



## M. A. ISLAMIC STUDIES (1<sup>ST</sup> SEMESTER)

### MISLCIC125

#### Islamic Civilization: Origin and Development (Upto 661 C.E.)

CREDITS: 4

TOTAL CONTACT HOURS: 60

MAX. MARKS: 100

INTERNAL: 28

END TERM: 72

#### COURSE LEARNING OUTCOMES

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

1. Examine the geographical, social, religious, and economic conditions of pre-Islamic Arabia, with a focus on Makkah as a cultural, spiritual, and commercial center.
2. Analyse the Makkan phase of the Prophet (PBUH), the significance of the Hijrah, and key scholarly interpretations addressing common misconceptions.
3. Evaluate key events of the Madinan phase, including the formation of Islamic society, major battles and treaties, and scholarly perspectives on Prophet Muhammad (PBUH) reformer.
4. Assess the leadership, achievements, and challenges of the four rightly guided caliphs and their impact on early Islamic governance.

#### **Unit I: Jāhiliyyah Arabia**

- i) Geography: Land, Location, Climate and Other Physical Features
- ii) Social Structure and Literary Activities (Asabiyah, North and South Arabian Kingdoms, Language and Literature)
- iii) Religious Beliefs and Practices and Makkah as a Religious Center
- iv) Economic Developments and Makkah as a Trade Hub

#### **Unit II: The Sirah of the Messenger: Makkan Phase**

- i) Early Life: From Birth up to the Prophethood
- ii) Later Life: From the Dawn of the Prophethood up to the Pledges of Aqabah
- iii) Hijrah: Causes, Importance and Implications on the Organization of the Muslim Community
- iv) Activity/Assignment/Review: William Montgomery Watt's Muhammad at Mecca and misconceptions or challenges in representing Prophet Muhammad's life

#### **Unit III: The Sirah of the Messenger: Madinan Phase**

- i) Early Events: The Constitution of Madinah, Muakhaat and the Establishment of Islamic Society
- ii) Major Battles (Badr, Uhud and Khandaq): Context, Key Events and Impact
- iii) Major Events: Treaty of Hdaybiyah, Conquest of Makkah and Farewell Pilgrimage
- iv) Activity/Assignment/Review/Discussion/Quiz: Martin Lings's Muhammad: His Life Based on the Earliest Sources and Muhammad as a role model/reformer

#### **Unit IV: Al-Khilafah al-Rashidah/The Pious Caliphate**

- i) Hadhrat Abu Bakr: Life, Leadership Qualities and Major Achievements
- ii) Hadhrat Umar: Life, Territorial Expansion and Administration
- iii) Hadhrat Uthman: Life, Achievements and Internal Challenges
- iv) Hadhrat Ali: Life, Achievements and Civil War



## M. A. ISLAMIC STUDIES (1<sup>ST</sup> SEMESTER)

### PLO-CLO Matrix

Unit-Wise CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	Average (CLO)
MISLCIC125.1	3	1	2	3	3	2	2	3	2.37
MISLCIC125.2	3	1	2	3	3	2	2	3	2.37
MISLCIC125.3	3	1	2	3	3	2	2	3	2.37
MISLCIC125.4	3	1	2	3	3	2	2	3	2.37
<b>Average (PLO)</b>	<b>3</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>2.37</b>

*Note: The matrix indicates contribution of unit-wise CLOs to identified PLOs that can be within range of 0 to 3 on a four point scale.*

### READINGS:

1. IbnHishām, Abu Muḥammad‘ Abd al-Malik, *SīrahIbnHishām*, Farid Books, New Delhi
2. IbnIshāq, Muḥammad, *SīrahIbnIshāq*, Milli Publications, New Delhi
3. Al-Ṭabari, Muhammad ibnJarīr, *Ta’rīkhal-Ṭabari*, State University of New York Press, New York.
4. IbnKathīr, AbulFidā’ Ismā’īlibn ‘Umar, *Ta’rīkhIbnKathīr*, Maktaba Danish, Deoband, U.P.
5. Mubarakpuri, Safi al-Rahman, *Al-Raḥīq al-Makhtūm*(The Sealed Nectar), Darussalam Publishers, Riyadh
6. Hasan, Masudul, *History of Islam*, Adam Publishers and Distributors, New Delhi
7. Hussain, S. Athar, *The Glorious Caliphate*, Academy of Islamic Research, Lucknow
8. Nadwi, Shah Muinud Din, *Tārīkh Islam*, DarulMusannifin, Azamgarh, U.P.
9. Saulat, Tharwat, *Millat e IslāmiakiMukhtaṣarTārīkh*, MarkaziMaktabaIslami, New Delhi
10. Hamidullah, Muhammad, *The Prophet’s Establishing A State and His Succession*, Adam Publishers & Distributors, New Delhi
11. Rafiabadi, Hamid Naseem, *Hijrah: A Turning Point*, Adam Publishers and Distributors, New Delhi
12. Bhat, Manzoor Ahmad, *The Pious Caliphate: A Study of Hadrat ‘Ali (R.A)*, Youngman Publishing House, New Delhi
13. ShibliNumani and Syed SulaimanNadwi, *Seerat-unNabi*, DarulMusannifin, Azamgarh U.P.

