Macmillan India.)

12 hours

- e. Letter writing: Private letters (Chapter 61 A)
- f. Letter writing: Business letters (61 B)
- g. Essay writing (62)
- h. Comprehension (63), including passages from reference works of Islamic Studies

Reference Books

1. Habib, Gulfishaan. 2014. *English for Speakers of Urdu*. Hyderabad: Orient BlackSwan.
2. Murphy, Raymond. 2005. *Murphy's English Grammar*. Cambridge: Cambridge University Press.
3. Murphy, Raymond. 2008. *Intermediate English Grammar*. New Delhi: Cambridge University Press.
4. Smalzer, William R. with Murphy, Raymond. 2006. *Grammar in Use: Intermediate Workbook with Answers*. New York: Cambridge University Press.
5. Aggarwala, N. K. 2011. *A Senior English Grammar and Composition*. New Delhi: Goyal Brothers Prakashan.
6. Aggarwala, N. K. 2011. *Essentials of English Grammar and Composition*. New Delhi: Goyal Bros. Prakashan.
7. McCarthy, Michael and O'Dell, Felicity. 2006. *English Vocabulary in Use: Advanced*. Cambridge: Cambridge University Press.
8. McCarthy, Michael and O'Dell, Felicity. 2009. *English Vocabulary in Use: Upper Intermediate*. Cambridge: Cambridge University Press.
9. Redman, Stuart. 2006. *English Vocabulary in Use: Pre-intermediate and Intermediate*. Cambridge: Cambridge University Press.

10. McCarthy, Michael and O'Dell, Felicity. 2005. *English Collocations in Use*. Cambridge: Cambridge University Press.
11. V. Sasikumar and P. V. Dhamija. 1997. *Spoken English*. New Delhi: Tata Mc-Graw-Hill.
12. Haqee, Shanul Haq. 2003. *Oxford English-Urdu Dictionary*. Karachi: 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: MA Islamic Studies

Course Code: MAIS-205-E; Title of the Course: Abbasids and Later Dynasties (till 16th Century CE) (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, students should be able to:

CLO-1: Discuss the establishment, social system, political system and decline of the Abbasid dynasty (Cognitive level: Understand)

CLO-2: Evaluate the contribution of Abbasids in the fields of art, architecture, education, religious sciences, mathematics, medicine and other fields (Cognitive level: Evaluate)

CLO-3: Evaluate the contribution of regional dynasties such as Idrisids, Fatimids, Samanids and Ghaznawids in the fields of science, art, culture, and commerce (Cognitive level: Evaluate)

CLO-4: Evaluate the contribution of the Saljuq, Mongol, and Mamluk dynasties to education, architecture and the Ayyubids' response to the Crusades. (Cognitive level: Evaluate)

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)

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

Detailed Syllabus

Aim: Besides assessing the rich and varied contribution of the Abbasids to Islamic culture and civilisation, the paper aims to provide an understanding of the peculiarities and legacy of eight smaller dynasties of the medieval Muslim world. (Unit III & a part of unit V of the UGC syllabus are incorporated in this paper.)

Unit I - The Abbasid Dynasty

12 hours

- Establishment and consolidation
- Social system (ruling class, *mawalis*, *dhimmi*s, women, slaves, non-Arabs)

- c. Political, administrative and economic system
- d. Decline of the Abbasids

Unit II - Contribution of Abbasids

12 hours

- a. Art and architecture
- b. Development of education and literature
- c. Development of religious sciences
- d. Contribution to mathematics, geography, medicine and history

Unit III - Contribution of Major Regional Dynasties

12 hours

- a. Idrisids (Islamic culture and learning)
- b. Fatimids (religious, scientific and artistic contribution)
- c. Samanids (religion, art and commerce)
- d. Ghaznavids (revival of Persian language and culture)

Unit IV - Contribution of Other Muslim Dynasties

12 hours

- a. Saljuqs (polity and education)
- b. Mongols (centres of Islamic culture: Bukhara, Samarqand and Tashkent)
- c. Ayyubids (response to Crusades)
- d. Mamluks (art and architecture)

Reference Books

1. Hitti, P. K. 1984. *History of the Arabs*. London: Macmillan Publishers Ltd.
2. Ali, Ameer. 2006. *A History of the Saracens*. New Delhi: Kitab Bhawan.
3. Lewis, Bernard. 1966. *The Arabs in History*. London: Hutchinson University Library.
4. Bosworth, C. E. 2004. *The New Islamic Dynasties*. Edinburgh: Edinburgh University Press.
5. Petry, Carl F. Ed. 2008. *The Cambridge History of Egypt, Vol. I, Islamic Egypt, 640-1517*. Cambridge: CUP.
6. O’Leary, D. D. De Lacy. 1987. *A Short History of the Fatimid Caliphate*. Delhi: Renaissance Publishing House.
7. Armajani, Y. and Ricks, T. M. 1986. *Middle East: Past and Present*. New Jersey: Prentice Hall.
8. Hasan, Masudul. 2013. *History of Islam, 2 Vols*. New Delhi: Adam Publishers.
9. Husaini, S. A. O. 1949. *The Arab Administration*. Lahore: Sh. Muhammad Ashraf.
10. Najeebabadi, Akbar Shah Khan. 2007. *History of Islam, 2 Vols*. Tr. & Ed., Atiqur Rahman Uganwi, New Delhi: Adam Publishers.

11. Ali, Abdul. 1996. *Islamic Dynasties of the Arab East: State and Civilization during the Later Medieval Times*. Delhi: M. D. Publications.
12. Abdur Rahman, S. S. 1980. *Salibi Jang* (Urdu). Azamgarh: Maktaba Maarif.
13. Nadvi, Muin al-Din. 1944. *Tarikh-i Millat* (Urdu). Azamgarh: Maarif Press
14. Saulat, Sarwat. 2003. *Millat-e Islamia ki Mukhtasar Tarikh* (Urdu). New Delhi: Markazi Maktaba Islami.

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: MA Islamic Studies

Course Code: MAIS-206-E; Title of the Course: Islam and the West (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, students should be able to

CLO-1: Understand Islam in Mediaeval Europe (Cognitive level: Understand)

CLO-2: Discuss the Muslim response to the West in the early modern period (Cognitive level: Understand)

CLO-3: Identify the views of Turkish and Egyptian delegations to Europe (Cognitive level: Analyze)

CLO-4: Describe the impact of colonialism on Muslim societies (Cognitive level: Understand)

CLO-5: Analyze the description of Islam and Muslims in Europeans literature (Cognitive level: Analyze)

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)

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

Detailed Syllabus

Aims: The paper begins with early encounters between Islam, and Christianity or the West; originating in literature, and passing through the battlefield of the Crusades, to colonialism. The Muslim response to the West in the early modern period is also studied. The last unit is devoted to Europe after World War II, the impact of the Marshal Plan on Muslims and Muslim migration to Europe, ending with an overview of Muslims in three European countries and America.