### Teaching Learning Strategies/Pedagogy:

- Lecture-based Method, Discussions, Assignments, Community Engagement, ICT-enabled instruction and blended learning.

### Assessment methods and weightages

- Exams (Internal & External)



## M. A. ISLAMIC STUDIES (1<sup>ST</sup> SEMESTER)

### MISLCQH125

### Quran and Hadith Sciences

CREDITS: 4

TOTAL CONTACT HOURS: 60

MAX. MARKS: 100

INTERNAL: 28

END TERM: 72

#### COURSE LEARNING OUTCOMES

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

1. Explain the processes of the Qur'ānic revelation, compilation, occasions of revelation, and abrogation, and evaluate the historical and linguistic context of the Qur'ān to better understand its message and structure
2. Identify and compare major classical and modern *Tafsīr* methodologies, assess the contributions of prominent exegetes, and evaluate different approaches, including Orientalist interpretations
3. Identify and describe key concepts, types, and historical developments in ḥadīth literature, and articulate the role of ḥadīth within the broader framework of Islamic sources
4. Classify various types of ḥadīth based on authenticity and content, analyze the methodologies of ḥadīth criticism, and assess the relevance of major collections in both classical and modern contexts

#### **Unit I: 'Ulūm al-Qur'ān (Foundations of Qur'ānic Sciences)**

- i) *Wahy* and *Jama' waTadwīn* (Revelation and Compilation)  
Understanding the process of revelation, compilation, and preservation of the Qur'ān
- ii) *Asbāb al-Nuzūl* (Occasions of Revelation)  
Contextual analysis of verses and their historical background
- iii) Theory of Abrogation (*Nasakh*)  
*Nāsikh* (abrogating) and *Mansūkh* (abrogated) verses
- iv) Qur'ānic Language and Eloquence  
Linguistic features, rhetorical aspects, and stylistic elements of Qur'ānic Arabic

#### **Unit II: 'Ilm al-Tafsīr (Science of Exegesis)**

- i) *Tafsīr*: Meaning, Importance, Sources and Development
- ii) Introduction to the *Tafsīr* of Ibn Kathīr and Abdul Mājid Daryābādī
- iii) Types of *Tafsīr* Literature: Exploring classical and modern *Tafsīr* works and their methodologies
- iv) Orientalists' approach to the understanding of the Qur'ān (An Overview)

#### **Unit III: Foundations of Ḥadīth Science**

- i) Meaning and Definition: Ḥadīth, Sunnah, Athar and Khabar
- ii) Compilation, collection and preservation of Ḥadīth
- iii) Place and importance of Ḥadīth in the Islamic tradition: the relationship between the Qur'ān and Ḥadīth
- iv) Types of Ḥadīth literature: Musnad, Muwatta, Sunan, and others

#### **Unit IV: Hadith Sciences: Texts, Methodologies and Modern Perspectives**

- i) An introduction to *Muwatta Imam-i-Malik* and *Sihah-i-Sittah* (Main Characteristics)
- ii) Ḥadīth Criticism: An Introduction to *Riwayah wa Dirayah*, *Asma al-Rijal* and *Jarah wa Ta'dil*
- iii) Classification of Ḥadīth: Sahih, Hasan, Da'if, Mawdu, etc.
- iv) Development of Ḥadīth Sciences in Modern Times



## M. A. ISLAMIC STUDIES (1<sup>ST</sup> SEMESTER)

### PLO-CLO Matrix

Unit-Wise CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	Average (CLO)
MISLCQH125.1	3	1	2	3	3	2	2	3	2.37
MISLCQH125.2	3	1	2	3	3	2	2	3	2.37
MISLCQH125.3	3	1	2	3	3	2	2	3	2.37
MISLCQH125.4	3	1	2	3	3	2	2	3	2.37
<b>Average (PLO)</b>	<b>3</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>2.37</b>

**Note:** The matrix indicates contribution of unit-wise CLOs to identified PLOs that can be within range of 0 to 3 on a four point scale.

### READINGS:

1. Azami, M. Mustafa, *Studies in Hadith Methodology and Literature*, IBT, Kuala Lumpur.
2. Burhan, Rashid, *Impact of Tafṣīr Rūḥ al-Ma'ānī on Tafṣīr Bayān al-Qur'ān*, Lambert Academic Publishing, Germany
3. Burhan, Rashid, *Principles of Tafṣīr with special reference to Al-Fauz Al-Kabīr of Shah Walīyullah of Delhi* (M.Phil. Thesis: 2013).
4. Al-Suyūfī, Jalāl al-Dīn, *Al-Itqān Fī 'Ulūm al-Qur'ān* (2 Vol.); Faisal Publications, Deoband, U.P.
5. Denfer, Ahmad Von, *Ulūm al-Quran*, Islamic Foundation, UK
6. Hariri, G.A, *Ta'rīkh Tafṣīr waal-Mufasssīrīn*, Taj Company, New Delhi
7. Khan, Hamidullah, *The Schools of Islamic Jurisprudence: A Comparative Study*, KitabBhawan, New Delhi.
8. Salih, Subhi, *Ulūm al-Hadith*, Taj Company, New Delhi
9. Salih, Subhi, *Ulūm al-Quran*, Taj Company, New Delhi
10. 'Uthmānī, Muftī Muḥammad Taqī, *Sciences of the Quran*, Adam Publishers and Distributors, New Delhi
11. 'Uthmānī, Muftī Muḥammad Taqī, *'Ulūm al-Qur'ān*, Maktabah Thānvi Deoband, U.P.
12. Shafi, Mufti Muhammad, *Maarif al-Quran*, Maktaba Deoband, Uttar Pradesh

### Teaching Learning Strategies/Pedagogy:

- Lecture-based Method, Discussions, Assignments, Community Engagement, ICT-enabled instruction and blended learning.

### Assessment methods and weightages

- Exams (Internal & External)



## M. A. ISLAMIC STUDIES (1<sup>ST</sup> SEMESTER)

### MISLCIE125

## Islamic Economics: History and Development

CREDITS: 4

TOTAL CONTACT HOURS: 60

MAX. MARKS: 100

INTERNAL: 28

END TERM: 72

### COURSE LEARNING OUTCOMES

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

1. Understand the nature, scope and foundations of Islamic economics.
2. Explore the development of Islamic economic thought in classical, medieval and modern period.
3. Identify prominent classical Islamic scholars in the field of Islamic economics
4. Explore the sources of revenue in Islamic state.

### **Unit I:**

- i) Nature and Scope of Islamic Economics
- ii) Philosophical Foundations of Islamic Economics
- iii) Islamic Economic System
- iv) Concept of Welfare in Islamic Economics

### **Unit II:**

- i) Economic Ideas on the Eve of Islam
- ii) Schumpeterian 'Great Gap Thesis'
- iii) Development of Islamic Economic Thought in the Medieval Times
- iv) Modern Islamic Economic Thought

### **Unit III:**

- i) Abu Yusuf
- ii) Abu Ubayd al-Salam
- iii) IbnKhaldun
- iv) Al-Maqrizi

### **Unit IV:**

- i) Sources of Revenue
- ii) Public Revenue and Public Expenditure
- iii) Taxation
- iv) Principle of Justice and Equity



## M. A. ISLAMIC STUDIES (1<sup>ST</sup> SEMESTER)

PLO-CLO Matrix (To be filled after implementation of course)

Unit-Wise CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	Average (CLO)
MISLCIE125.1	3	3	3	3	3	2	3	2	2.75
MISLCIE125.2	3	3	3	3	3	2	3	2	2.75
MISLCIE125.3	3	3	3	3	3	2	3	2	2.75
MISLCIE125.4	3	3	3	3	3	2	3	2	2.75
<b>Average (PLO)</b>	3	3	3	3	3	2	3	2	2.75

**Note:** The matrix indicates contribution of unit-wise CLOs to identified PLOs that can be within range of 0 to 3 on a four point scale.

### READINGS:

1. Chapra, Muhammad Umar, *Islam and the Economic Challenge*, Leicester
2. Chapra, Muhammad Umar, *What is Islamic Economics*, IDB Jeddah
3. Ghazanfar, S.M., *Medieval Islamic Economic Thought*, Routledge
4. Islahi, Abdul Azim, *History of Economic Thought in Islam*
5. Khan, Mohammad Akram, *An Introduction to Islamic Economics*, IIIT Virginia
6. Mannan, Muhammad Abdul, *Frontiers of Islamic Economics*, New Delhi
7. Nabi, Nasir, *Modern Islamic Economic Thought*, Rajat Publications, New Delhi
8. P. Ibrahim, *Economic Doctrines of the Qur'an*, Aligarh
9. Siddiqi, Muhammad Nejatullah, *Some Aspects of Islamic Economy*, New Delhi
10. Siddiqi, S.A., *Public Finance in Islam*

### Teaching Learning Strategies/Pedagogy:

- Lecture-based Method, Discussions, Assignments, Community Engagement, ICT-enabled instruction and blended learning.