Unit I - Islam in Medieval Europe **12 hours**

- a. Christianity and Islam: the early encounter
- b. Pope Urban II and his perception of Islam and Arabs
- c. Crusaders' accounts of Islam and Arab Muslims
- d. Islam and Muslims in medieval European literature

Unit II - Islam in 18th and 19th Centuries **12 hours**

- a. Colonial intervention in the Muslim world
- b. Travellers' accounts of Islam and Muslims
- c. Scholarly attempts at understanding Islam and Muslims
- d. Impact of colonialism on Muslim societies

Unit III - Muslim Presence in Europe **12 hours**

- a. Early Muslim perceptions of Europe
- b. Views of Turkish and Egyptian delegations to Europe
- c. Muslim intellectuals' views on Europe (Syed Ahmad Khan, Jamaluddin Afghani and Muhammad Abduh)
- d. Early Muslim students in European universities (Rifaah Rafi'al-Tahtawi, Namik Kamal, Shaykh Ahmad al-Attar and Hasan Pasha al-Iskandrani)

Unit IV - Muslims in Post-World War II Europe and America **12 hours**

- a. Europe after World War II: Marshal Plan and its impact
- b. Muslim migration to Europe
- c. Muslims in Germany, France and Britain
- d. Muslims in America

Reference Books

1. Daniel, Norman. 2009. *Islam and the West: The Making of an Image*. London: One world Publications.
2. Hourani, Albert. 1980. *Europe and the Middle East*. London: Macmillan.
3. Lewis, Bernard. 1982. *The Muslim Discovery of Europe*. New York and London: W. W. Norton.
4. Ramadan, Tariq. 1999. *To Be A European Muslim*. Leicester: Islamic Foundation.
5. Armour, Rollin. 2003. *Islam, Christianity, and the West*. Maryknoll, New York: Orbis Books.
6. Bulliet, Richard W. 2004. *The Case for Islamo-Christian Civilization*. New York: Columbia University Press.
7. Lewis, David L. 2008. *God's Crucible: Islam and the Making of Europe, 570 to 1215*. New York: W. W. Norton.

8. Matar, N. I. 2008. *Europe through Arab Eyes 1578–1727*. New York: Columbia University Press.
9. Southern, R. W. 1962. *Western Views of Islam in the Middle Ages*. Cambridge, Mass.: Harvard University Press.
10. Watt, Montgomery. 1982. *The Influence of Islam on Medieval Europe*. Edinburgh: Edinburgh University Press.
11. Tolan, John V. 2002. *Saracens: Islam in the Medieval European Imagination*. New York: Columbia Univ. Press.
12. Tolan, John V. 2009. *Sons of Ishmael: Muslims through European Eyes in the Middle Ages*. Gainesville: University Press of Florida.
13. Abu Lughod, Ibrahim A. 1963. *Arab Discovery of Europe: A Study in Cultural Encounters*. Princeton: Princeton University Press.
14. Ansari, Zafar Ishaq and Esposito, John. 2001. Ed. *Muslims and the West: Encounter and Dialogue*. Islamabad and Washington D.C.: Center for Muslim-Christian Understanding.
15. Gibb, Hamilton A. R. and Bowen, Harold. 1950-1957. *Islamic Society and the West, 2 vols*. London and New York: Oxford University Press.
16. Hafez, Kai. Ed. 2000. *Islam and the West in the Mass Media: Fragmented Images in a Globalizing World*. Cresskill, N. J.: Hampton Press.
17. Kedar, Benjamin Z. 1984. *Crusade and Mission: European Approaches toward the Muslims*. Princeton, N.J.: Princeton University Press.
18. Rodinson, Maxime. Tr. Roger Veinus. 1991. *Europe and the Mystique of Islam*. Seattle and London: University of Washington 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: MA Islamic Studies

Course Code: MAIS-207-E; Title of the Course: Islam and Human Rights (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 theories and concepts of human rights (Cognitive level: Understand)

CLO-2: Demonstrate the origin and development of the concept of human rights in the West, interpret the UDHR, and diagnose problems in the Western discourse on human rights (Cognitive level: Apply)

CLO-3: Analyse the Islamic concept of human rights, examine its origin, identify its legal and moral aspects, and compare the rights of different categories of people (Cognitive level: Analyse)

CLO-4: Critique the UN's role in the protection of human rights, and the Cairo Declaration of Human Rights (Cognitive level: Evaluate)

CLO-5: Describe the historical development of, and challenges faced by human rights in the Muslim world in the 19th and 20th century (Cognitive level: Evaluate)

CLO-6: Assess the status of democracy, media, and individual rights in the Muslim world; and compare and contrast the concepts of universalism and cultural relativism (Cognitive level: Evaluate)

CLO-7: Relate the Islamic and Western concepts of human rights, explain the areas of conflict between them, and devise and generate solutions for the same (Cognitive level: Create)

CLO-8: Reconstruct Muslim objections to the UDHR, and summarise modern Muslim efforts at reconciling the Islamic and Western concepts (Cognitive level: Create)

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12
CLO1	2	2	1	2	2	2	1	2	2	2	2	3
CLO2	2	2	1	2	2	2	1	2	2	2	2	3
CLO3	2	2	1	2	2	2	1	2	2	2	2	3

CLO4	2	2	1	2	2	2	1	2	2	2	2	3
CLO5	2	2	1	2	2	2	1	2	2	2	2	3
CLO6	2	2	1	2	2	2	1	2	2	2	2	3
CLO7	2	2	1	2	2	2	1	2	2	2	2	3
CLO8	2	2	1	2	2	2	1	2	2	2	2	3

Detailed Syllabus

Aims: To provide an interface between Islam and human rights and an in-depth understanding of both, particularly the areas of overlap and conflict between the two. The paper aims to provide both a historical and contemporary perspective on human rights in Islam, the Muslim world and the West.

Unit I - Theories and Concepts of Human Rights **12 hours**

- a. Origin and development of the concept
- b. The Universal Declaration of Human Rights
- c. Problems in the human rights discourse of the West
- d. Human rights' protection and role of UN

Unit II - Islam and Human Rights **12 hours**

- a. Origin and definition of human rights (based on *Quran*, *Sunnah* and early history)
- b. Legal and moral aspect of human rights in Islam
- c. Major rights of all citizens in an Islamic state
- d. Special rights of Muslims and non-Muslims

Unit III - Historical Development of Human Rights in the Muslim World **12 hours**

- a. Early modern period
- b. Post-World War II
- c. Democracy, media and individual rights
- d. Challenges to human rights

Unit IV - Areas of Conflict between Islamic and Western Concepts **12 hours**

- a. Muslim objections to the UDHR
- b. Cairo Declaration of Human Rights in Islam and its critics
- c. Universalism versus cultural relativism
- d. Modern Muslim efforts at reconciling the Islamic and Western concepts

Reference Books

1. Donnelly, Jack. 1998. *International Human Rights*. Boulder: Westview Press.
2. Mayer, Ann Elizabeth. 2004. *Islam and Human Rights: Tradition and Politics*. Oxford: Westview.
3. Mawdudi, A. A. 1977. *Human Rights in Islam*. Lahore: Islamic Publications.
4. Hussain, S. S. 1990. *Human Rights in Islam*. New Delhi: Kitab Bhawan.

5. Baderine, Mashood and Others. Ed. 2012. *Islam and Human Rights*. Surrey: Ashgate Publishing.
6. Engineer, A. A. 1992. *The Rights of Women in Islam*. London: C. Hurst.
7. Pollis, A. and Schnob, P. Ed. 1979. *Human Rights: Cultural and Ideological Perspectives*. New York: Praeger.
8. An-Naim, A. A. 1990. *Towards an Islamic Reformation: Civil Liberties, Human Rights and International Law*. Syracuse, New York: Syracuse University Press.
9. Salahuddin, Mohd. 1977. *Bunyadi Haqooq*. (Urdu). Lahore: Idara Tarjuman al-Quran.