### Assessment methods and weightages

- Exams (Internal & External)



## M. A. ISLAMIC STUDIES (1<sup>ST</sup> SEMESTER)

### MISLCMD125

### Major Muslim Dynasties: A General Survey

CREDITS: 2

TOTAL CONTACT HOURS: 30

MAX. MARKS: 50

INTERNAL: 14

END TERM: 36

#### COURSE LEARNING OUTCOMES

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

1. Evaluate the rise, fall and contribution of some important Muslim dynasties of East and West – Idrisis, Samanis, Fatmids and Saljuqs
2. Describe and evaluate the salient features of some medieval Arab states – Aghlabids, Zangis, Ayyubids and Mamluks.

#### **Unit I: Muslim Dynasties of East and West**

- i) Idrisis (788-974 CE)
- ii) Samanis (819-999 CE)
- iii) Fatmids (909-1171 CE)
- iv) Saljuqs (1037-1194 CE)

#### **Unit II: Medieval Arab States (Salient Features)**

- i) Aghlabis (800-909 CE)
- ii) Zangis (1127-1250 CE)
- iii) Ayyubis (1171-1260 CE)
- iv) Mamluks (1250-1382 CE)

#### PLO-CLO Matrix

Unit-Wise CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	Average (CLO)
MISLCMD125.1	3	1	2	3	3	2	2	3	2.37
MISLCMD125.1	3	1	2	3	3	2	2	3	2.37
<b>Average (PLO)</b>	<b>3</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>2.37</b>

**Note: The matrix indicates contribution of unit-wise CLOs to identified PLOs that can be within range of 0 to 3 on a four point scale.**



## M. A. ISLAMIC STUDIES (1<sup>ST</sup> SEMESTER)

### **READINGS:**

1. Ahmad, Hasnuddin, *A Concise History of Islam*, Goodword Books Pvt. Ltd., New Delhi.
2. Hasan, Masudul, *History of Islam*, Adam Publishers, New Delhi.
3. Hodgson, Marshal G. S., *The Venture of Islam*, The University of Chicago Press, Chicago
4. Najeebabadi, Akbar Shah, *The History of Islam*, Darussalam Publishers, Riyadh
5. Siddiqui, A. H., *Caliphate and Sultanate in Medieval Persia*, Adam Publishers, New Delhi.

### **Teaching Learning Strategies/Pedagogy:**

- Lecture-based Method, Discussions, Assignments, Community Engagement, ICT-enabled instruction and blended learning.

### **Assessment methods and weightages**

- Exams (Internal & External)



## M. A. ISLAMIC STUDIES (1<sup>ST</sup> SEMESTER)

### MISLDID125

### Islamic Dawah: Approaches and Practices

CREDITS: 4

TOTAL CONTACT HOURS: 60

MAX. MARKS: 100

INTERNAL: 28

END TERM: 72

#### COURSE LEARNING OUTCOMES

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

1. Explain Islamic *Da'wah*, including its foundational principles, objectives, and the attributes necessary for effective *Da'wah* work.
2. Evaluate the conceptual framework of Dawah with special focus on Taha Jabir al-Alwani, Amin Ahsan Islahi and Shah Waliullah.
3. Examine and compare key contemporary Islamic movements—Al-Ikhwan al-Muslimun, TablighiJamat, Salafi, and Barelvi Movements—highlighting their beliefs, practices, Dawah methodology, and social impacts
4. Analyze the importance of the consideration of human psychology, communication skills, and strategies for addressing errors in *Da'wah* methodologies in diverse and pluralistic societies.

#### **Unit I: Islamic *Da'wah***

- i) Meaning, Scope and Importance
- ii) Aims and Objectives
- iii) Ways and Means
- iv) Qualities of a *Dai*

#### **Unit II: *Da'wah* and *Ādāb al-Ikhtilāf***

- i) Conceptual Framework in the light of Quran and Hadith
- ii) Taha Jabir al-Alwani with special reference to *Ethics of Disagreement in Islam*
- iii) Amin Ahsan Islahi with special Reference to juristic *Differences and How to Resolve them in Islamic State*
- iv) Shah Waliyullah with Special Reference to *Al-Inṣāf fī BayanAsbāb al-Ikhtilāf*

#### **Unit III: Contemporary Approaches**

- i) *Al-Ikhwān al-Muslimūn*
- ii) *TablīghīJama'āt*
- iii) *Salafī* Movement
- iv) *Barelvi* Movement

#### **Unit IV: Contemporary Prospects**

- i) Consideration of Human Psychology
- ii) *Da'wah* in the Pluralistic Societies
- iii) Communication Skills in *Da'wah*
- iv) Errors in *Da'wah* Methodologies



## M. A. ISLAMIC STUDIES (1<sup>ST</sup> SEMESTER)

### PLO-CLO Matrix

Unit-Wise CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	Average (CLO)
MISLCID125.1	3	1	2	3	3	2	2	3	2.37
MISLCID125.2	3	1	2	3	3	2	2	3	2.37
MISLCID125.3	3	1	2	3	3	2	2	3	2.37
MISLCID125.4	3	1	2	3	3	2	2	3	2.37
<b>Average (PLO)</b>	<b>3</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>2.37</b>

**Note:** The matrix indicates contribution of unit-wise CLOs to identified PLOs that can be within range of 0 to 3 on a four point scale.

### READINGS:

1. Arnold, T.W, *Preaching of Islam*, Adam Publishers and Distributors, New Delhi
2. Islahi, M.A. Ahsan, *Dawat-i-Din Aur us ka Tariqa-i-Kar*, MarkaziMaktabaIslami Publishers, New Delhi
3. Islahi, Sadruddin, *Muslims and Dawah and Islam*, MarkaziMaktabaIslami Publishers, New Delhi
4. Khan, Wahiduddin, *Tablighi Tehrik*, Maktabah Al-Risalah, New Delhi
5. Amin Ahsan Islahi, *Dawat-i-Islamiaur Is kayMutalabat*, MarkaziMaktabaIslamiPublishers, NewDelhi
6. Nadvi, S.A. Hasan, *Life and Mission of Maulana Muhammad Ilyas*, Majlis-i-TahqiatwaNashriyat, Lucknow
7. Nadwi, A. H. Ali, *Tabligh-o-DawatkaMuajizanaAslub*, Majlis-i-TahqiatwaNashriyat, Lucknow
8. Nadwi, MasudAlam, *Hindustan kiPehliIslamiTehrik* , MarkaziMaktabaIslami Publishers, New Delhi  
Siddiq, Mawlana M, *Maslak-i-Ahl-i-Hadith aurIskeyBuniyadiMasail*, MarakiJamiati-Ahli Hadith Hind, New Delhi

### Teaching Learning Strategies/Pedagogy:

- Lecture-based Method, Discussions, Assignments, Community Engagement, ICT-enabled instruction and blended learning.

### Assessment methods and weightages

- Exams (Internal & External)



## M. A. ISLAMIC STUDIES (1<sup>ST</sup> SEMESTER)

### MISLDPA125

### Proficiency in Arabic – I

CREDITS: 4

TOTAL CONTACT HOURS: 60

MAX. MARKS: 100

INTERNAL: 28

END TERM: 72

#### COURSE LEARNING OUTCOMES

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

1. Read Arabic texts correctly and fluently, write coherent passages, and effectively communicate through spoken Arabic
2. Develop proficiency in both classical and contemporary spoken Arabic, mastering a wide range of grammatical rules and linguistic principles
3. Gain the skills necessary to engage with fundamental Islamic texts in their original Arabic language, facilitating independent study and interpretation
4. Gain enhanced Arabic proficiency, and benefit significantly from the original Islamic sources, minimizing dependency on translations and thus accessing more authentic knowledge

#### **Unit-I:**

i.	دروس اللغة العربية (الجزء الأول) / <i>Durūs al-Lughah al-'Arabiyyah</i> (Part-I): Lessons 1 & 2.
ii.	Translation and Grammatical Analysis of: القرآن الكريم / <i>Al-Qur'ān al-Karīm</i> : سورة الفاتحة (Chapter No. 1).
iii.	Translation and Grammatical Analysis of: Hadith No. 1 (From Imam An-Nawawi's Forty Hadith)

#### **Unit-II:**

i.	دروس اللغة العربية (الجزء الأول) / <i>Durūs al-Lughah al-'Arabiyyah</i> (Part-I): Lessons 3 to 5.
ii.	Translation and Grammatical Analysis of: القرآن الكريم / <i>Al-Qur'ān al-Karīm</i> : سورة الناس (Chapter No. 114).
iii.	Translation and Grammatical Analysis of: Hadith No. 3 (From Imam An-Nawawi's Forty Hadith)

#### **Unit-III:**

i.	دروس اللغة العربية (الجزء الأول) / <i>Durūs al-Lughah al-'Arabiyyah</i> (Part-I): Lessons 6 to 8.
ii.	Translation and Grammatical Analysis of: القرآن الكريم / <i>Al-Qur'ān al-Karīm</i> : سورة الفلق (Chapter No. 113).
iii.	Translation and Grammatical Analysis of: Hadith No. 5 (From Imam An-Nawawi's Forty Hadith)