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: MA Islamic Studies

Course Code: MAIS-301-C; Title of the Course: Fiqh and Ijtihad (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 importance of Fiqh (Cognitive level: Understand)

CLO-2: Discuss origin and development of jurisprudence (Cognitive level: Understand)

CLO-3: Describe the concept of Ijtihad (Cognitive level: Understand)

CLO-4: Analyze the Muslim minorities and Ijtihad in India (Cognitive level: Analyze)

CLO-5: Demonstrate the application of Ijtihad in contemporary times (Cognitive level: Apply)

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)

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

Detailed Syllabus

Aims: To introduce students to the important Islamic science of Fiqh or Islamic jurisprudence, and to ijtehad as a tool for interpreting current political, socio-economic and medical issues. By introducing them to various institutions working in the field of collective ijtehad and to the methods employed by them in India and abroad, the paper will help students to widen their understanding of higher objectives of the Sharia. (Unit VIII of the UGC syllabus is partially incorporated in this paper.)

Unit I –*Fiqh*

12 hours

a. Meaning and importance

- b. Origin and development
- c. Major sources (Quran, *Sunnah*, *Ijma* and *Qiyas*)
- d. Select secondary sources (*Istihsan*, *Urf* and *Sadd al-Zara'i*)

Unit II - Schools of *Fiqh*: Origin, Development and Characteristics **12 hours**

- a. Hanafi
- b. Maliki
- c. Shafii
- d. Hanbali and Jafri

Unit III - Concept of *Ijtihad* **12 hours**

- a. Basic concepts of *ijtihad* and *taqlid*
- b. Concept of *ijtihad* in the Quran and *Sunnah*
- c. *Ijtihad* in the early period (first century *Hijri*)
- d. Collective *ijtihad* and its importance

Unit IV - *Ijtihad* in India and the Contemporary World **12 hours**

- a. *Fiqh* of Muslim Minorities and *ijtihad*
- b. *Ijtihad* in the contemporary world (Jeddah Academy, *Fiqh* Council of North America, European *Ifta* Council)
- c. *Ijtihad* in contemporary India (Islamic *Fiqh* Academy, Delhi; Darul Ulum, Deoband; Nadwatul Ulama, Lucknow; Jamia Ashrafia, Mubarakpur)
- d. Important social, economic and medical issues

Reference Books

1. Iqbal, Mohd. 2012. *Reconstruction of Religious Thought in Islam*. Kashmir: Gulshan Books.
2. Rahman, Fazlur. 2002. *Islam*. Chicago: University of Chicago Press.
3. Schacht, Joseph. 2002. *An Introduction to Islamic Law*. UK: Oxford University Press.
4. Khan, Md. Hameedullah. 1991. *The Schools of Islamic Jurisprudence*. New Delhi: Kitab Bhavan.
5. Farooqi, Yusuf. 2009. *Ijtihad: Manahij wa Asalib*(Urdu). Islamabad: Sharia Academy.
6. Ahmad, Qazi Maqbool. 2001. *Islam awr Ijtihad* (Urdu). Lahore: Maktaba Quddoosia.
7. Usmani, Taqi. 1990. *Taqlid ki Sharai Haisiyat* (Urdu). Deoband: Maktaba Naimia.
8. Siddiqi, Nijatullah. 2009. *Maqasid-e Shariat* (Urdu). New Delhi: MMI Publishers.
9. Rahmani, Khalid Saifullah. 2010. *Fiqh-e Islami: Tadwin wa Taaruf* (Urdu). Deoband: Maktaba Naimia.
10. Dehlawi, Shah Waliullah. *Iqdul Jid fi Ahkam al-Ijtihad wa al-Taqlid*. Muhammad Miyan Siddiqi. Urdu Tr. 2000. Islamabad: Alsharia Academy.

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: MA Islamic Studies

Course Code: MAIS-302-C; Title of the Course: Islam in Modern West Asia (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, students should be able to:

CLO-1: Evaluate the reasons for the emergence of modern West Asia (Cognitive level: Understand)

CLO-2: Analyze the role of prominent Muslim leaders in shaping the States of West Asia (Cognitive level: Analyze)

CLO-3: Discuss modern trends in West Asia (Cognitive level: Evaluate)

CLO-4: Explain the reasons for the religio-political conflicts in modern West Asia (Cognitive level: Apply)

CLO-5: Produce the outcome of the regional contribution of Muslims from the modern West Asia (Cognitive level: Create)

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)

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

Detailed Syllabus

Aims: This area-studies paper aims to impart an understanding of the history of Islam in a particular geographical entity i.e. modern West Asia. From the political history of the emergence of modern West Asia to the development of modern trends as well as the nature of

wars and conflicts in the region are all covered in the scope of this paper. (Unit X of the UGC syllabus is partly incorporated in this paper.)

Unit I - Emergence of Modern West Asia **12 hours**

- a. Struggle for the Persian Gulf and British supremacy(18th-19th century)
- b. European colonial politics and Arabs: major events in the 19th century
- c. Mohammad Ali Pasha and modernisation of Egypt
- d. Genesis and growth of Arab nationalism

Unit II - Islam in Modern Turkey and Iran **12 hours**

- a. Emergence of modern Turkey: Zia Gokalp, Namik Kemal and Mustafa Kemal
- b. Islamic revivalism in Turkey: Erbakan to AKP
- c. Modernisation and westernisation in Iran through Reza Shah
- d. Islamic revolution in Iran: Khomeini to Khamenei

Unit III - Modern Trends in West Asia **12 hours**

- a. Ikhwan al-Muslimun in Egypt: origin, growth and struggle
- b. Arab Spring and the changing scenario
- c. Educational progress in modern GCC states
- d. Indo-Arab relations: modern trends

Unit IV- Religio-Political Conflicts in Modern West Asia **12 hours**

- a. Creation of Israel: religio-political background
- b. Liberation organizations: PLO, HAMAS and Hezbollah
- c. Religio-political conflicts in Iraq and Yemen
- d. Current political situation in Syria and Libya

Reference Books

1. Lewis, Bernard. 2001. *The Emergence of Modern Turkey*. USA: Oxford University Press.
2. Al-Rasheed, Madawi. 2010. *A History of Saudi Arabia*. UK: Cambridge Univ. Press.
3. Vatikiotis, P. J. 1980. *The History of Modern Egypt from Muhammad Ali to Mubarak*. USA: John Hopkins University Press.
4. Shaw, Stamford J. 1976. *History of the Ottoman Empire and Modern Turkey*. UK: 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

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COURSE DESIGN

DEPARTMENT OF ISLAMIC STUDIES

Name of the Academic Program: MA Islamic Studies

Course Code: MAIS-303-C; Title of the Course: Modern Trends and Movements in Islam
(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, students should be able to:

CLO-1: Explain Westernisation and modernity (Cognitive level: Understand)

CLO-2: Examine Muslims and modernity (Cognitive level: Evaluate)

CLO-3: Analyze post-modernism (Cognitive level: Analyze)

CLO-4: Trace the thought of modernist Muslim thinkers (Cognitive level: Apply)

CLO-5: Discuss Muslim modernist movements (Cognitive level: Understand)

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)

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

Detailed Syllabus

Aims: To study the making of modern Western civilisation; linkages and differences between the concepts of modernity, post-modernity and westernization with respect to Islam; the impact of these on Islamic civilisational history, and the resultant phenomenon of Islamic modernism. An analysis of the emergence of several modern Islamic movements and the ideas of important Islamic modernists in India and the Muslim world is the wider scope of this paper. (Unit X of the UGC syllabus is partly incorporated in this paper.)

Unit I - Modernity and westernization

12 hours

a. Modern western civilisation: Renaissance, Reformation and Enlightenment

- b. Modernity and its relationship with westernisation
- c. Islamic modernism
- d. Postmodernism and Islam

Unit II - Modern Religio-political Movements **12 hours**

- a. Wahhabi
- b. Sokoto
- c. Nursi
- d. Sanusi

Unit III - Islamic Modernists in the Muslim World **12 hours**

- a. Jamaluddin Afghani and Pan-Islamism
- b. Mohammad Abduh and Rashid Rida
- c. Ali Abdul Raziq and Qasim Amin
- d. Ali Shariati and Imam Khomeini

Unit IV - Islamic Modernists in the Indian Subcontinent **12 hours**

- a. Shah Waliullah
- b. Sayyid Ahmad Khan and Amir Ali
- c. Mohd. Iqbal and Abul Kalam Azad
- d. Fazlur Rahman

Reference Books

1. Kurzman, Charles. 1998. *Liberal Islam: A Source Book*. USA: Oxford University Press.
2. Ahmad, Akbar S. 1992. *Postmodernism and Islam*. New York: Routledge.
3. Esposito, J. L. and Voll, J. O. 2001. *Makers of Contemporary Islam*. USA: Oxford University Press.
4. Ahmad, Akbar S. and Donnan Hastings. 1994. *Islam, Globalization and Postmodernity*. New York: Routledge.

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: MA Islamic Studies

Course Code: MAIS-304-E; Title of the Course: Islamic Banking and Finance-I
(Open 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, students should be able to:

CLO-1: Explain economic teachings in the light of the Quran and Sunnah, and trace public borrowing and institutions of credit during medieval period (Cognitive level: Understand)

CLO-2: Examine medieval Muslim economic thinkers, trade and commerce during the medieval period (Cognitive level: Understand)

CLO-3: Compare scholastic economics with Islamic economics (Cognitive level: Apply)

CLO-4: Distinguish between various contracts such as *Musharakah*, *Mudharabah*, *Murabaha*, *Kafala*, *Wakala*, *Ijara*, *Salam*, and *Istisna*; and explain Islamic insurance and bonds (Cognitive level: Understand)

CLO-5: Record the historical development of the Islamic banking system with focus on South East Asia (Cognitive level: Understand)

CLO-6: Critically evaluate socialism and capitalism as compared to the Islamic economic system, and assess the effects of petro-economics Cognitive level: Evaluate)

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)

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

Detailed Syllabus

Aims: It is a skill-enhancement paper which offers a transdisciplinary and holistic approach to knowledge. It offers an understanding of Islamic economics and its application to Islamic

banking and finance. Various principles of banking and finance are discussed from the perspective of *shariah* and jurisprudence.

Unit I - Islamic Economics **12 hours**

- a. Economic teachings in the Qur'an and *Sunnah*
- b. Salient features of Islamic economics
- c. Medieval Muslim contribution to economic thought
- d. Public borrowing and institutions of credit in Islamic history

Unit II - Medieval Islamic Economic Thought **12 hours**

- a. Classical Muslim economic thinkers (Abu Yusuf, Al-Ghazali and Ibn Khaldun)
- b. Scholastic economics and Islamic economics
- c. Links with Greek and Latin-European scholarship
- d. Trade and commerce

Unit III - *Shariah* Contracts and Islamic Financial Instruments **12 hours**

- a. *Musharakah*, *mudharabah*, *murabaha*
- b. Security contracts (*kafala*) and agency contracts (*wakala*)
- c. *Ijara*, *salam* and *istisna*
- d. *Takaful* (insurance) and *sukuk* (bonds)

Unit IV - Modern Islamic Economics and Finance **12 hours**

- a. Developments in Islamic Economics since mid-20th century
- b. Islamic critique of other economic systems: capitalism and socialism
- c. Islamic banking and finance in south-east Asia
- d. Petro-economics

Reference Books

1. Siddiqi, M. Nejatullah. 2001. *Economics: An Islamic Approach*. Islamabad: Institute of Policy Studies.
2. Ghazanfar, S.M. and Islahi, A.A. 1998. *Economic Thought of Al-Ghazali*. Jeddah: Scientific Publishing Centre.
3. Ghazanfar, S.M. 2003. *Medieval Islamic Economic Thought: Filling the Great Gap in European Economics*. London: Routledge Curzon.
4. Ahmad, Khurshid. 1976. *Studies in Islamic Economics*. Jeddah & UK: Islamic Research and Training Institute and Islamic Foundation.
5. Islahi, Abdul Azim. 2014. *History of Islamic Economic Thought: Contributions of Muslim Scholars to Economic Thought and Analysis*. UK: Edward Elgar Publishing Limited.
6. Islahi, Abdul Azim. 2015. *Economic Thinking of Arab Muslim Writers during the Nineteenth Century*. Houndmills: Palgrave Macmillan.

7. Wilson, Rodney.1998. "The Contribution of Muhammad Baqir al-Sadr to Contemporary Islamic Economic Thought," *Journal of Islamic Studies*, Oxford, Vol.9, No.1, pp.46-59.
8. Kallek, Cengiz. 1998. "Economic Views of Abu 'Ubayd," *IUM Journal of Economics and Management*, Kuala Lumpur, Vol. 6, No. 1, pp. 1-21.
9. Haneef, M. Aslam, "Contemporary Muslim Economic Thinking at the Turn of the 21st Century," *IUM Journal of Economics and Management*, Kuala Lumpur, Vol. 9, No.10, 2000, pp. 1-30.
10. Gusau, Sule Ahmad, "Economic Thoughts of Ibn Khaldun," *Journal Of Islamic Economics*, Selangor, Vol. 3, No.3, 1993, pp.61-80.
11. 2012. *Islamic Financial System: Principles and Operations*. Kuala Lumpur: International Shariah Researchers, Academy for Islamic Finance, ISRA.

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: MA Islamic Studies

Course Code: MAIS-305-E; Title of the Course: Islam in Spain and Sicily (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, students should be able to:

CLO-1: Discuss the formation of Umayyad and other Muslim dynasties in Spain, and examine the causes of their downfall (Cognitive level: Understand)

CLO-2: Describe the social structure, trade, education system, and military administration in Muslim Spain (Cognitive level: Understand)

CLO-3: Evaluate the cultural and intellectual contribution of Muslims in Spain in the fields of Science Industry, Architecture, Technology and Islamic Sciences (Cognitive level: Evaluate)

CLO-4: Discuss the rise of Muslim rule and administration in Sicily, with an assessment of the conflux of two cultures (Cognitive level: Understand)

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)

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

Detailed Syllabus

Aims: To study Islamic civilisation in Spain and Sicily. The former was conquered early in the eighth century and remained under Muslim rule till the end of the fifteenth, as a bastion of Muslim culture and civilisation in Europe, and the conduit for the transmission of Muslim knowledge to the West, leading to the Renaissance. It will help students to understand the contribution made by Muslims and their impact on society and culture. It will also give them an understanding of the nature of Muslim rule and its role in the development of the intellectual tradition.