#### **Unit-IV:**

i.	دروس اللغة العربية (الجزء الأول) / <i>Durūs al-Lughah al-'Arabiyyah</i> (Part-I): Lessons 9 to 11.
ii.	Translation and Grammatical Analysis of: القرآن الكريم / <i>Al-Qur'ān al-Karīm</i> : سورة الإخلاص (Chapter No. 112).
iii.	Translation and Grammatical Analysis of: Hadith No. 6 (From Imam An-Nawawi's Forty Hadith)



## M. A. ISLAMIC STUDIES (1<sup>ST</sup> SEMESTER)

### PLO-CLO Matrix

Unit-Wise CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	Average (CLO)
MISLCPA125.1	3	1	2	3	3	2	2	3	2.37
MISLCPA125.2	3	1	2	3	3	2	2	3	2.37
MISLCPA125.3	3	1	2	3	3	2	2	3	2.37
MISLCPA125.4	3	1	2	3	3	2	2	3	2.37
<b>Average (PLO)</b>	<b>3</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>2.37</b>

**Note:** The matrix indicates contribution of unit-wise CLOs to identified PLOs that can be within range of 0 to 3 on a four point scale.

### Prescribed Texts:

01.	دروس اللغة العربية (الجزء الأول)	Dr. V. Abdur Rahim
02.	تيسير اللغة العربية (الجزء الأول)	Dr. Burhan Rashid
03.	توضيح القرآن / أسان ترجمه قرآن مع مختصر حواشی	Justice Mufti Muhammad TaqiUthmani
04.	متن الأربعة النووية	Imam AbūZakariyyaYahyāibnSharaf an-Nawawi

### READINGS:

01.	أسان نحو (2 اجزاء)، أسان صرف (3 اجزاء)	M. Mufti Saeed Ahmad Palanpuri
02.	معلم الانشاء (أول)	Maulana Abdul Majid Nadvi
03.	تحفة النحو	MaulanaSiraj al-Din Nadvi.
04.	Introducing Arabic	Michael Mumisa
05.	النحو الواضح للمدارس الابتدائية (3 اجزاء)	Ali al-Jarim and Mustafa Amin
06.	Let's Speak Arabic	S.A. Rahman
07.	A Practical Approach to the Arabic Language (2 Vol. Set)	Dr. Wali Akhtar Nadwi

### Teaching Learning Strategies/Pedagogy:

- Lecture-based Method, Discussions, Assignments, Community Engagement, ICT-enabled instruction and blended learning.

### Assessment methods and weightages

- Exams (Internal & External)



## M. A. ISLAMIC STUDIES (1<sup>ST</sup> SEMESTER)

### MISLDPP125

### Proficiency in Persian – I

CREDITS: 4

TOTAL CONTACT HOURS: 60

MAX. MARKS: 100

INTERNAL: 28

END TERM: 72

#### COURSE LEARNING OUTCOMES

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

1. Read Persian texts correctly and fluently, write coherent passages, and effectively communicate through spoken Persian
2. Develop proficiency in both classical and contemporary spoken Persian, mastering a wide range of grammatical rules and linguistic principles
3. Gain the skills necessary to engage with fundamental Islamic texts in their original Persian language, facilitating independent study and interpretation
4. Gain enhanced Persian proficiency, and benefit significantly from the original Islamic sources, minimizing dependency on translations and thus accessing more authentic knowledge

#### **I. Selected Lessons from the following Text:**

i.	دوره آموزش زبان فارسی (جلد اول)	درس اول تا پنجم
ii.	گلستان	حکایت نمبر: 1 تا 5 در اخلاق درویشان

#### **II. Grammar:**

i.	Parts of Speech.
ii.	Kinds of Noun.
iii.	Kinds of Verb.

#### PLO-CLO Matrix

Unit-Wise CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	Average (CLO)
MISLDPP125.1	3	1	2	3	3	2	2	3	2.37
MISLDPP125.2	3	1	2	3	3	2	2	3	2.37
MISLDPP125.3	3	1	2	3	3	2	2	3	2.37
MISLDPP125.4	3	1	2	3	3	2	2	3	2.37
Average (PLO)	3	1	2	3	3	2	2	3	2.37

Note: The matrix indicates contribution of unit-wise CLOs to identified PLOs that can be within range of 0 to 3 on a four point scale.