- Unit I - Muslim Rule in Spain** **12 hours**
- a. Establishment of rule
 - b. Spain under Umayyads (prominent rulers)
 - c. Other Muslim dynasties (Murabits and Muwahhids)
 - d. Causes of decline of Muslim rule
- Unit II - Society and Administration** **12 hours**
- a. Social structure
 - b. Trade, commerce and agriculture
 - c. Civil and military administration
 - d. Educational system
- Unit III - Civilizational Contribution** **12 hours**
- a. Development of religious sciences
 - b. Arabic language and literature
 - c. Fine arts and architecture
 - d. Industry, science and technology
- Unit IV - Muslim Rule in Sicily** **12 hours**
- a. Conquest of Sicily
 - b. Socio-cultural developments
 - c. Administration
 - d. Sicily: confluence of two cultures (East and West)

Reference Books

1. 2010. *The Cambridge of History of Islam*. Cambridge: Cambridge University Press.
2. Watt, W. M. 1990. *A History of Islamic Spain*. London: Taylor & Francis.
3. Hitti, P.K. 1948. *History of the Arabs*. London: Macmillan.
4. Ahmad, Aziz. 2000. *History of Islamic Sicily*. New York: Columbia University Press.
5. Chiarelli, Leonard. 2012. *A History of Muslim Sicily*. Malta: Midsea Books Ltd.
6. Kennedy, Hugh. 1996. *Muslim Spain and Portugal: A Political History of Al-Andalus*. London: Routledge.
7. Nadwi, R.A. 1950. *Tarikh-e Andalus* (Urdu). Azamgarh: Darul Musannifin.
8. Nadvi, Muin al-Din. 1991. *Tarikh-e Millat* (Urdu). Karachi: Idara Islamiyat.
9. Nadvi, Rasheed Akhtar. 1995. *Musalman Andalus men* (Urdu). Lahore: Sangmil Publishers.
10. Saulat, Sarwat. 2014. *Millat-e Islamia ki Mukhtasar Tarikh, Vol. I & II* (Urdu). Lahore: Maktaba Jadeed 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: MA Islamic Studies

Course Code: MAIS-306-E; Title of the Course: An Introduction to Semitic and Other Religions (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, students should be able to:

CLO-1: Discuss the beliefs and chief characteristics of Judaism, and compare commonalities between Islam and Judaism (Cognitive level: Understand)

CLO-2: Discuss beliefs, chief characteristics, and major sects of Christianity, and compare commonalities between Islam and Christianity (Cognitive level: Understand)

CLO-3: Discuss the basic beliefs, ethical teachings and principal sects of Islam, and sketch the life of the Prophet (Cognitive level: Understand)

CLO-4: Discuss the teachings of Zoroastrianism and Bahaism and compare commonalities between Islam and Zoroastrianism (Cognitive level: Understand)

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)

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

Detailed Syllabus

Aims: To equip students with knowledge about the core teachings and practices of the three Semitic religions including Islam, besides Zoroastrianism and Bahai faith; and to draw logical parallels between them. It further aims to bring home to students, the significance of these religions in the contemporary world.

Unit I - Judaism

12 hours

- Beliefs and chief characteristics
- Old Testament
- Emphasis on canonical law
- Commonalities between Islam and Judaism

Unit II - Christianity **12 hours**

- a. Beliefs and chief characteristics
- b. The Church, its history and organization
- c. The New Testament and chief sects (Roman Catholic, Protestant and Greek Orthodox)
- d. Commonalities between Islam and Christianity

Unit III - Islam **12 hours**

- a. Basic beliefs and practices
- b. The Prophet's life
- c. Ethical teachings
- d. Principal sects (Sunni and Shia)

Unit IV- Zoroastrianism and Bahaim **12 hours**

- a. Life and teachings of Zoroaster
- b. Primary texts
- c. Commonalities between Islam and Zoroastrianism
- d. Fundamentals of Bahaim

Reference Books

1. Tiwari, K. N. 1987. *Comparative Religion*. New Delhi: Motilal Banarsidas.
2. Finley, P. 2014. *The World Religions Speak*. New York: Palgrave Macmillan.
3. Baird, R. D. 1989. *Religion in Modern India*. New Delhi: South Asia Books.
4. Thakur, S. C. 2019. *Christian and Hindu Ethics*. London: Routledge.
5. Farmer, E. L. and others. 1986. *Comparative History of Civilizations in Asia*. University of Pennsylvania: Westview Press.
6. Naeemi, M. A. 2017. *Tasawwur-e Tawhid awr Shirk*. Delhi: Kutubkhana Amjadia.

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: MA Islamic Studies

Course Code: MAIS-307-E; Title of the Course: Globalisation: Modern and Islamic Perspective (Open 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, students should be able to:

CLO-1: Learn the concept of globalization in the modern world (Cognitive level: Understand)

CLO-2: Know how the idea of Islam is closely related to the modern concept of globalization (Cognitive level: Evaluate)

CLO-3: Analyze the works of important scholars and critics of globalization (Cognitive level: Analyze)

CLO-4: Discuss the modern structure of global governance and its application in Islamic teachings (Cognitive level: Apply)

CLO-5: Produce the outcome of the contribution of Muslims towards globalization (Cognitive level: Create)

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)

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

Detailed Syllabus

Aims: To explain global changes affecting culture, politics and economics. Special emphasis is placed on Islamic discourses on globalisation.

Unit I - Globalisation: Concepts and Ideas

12 hours

- Core concepts and types of globalisation
- Globalisation and religion

- c. Globalisation and culture
- d. Globalisation and social order

Unit II - Islam and Globalisation **12 hours**

- a. Islam and universalism
- b. Islamic idea of global order
- c. Globalisation, secularisation and Islam
- d. Islam, economics and global economic order

Unit III - Global Governance **12 hours**

- a. Global institutions
- b. Globalisation and regionalisation
- c. Globalisation and development
- d. Role of NGOs and civil society groups

Unit IV –Globalisation and its Critics **12 hours**

- a. Globalisation and nationalism
- b. Liberal capitalist order and globalisation
- c. Socialism and globalisation
- d. Contemporary debate on anti-globalisation

Reference Books:

1. Steger, Manfred B. 2001. *Globalization: The New Market Ideology*. USA: Rowman & Littlefield.
2. Ahmad, Akbar S. and Hastings, D. 1994. *Islam, Globalization and Post-modernity*. New York: Routledge.
3. Friman, Richard H. 2007. *Challenges and Paths to Global Justice*. New York: Palgrave Macmillan.
4. Held, David, and Anthony McGrew. 2002. *Globalisation/Anti-Globalisation*. Cambridge: Polity Press.
5. Held, David. Ed. 2004. *A Globalizing World: Culture, Economics, Politics*. London: Routledge.
6. Nachiappan, Karthik. 2019. *Does India Negotiate?*. New Delhi: Oxford University Press.
7. Nayyar, Deepak. Ed. 2002. *Governing Globalisation: Issues and Institutions*. New Delhi: Oxford University Press.
8. Nayyar, Deepak. 2008. *Trade and Globalisation*. New Delhi: 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: MA, Islamic Studies

Course Code: MAIS: 401-C; Title of the Course: Kalam and Philosophy (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, students should be able to:

CLO-1: Explain the origin and development of Islamic philosophy and theology (Kalam) (Cognitive level: Analyze)

CLO-2: Evaluate the works of classical Muslim philosophers and theologians and their contribution in the development of the Muslim philosophical tradition (Cognitive level: Evaluate)

CLO-3: Explain the philosophical and theological issues taken up by the Muslim philosophers and theologians (Cognitive level: Apply)

CLO-4: Analyze the emergence and evolution of major Muslim theological sects in the early period of Islamic history (Cognitive level: Analyze)

CLO-5: Evaluate the work and contribution of Islamic theologians in the field of theology (Kalam) (Cognitive level: Evaluate)

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)

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

Detailed Syllabus

Aims: To offer a study of Islamic theology, covering its origin, teachings and various schools. Major issues within Muslim theology, and philosophers from the classical period are discussed, which will enable students to understand the reasons of disagreement and various views in the light of *shariah*. The paper will give an understanding of reasons for different

sects in Islam and their beliefs. (Unit IX of the UGC syllabus is partially incorporated in this paper.)

Unit I - Islamic Philosophy **12 hours**

- a. Origin and development till Abbasid period
- b. Development of philosophy in Spain: Ibn Bajja and Ibn Tufayl
- c. God, the universe and knowledge
- d. Good and evil; cause and effect

Unit II - Classical Muslim Philosophers **12 hours**

- a. Al-Kindi, Al-Farabi
- b. Ibn Sina
- c. Al-Ghazali
- d. Ibn Rushd

Unit III - *Ilm-e Kalam* **12 hours**

- a. Origin and development
- b. Khawarij, Jabriyya and Qadriyyah
- c. Murjiyyah and Mutazilah
- d. Ashairah and Maturidiyyah

Unit IV - Important *Mutakallimun* of the Subcontinent **12 hours**

- a. Shah Waliullah Dehlwi
- b. Syed Ahmed Khan
- c. Shibli Numani
- d. Ahmad Raza Khan

Reference Books

1. Sharif, M. M. 2007. *A History of Muslim Philosophy, 2 Vols.* New Delhi: Adam Publishers.
2. Macdonald, D. B. 2008. *Development of Muslim Theology.* USA: The Lawbook Exchange.
3. De Boer, T. J. 2003. *The History of Philosophy of Islam.* USA: Kessinger Publishing.
4. Arberry, A. J. 2008. *Revelation and Reason in Islam.* London & New York: Routledge.
5. Nomani, Shibli. 2007. *Ilm al-Kalam* (Urdu). Azamgarh: Darul Musannifin.
6. Khan, Syed Ahmed. 1892. *Tafsir al-Qur'an* (Urdu). Aligarh: Institute Press.
7. Nadwi, Abdus Salam. 2017. *Hukama-e Islam* (Urdu). Azamgarh: Darul Musannifin.
8. Khan, Ahmad Raza. 2010. *Al Kalimatul Mulhimah fi Hikmatil Muhkamah* (Urdu). Mumbai: Raza Academy.

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: MA Islamic Studies

Course Code: MAIS-402-C; Title of the Course: Research Methodology (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, students should be able to

CLO-1: Discuss research forms and formats (Cognitive level: Understand)

CLO-2: Discuss the methods of research designing (Cognitive level: Apply)

CLO-3: Understand the appropriate techniques of data collection (Cognitive level: Understand)

CLO-4: Identify the content of interpretation and discourse analysis (Cognitive level: Analyze)

CLO-5: Analyze the Research ethics (Cognitive level: Analyze)

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)

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

Detailed Syllabus

The intended objective of this paper is to train the students in the methods of designing research.

Unit I - Forms, Format and Design of Research Proposal

12 hours

- What is research?
- Research design
- Stages in developing a research proposal
- Methods of designing research

Unit II - Data Collection Techniques **12 hours**

- a. Quantitative and qualitative methods
- b. Questionnaire, interview and sampling
- c. Field study
- d. Ethnographic methods

Unit III - Data Interpretation and Discourse Analysis **12 hours**

- a. Statistical method of data tabulation and interpretation
- b. Content analysis method
- c. Use of audio-visual methods
- d. Approaches to discourse analysis

Unit IV - Research Ethics **12 hours**

- a. Copyright
- b. Plagiarism
- c. Citation methods
- d. Research communication

Reference Books

1. Barakso, Maryann, Daniel M. Sabet and Brian F. Schaffner. 2014. *Understanding Political Science Research Methods: The Challenge of Inference*. New York: Routledge.
2. Bevir, Mark, and Jason Blakelly. 2018. *Interpretive Social Science: An Anti-Naturalise Approach*. Oxford: Oxford University Press.
3. Box-Steffensmeier, Janet M., Henry E. Brady and David Collier. 2008. *The Oxford Handbook of Political Methodology*. New York: Oxford University Press.
4. Cargan, Leonardo. 2008. *Doing Social Research*. Jaipur: Rawat Publications.
5. Chandler, Daniel. 2002. *Semiotics: The Basics*. New York: Routledge.
6. Cipani, Ennio. 2010. *Practical Research Methods for Educators: Becoming an Evidence-Based Practitioner*. New York: Springer Publishing Company.
7. Dalton, Russell J. and Hans-Dieter Klingemann. 2007. *The Oxford Handbook of Political Behavior*. New York: Oxford University Press.
8. Dews, Peter. 1990. *Logic of Disintegration: Post-Structuralist Thought and Claims of Critical Theory*. London: Verso.
9. Fairclough, Irela, and Norman Fairclough. 2012. *Political Discourse Analysis: A Method for Advanced Students*. London: Routledge.
10. Galderisi, Peter. 2015. *Understanding Political Science Statistics: Observations and Expectations in Political Analysis*. New York: Routledge.
11. Major, Claire Howell and Maggi Savin-Baden. *An Introduction to Qualitative Research Synthesis: Managing the information explosion in Social science research*. London: Routledge.

12. McLeod, Julie and Rachel Thomson. 2009. *Researching Social Change Qualitative Approaches*. New Delhi: SAGE Publications Ltd.
13. McNeill, Patrick and Steve Chapman. Eds. 2005. *Research Methods (Third Edition)*. New York: Routledge.
14. Neuman, W. Lawsence. 2008. *Social Research Methods: Quantitative and Qualitative Approaches*. Noida: Pearson.
15. Remler, Dahlia K, and Gregg G. Van Ryzin. 2011. *Research Methods in Practice: Strategies for Description and Causation*. Thousand Oaks: Sage Publications.
16. Tarling, Roger. Reprint 2008. *Managing Social Research: A Practical Guide*. New York: Routledge.
17. Taylor, Bill, Gautam Sinha and Taposh Ghoshal. 2009. *Research Methodology: A Guide for Researchers in Management & Social Sciences*. New Delhi: PHI Learning 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: MA Islamic Studies

Course Code: MAIS-403-D; Title of the Course: Dissertation (Compulsory Course)

L-T-P: 0-0-0

Credits: 12

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

COURSE LEARNING OUTCOMES (CLOs)

After completing this Course, students should be able to:

CLO-1: Apply research methods, interpret research data, and solve their research problem (Apply level)

CLO-2: Identify their research problem; analyse, break down, and categorise the information collected; differentiate between, examine, and criticise different viewpoints; illustrate their own point of view; and infer and outline conclusions (Analyse)

CLO-3: Present valid and convincing arguments; compare, contrast and interpret data and opinions, and assess their value; choose the most appropriate research methodology; conclude and justify valid results; and defend their research dissertation (Evaluate)

CLO-4: Design, develop, and prepare a research dissertation (Create)

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)

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

Detailed Syllabus: Not applicable

Reference Books: Every research dissertation has a separate bibliography

Teaching-Learning Strategies in brief

Teaching and learning is through discussion and debate with the assigned research supervisor, two-way question and answer sessions, guided self-study, online resources, and conceptualising and writing a research dissertation.