#### **Prescribed Texts:**

01.	دوره آموزش زبان فارسی (جلد اول)	از: مهدی ضرغامیان- شورئ گسترش زبان و ادبیات فارسی، ایران-
02.	گلستان	از: سعدی شیرازی- اعتقاد پبلشنگ باؤس، دہلی-



## M. A. ISLAMIC STUDIES (1<sup>ST</sup> SEMESTER)

### READINGS:

01.	معلم فارسی	از: شمس الدین احمد۔
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### Teaching Learning Strategies/Pedagogy:

- Lecture-based Method, Discussions, Assignments, Community Engagement, ICT-enabled instruction and blended learning.

### Assessment methods and weightages

- Exams (Internal & External)



## M. A. ISLAMIC STUDIES (1<sup>ST</sup> SEMESTER)

### MISLDIW125 Women in Islam

CREDITS: 4

TOTAL CONTACT HOURS: 60

MAX. MARKS: 100

INTERNAL: 28

END TERM: 72

#### COURSE LEARNING OUTCOMES

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

1. Critically analyze women's status and rights in Islam through the Qur'an, the Prophetic model, and the era of the Rightly Guided Caliphs.
2. Evaluate the contributions of Muslim women scholars to the dissemination of Islamic knowledge across historical periods, from the time of the Prophet ﷺ to the contemporary era.
3. Examine the contemporary challenges and prospects faced by women in selected Muslim-majority countries, with a focus on Malaysia, Turkey, Iran, and Saudi Arabia.
4. Critically assess the origins and features of feminism and analyze diverse Muslim responses to it through the perspectives of contemporary scholars.

#### **Unit-I: Status of Women in Islam**

- i) Concept of Gender in Islam
- ii) Women in the Quran: A Study of Social and Economic Status
- iii) Status of Women under the Prophet Muhammad ﷺ
- iv) Status of Women under *al-Khulafā' al-Rāshidūn* (An Overview)

#### **Unit-II: Contribution of Muslim Women in the field of Islamic Knowledge**

- i) During the Period of Prophet Muhammad ﷺ and *al-Khulafā' al-Rāshidūn*
- ii) During Umayyad and Abbasid Period
- iii) Post Abbasid Period
- iv) In the Contemporary Period

#### **Unit-III: Women in the Contemporary Muslim World: Challenges and Prospects**

- i) Malaysia
- ii) Turkey
- iii) Iran
- iv) Saudi Arabia

#### **Unit-IV: Feminism and the Muslim Response**

- i) Women in the West and the Rise of Feminism
- ii) Feminism and its Features
- iii) Muslim Responses to Feminism-I
  - a) Zeenat Kausar
  - b) Suraya Batool Alvi
- iv) Muslim Responses to Feminism-II
  - a) Zainab al-Alwani
  - b) Jalaluddin 'Umri



## M. A. ISLAMIC STUDIES (1<sup>ST</sup> SEMESTER)

### PLO-CLO Matrix

Unit-Wise CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	Average (CLO)
MISLDIW125.1	3	1	2	3	3	2	2	3	2.37
MISLDIW125.2	3	1	2	3	3	2	2	3	2.37
MISLDIW125.3	3	1	2	3	3	2	2	3	2.37
MISLDIW125.4	3	1	2	3	3	2	2	3	2.37
<b>Average (PLO)</b>	<b>3</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>2.37</b>

**Note:** The matrix indicates contribution of unit-wise CLOs to identified PLOs that can be within range of 0 to 3 on a four point scale.

### READINGS:

1. Ahmad, Khurshid, *Family Life in Islam*, MarkaziMaktabaIslami Publishers, New Delhi
2. Khan, Zaira Ashraf, *Prophet Muhammad and Empowerment of Women*, Viva Books Pvt. Ltd., New Delhi
3. Kausar, Zeenat, *Women in Feminism and Politics, New Directions towards Islamization*, Malaysia
4. Khan, Wahid ud-Din, *Women between Islam and Western Society*, The Islamic Centre, New Delhi
5. Khan, Wahid ud-Din, *Women in Islamic Shariah*, The Islamic Centre, New Delhi
6. Siddique, M. M., *Women in Islam*, Adam Publishers and Distributors, New Delhi
7. Umari, S. Jalaluddin, *Rights of Muslim Women: A Critique of the Objections*, MarkaziMaktabaIslami New Delhi

### Teaching Learning Strategies/Pedagogy:

- Lecture-based Method, Discussions, Assignments, Community Engagement, ICT-enabled instruction and blended learning.