Assessment methods and weightages in brief

The research dissertation is evaluated, followed by a viva-voce.

COURSE DESIGN

DEPARTMENT OF ISLAMIC STUDIES

Name of the Academic Program: MA Islamic Studies

Course Code: MAIS-404-E; Title of the Course: Islamic Banking and Finance-II (Open 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, students should be able to:

CLO-1: Consider Maqasid al- Shariah for Islamic finance (Cognitive level: Understand)

CLO-2: Illustrate the role of ijihad in finance, discuss the prohibitions of riba, gharar and maysir, and identify equity and debt-based financial instruments (Cognitive level: Apply)

CLO-3: Explain the key principles of Islamic finance and analyze the role of central banks in the Islamic system (Cognitive level: Understand)

CLO-4: Analyse shariah perspectives on money and riba (Cognitive level: Analyze)

CLO-5: Critique conventional banking as well as Islamic banking; explain Islamic public-private partnership and financial institutions (Cognitive level: Apply)

CLO-6: Discuss various challenges to Islamic banking such as accounting and regulatory challenges; examine corporate governance, risk management and effects of globalization on Islamic finance (Cognitive level: Understand)

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)

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

Detailed Syllabus

Aims: To trace the historical development of Islamic Finance and move on to cover modern aspects such as petro-economics. Contemporary challenges of *ijtihad* in the field of Islamic finance and various financial instruments and Islamic contracts are taught which will increase the job prospectus and offer scope for specialised training in future.

- Unit I - Shariah Framework for Islamic Finance** **12 hours**
- a. *Maqasid al- shariah* with reference to finance
 - b. Role of *ijtihad* in Islamic banking and finance
 - c. Prohibitions in Islamic finance: *riba, gharar, maysir*
 - d. Equity and debt-based financial instruments
- Unit II -Islamic Finance: Money and Banking** **12 hours**
- a. Key principles of Islamic finance
 - b. *Shariah* perspective on money
 - c. Role of central banks in the Islamic financial system
 - d. Islamic views on interest (*riba*)
- Unit III - Islamic Finance and Conventional Finance** **12 hours**
- a. Differences between Islamic and conventional finance; Islamic critique of conventional banking
 - b. Islamic financial system for Public-Private Partnership
 - c. Islamic financial institutions
 - d. A critique of current Islamic economics and finance
- Unit IV - Contemporary Issues in Islamic Banking and Finance** **12 hours**
- a. Accounting and regulatory challenges
 - b. Corporate and *Shariah* governance
 - c. Risk management
 - d. Globalisation and Islamic finance
- Reference Books**
1. Hassan, M. Kabir and Lewis, Mervyn K. Ed. 2007.*Islamic Finance*. Cheltenham: Edward Elgar Publishing.
 2. Hassan, M. Kabir and Lewis, Mervyn K. Ed. 2007. *Handbook of Islamic Banking*, Cheltenham: Edward Elgar.
 3. Ali, S. Nazim. Ed. 2010. *Islamic Finance: Innovation and Authenticity*. USA: Harvard Law School.
 4. Siddiqi, M. Nejatullah. 1996. *Role of the State in Islamic Economy*. UK: The Islamic Foundation.
 5. Mohammed Obaidullah. 2008. *Introduction to Islamic Finance*. India: IBF Net.
 6. Al-Roubaie, Amer and Alvi, Shafiq. Ed. 2009. *Islamic Banking and Finance (4 Vols.)*. London: Routledge.
 7. Al-Rifai, Tariq. 2015. *Islamic Finance and the New Financial System*. Singapore: John Wiley & Sons.
 8. International Shariah Research Academy for Islamic Finance. 2012. *Islamic Financial System: Principles and Operations*. Kuala Lumpur: ISRA.

9. Iqbal, Munwar. Ed. 1986. *Distributive Justice and Need Fulfillment in an Islamic Economy*. UK: The Islamic Foundation.
10. Iqbal, Zamir and Mirakhor, Abbas.2011. *An Introduction to Islamic Finance: Theory and Practice*. Singapore: John Wiley & Sons.
11. El-Gamal, Mahmoud A. 2006. *Islamic Finance: Law, Economics and Practice*. Cambridge, New York: Cambridge University Press.
12. Hassan, Kabir and Mahlknecht, Michael.2011. *Islamic Capital Markets: Products and Strategies*. London: John Wiley & Sons.
13. Kuran, Timur. 2006. *Islam and Mammon: The Economic Predicaments of Islamism*, Princeton: Princeton University Press.
14. Ali, Salman Syed and Ahmad, Ausaf. Ed.2006. *Islamic Banking and Finance: Fundamentals and Contemporary Issues*. Jeddah: Islamic Research and Training Institute.

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: MA Islamic Studies

Course Code: MAIS-405-E; Title of the Course: Ottomans and Safavids (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, students should be able to:

CLO-1: Explain the establishment of the Ottoman and Safavid dynasties (Cognitive level: Understand)

CLO-2: Analyze their origin and growth (Cognitive level: Analyze)

CLO-3: Discuss their socio-religious conditions (Cognitive level: Understand)

CLO-4: Learn basic features of their art and culture (Cognitive level: Apply)

CLO-5: Assess the decline of these two dynasties (Cognitive level: Evaluate)

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)

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

Detailed Syllabus

Aims: To offer a historical study of two major Muslim empires in the later medieval period i.e. the Ottoman and Safavid, from their origin to growth and decline. The paper also covers various social and political movements within the empires. Not only has the major role of the Ottoman Empire in the spread of Islamic traditions across the globe been discussed, but also its effect on world politics and world wars, along with the cultural and artistic contribution of these two empires. (Unit VI of the UGC syllabus is incorporated in this paper.)

Unit I - Ottoman Empire: Emergence as a World Power (1299-1606)

12 hours

a. Establishment of rule

- b. Expansion into the Balkans and reign of Murad II
- c. Muhammad II and Sulayman I
- d. Social, cultural and intellectual life

Unit II - Ottoman Empire: Period of Stagnation (1606-1839) 12 hours

- a. Political and diplomatic developments
- b. The Ottoman centre versus provincial power-holders
- c. Social, religious and political groups
- d. Culture, architecture and the arts

Unit III - Ottoman Empire: Decline and Dissolution (1839-1922) 12 hours

- a. Social, political and military decline
- b. Tanzimat (1839-1876)
- c. Abdul Hamid II and Young Turks (1876-1918)
- d. War of independence and dissolution of the empire

Unit IV - The Safavid Empire (1501-1736) 12 hours

- a. Rise of Safavids and promotion of Shiism: Shah Ismail
- b. Reign of Shah Abbas: Centralisation and conflict with Ottomans
- c. Social conditions
- d. Art and culture

Reference Books

1. Hitti, P. K. 1984. *History of the Arabs*. London: Macmillan Publishers.
2. Hasan, Masudul. 2013. *History of Islam*. New Delhi: Adam Publishers.
3. Newman, Andrew J. 2004. *Safavid Iran: Rebirth of a Persian Empire*. London: I. B. Tauris.
4. Fleet, K. and Faroqhi, Suraiya. 2013. *The Cambridge History of Turkey, Vol. 1-4*. Cambridge, New York: Cambridge University Press.
5. Hanioglu, Sukru. 2008. *A Brief History of the late Ottoman Empire*. Princeton & Oxford: Princeton University Press.
6. Shaw, Stanford J. 1976. *History of the Ottoman Empire and Modern Turkey, Vol. 1-2*. Cambridge, New York: Cambridge University Press.
7. Ihsanoglu, Ekmeleddin. 2004. *Science, Technology, and Learning in the Ottoman Empire*. Aldershot: Ashgate Publishing.
8. Kaliyar, Zafar Iqbal. 2008. *Saltanat-e Usmania* (Urdu). Lahore: Zia al-Quran Publications.
9. Saulat, Sarwat. 2003. *Millat-e Islamia ki Mukhtasar Tarikh*. New Delhi: Markazi Maktaba Islami.

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: MA Islamic Studies

Course Code: MAIS-406-E; Title of the Course: An Introduction to Indic Religions (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, students should be able to:

CLO-1: Explain the central idea of Hinduism, its primary texts (*Vedas, Upanishads* and *Puranas*), and different schools of thought; and compare commonalities between Islam and Hinduism (Cognitive level: Understand)

CLO-2: Examine the basic features of Buddhism, compare their commonalities with Islam; principal sects and divisions of Buddhism; and explain the four noble truths of Buddhism (Cognitive level: Understand)

CLO-3: Examine the basic features of Jainism, compare their commonalities with Islam; principal sects and divisions of Jainism; and explain the atheism of Jainism (Cognitive level: Understand)

CLO-4: Discuss the life and teachings of Guru Nanak; explain the basic features of Sikhism, and compare commonalities between Islam and Sikhism (Cognitive level: Understand)

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)

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

Detailed Syllabus

Aims: To equip students with knowledge about the core teachings of four Indic religions; and to clear doubts, misconceptions and prejudices about them. A vast majority of followers of these religions are often ignorant or disinterested in discovering the truth about and values in their religions; thus this course will help to spread awareness about morality, ethics and human values. It is meant to produce critical knowledge among students and to help them understand the importance of religious harmony.

- Unit I - Hinduism** **12 hours**
- a. Central idea of Hinduism
 - b. Primary texts (*Vedas, Upanishads* and *Puranas*)
 - c. Different schools of thought
 - d. Commonalities between Islam and Hinduism

- Unit II – Buddhism** **12 hours**
- a. Life and teachings of Buddha
 - b. Basic features and Four Noble Truths
 - c. Sects and divisions
 - d. Commonalities between Islam and Buddhism

- Unit III – Jainism** **12 hours**
- a. Life and teachings of Mahavir
 - b. Non-violence and atheism
 - c. Sects and divisions
 - d. Commonalities between Islam and Jainism

- Unit IV – Sikhism** **12 hours**
- a. Life and teachings of Guru Nanak
 - b. Basic features
 - c. Development of Sikhism
 - d. Commonalities between Islam and Sikhism

Reference Books

1. Tiwari, K. N. 1987. *Comparative Religion*. New Delhi: Motilal Banarsidas.
2. Madan, T. N. 2012. *Religion in India*. New Delhi: Oxford University Press.
3. Baird, R. D. 1989. *Religion in Modern India*. New Delhi: South Asia Books.
4. Radhakrishnan, S. 1959. *Eastern Religions and Western Thought*. New York: Oxford University Press.
5. Thakur, S. C. 2019. *Christian and Hindu Ethics*. London: Routledge.
6. Naeemi, M. A. 2017. *Islam awr Hindu Dharm ka Taqabuli Mutala*. Delhi: Kutub Khana Amjadia.
7. Naeemi, M. A. 2017. *Tasawwur-e Tawhid awr Shirk*. Delhi: Kutub Khana Amjadia.

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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: MA Islamic Studies

Course Code: MAIS: 407-E; Title of the Course: Islam and Gender Studies (Elective/
Choice-based Course)

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

Credits: 06

COURSE LEARNING OUTCOMES (CLOs)

After completing this Course, students should be able to:

CLO-1: Learn the status of women in pre-Islamic societies around the world (Cognitive level: Understand)

CLO-2: Know the important teachings of Islam in the upliftment of the status of women (Cognitive level: Evaluate)

CLO-3: Analyze the works of modern Muslim thinkers on Islam and gender studies
Cognitive level: (Analyze)

CLO-4: Discuss contemporary debates on the rights of Muslim women (Cognitive level: Apply)

CLO-5: Produce the intellectual outcome of the contribution of Muslim women to history
(Cognitive level: Create)

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)

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

Detailed Syllabus

Aims: This gender studies paper aims to address the question of women in the light of Islamic teachings and history, while also drawing on an inter-religious perspective. The role of Islam in addressing the issues and needs of women is studied. It includes a study of the impact of modernity and feminism on Muslims, the recent phenomenon of Islamic feminism, key issues in the current feminist debate, women's organisations and modern Muslim thinkers on Islam and gender studies. The scope of this paper covers an understanding of the subject through

religious as well as socio-political lenses of the ups and downs of women's history which has shaped the modern approach of revisiting Islamic texts through a feminine perspective.

Unit I - Women in the Pre-Islamic and Early Islamic Era **12 hours**

- a. Women in other religions (Hinduism, Judaism and Christianity)
- b. Women in pre-Islamic Arabia
- c. Status of women in the Quran and *Hadith*
- d. Women during the Prophetic period and Pious Caliphate

Unit II - Women in Muslim Civilization **12 hours**

- a. Women in the Umayyad period
- b. Women in the Abbasid period
- c. Status of Muslim women (13th to 15th century CE)
- d. Modernity and feminism (Qasim Amin and Mumtaz Ali)

Unit III - Muslim Women in the Modern Age **12 hours**

- a. Contemporary debates on the status of Muslim women (20th century CE)
- b. Emergence and growth of Islamic feminism
- c. Muslim feminist discourse on polygamy, inheritance, witness, politics, and the veil
- d. Women's organizations in the Muslim world

Unit IV - Select Modern Muslim Thinkers on Islam and Gender Studies **12 hours**

- a. Fatima Mernissi
- b. Amina Wadud
- c. Abdul Halim abu Shuqqa
- d. Yusuf Al-Qaradawi

Reference Books

1. Mernissi, Fatima. 1991. *Women and Islam: An Historical and Theological Enquiry*. UK: Blackwell.
2. Afshar, Haleh. 1998. *Islam and Feminisms*. UK: Palgrave Macmillan.
3. Yamani, Mai. 1996. *Feminism and Islam: Legal and Literary Perspectives*. New York: NYU Press.
4. Wadud, Amina. 2006. *Inside the Gender Jihad: Women's Reform in Islam*. UK: Oneworld.
5. Kandiyoti, Deniz. 1991. *Women, Islam and the State*. USA: Temple University Press.
6. Esposito, J. L. and Haddad, Y. Y. 1997. *Islam, Gender and Social Change*. USA: Oxford University Press.
7. Ahmed, Leila. 1992. *Women and Gender in Islam: Historical Roots of a Modern Debate*. USA: Yale University Press.

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