### Assessment methods and weightages

- Exams (Internal & External)



## M. A. ISLAMIC STUDIES (1<sup>ST</sup> SEMESTER)

### MISLDIP125 Islam and Pluralism

CREDITS: 4

TOTAL CONTACT HOURS: 60

MAX. MARKS: 100

INTERNAL: 28

END TERM: 72

#### COURSE LEARNING OUTCOMES

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

- 1 Explain core Islamic doctrines related to human unity, love, brotherhood, egalitarianism, and social justice.
- 2 Evaluate early Islamic approaches to religious tolerance and pluralism in Makkah, Madinah, and under the Pious Caliphs.
- 3 Critically analyze contemporary ideologies—modernity, democracy, human rights, and secularism—in light of Islamic principles.
- 4 Assess the challenges and opportunities faced by Muslim minorities in non-Muslim societies, with case studies from India, Britain, France, and the USA.

#### **Unit I: Islamic Doctrines**

- i) Unity of Mankind
- ii) Love and Brotherhood
- iii) Egalitarianism
- iv) Social Justice

#### **Unit II: Toleranceduring the Early Islam**

- i) Muslim religious tolerance in Makkah
- ii) Muslim Treatment with other Communities in Madinah (*Mithaq-i-Madinah*)
- iii) Religious Tolerance under the Pious Caliphs (An overview)
- iv) Religious Tolerance under the Abbasids

#### **Unit III: Modern Developments and Muslim Response**

- i) Modernity and Islam
- ii) Democracy and Islam
- iii) Human Rights and Islam
- iv) Secularism and Islam

#### **Unit IV: Muslim Minorities**

- i) Muslims in Non-Muslim Majority Societies: Issues of Mutual Understanding, Dialogue and Identity
- ii) Indian Pluralism: Nature and Prospects
- iii) Muslims in Britain and France
- iv) Muslims in the USA: Problems and Contributions



## M. A. ISLAMIC STUDIES (1<sup>ST</sup> SEMESTER)

### PLO-CLO Matrix

Unit-Wise CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	Average (CLO)
MISLCIP125.1	3	1	2	3	3	2	2	3	2.37
MISLCIP125.2	3	1	2	3	3	2	2	3	2.37
MISLCIP125.3	3	1	2	3	3	2	2	3	2.37
MISLCIP125.4	3	1	2	3	3	2	2	3	2.37
<b>Average (PLO)</b>	<b>3</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>2.37</b>

**Note:** The matrix indicates contribution of unit-wise CLOs to identified PLOs that can be within range of 0 to 3 on a four point scale.

### READINGS:

1. Esposito, J. L. and J. O Voll, *Islam and Democracy*, Oxford University Press, USA
2. Hamidullah, Muhammad., *The Muslim Conduct of State*, Adam Publishers and Distributors, Delhi
3. Hamidullah, Muhammad., *The Prophets Establishment of State and its Succession*, Adam Publishers and Distributors, Delhi
4. Haq, MashirulHaq, *Musalmanaur Secular India*, MaktabaJamia Ltd., Delhi
5. Haykal, M. Hussain, *The Life of Muhammad (SAAS)*, Crescent Publishers, Delhi
6. Islahi, Sultan Ahmad, *Islam kaTasawwur-i-Masawat*, IdaraTahqiqwaTasnif, Aligarh
7. Sachedina, Abdul Aziz, *The Islamic Roots of Democratic Pluralism*, Oxford, UK
8. Umari, Jalal al-Din, *GhairMuslimo se TaluqataurUnkeHuquq*, IdaraTahqiqwaTasnif, Aligarh

### Teaching Learning Strategies/Pedagogy:

- Lecture-based Method, Discussions, Assignments, Community Engagement, ICT-enabled instruction and blended learning.

### Assessment methods and weightages

- Exams (Internal & External)



## M. A. ISLAMIC STUDIES (2<sup>ND</sup> SEMESTER)

### MISLCUA225

#### Islamic Civilization under Banu Umayyah and Banu Abbas

CREDITS: 4

TOTAL CONTACT HOURS: 60

MAX. MARKS: 100

INTERNAL: 28

END TERM: 72

#### COURSE LEARNING OUTCOMES

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

1. Examine the establishment, expansion, governance, and eventual disintegration of the Umayyad Caliphate, highlighting key leaders and their policies.
2. Describe the administrative structures, societal composition, and intellectual contributions of the Umayyad period, and appraise their enduring significance within Islamic history.
3. Critically evaluate the establishment, zenith, and decline of the Abbasid Caliphate, using primary and scholarly sources.
4. Comprehend the administrative frameworks, social structures, intellectual advancements, and economic developments of the Abbasid Caliphate, and appraise their lasting impact on Islamic Civilization.

#### **Unit I: The Umayyads (661-750)**

- i) Hadhrat Muawiyah: Role in the Establishment of the Umayyad Caliphate
- ii) Abdul Malik: Consolidation, Conquests and Policies
- iii) Walid bin Abdul Malik and Umar bin Abdul Aziz: Territorial Expansion, Economic Prosperity and Reforms
- iv) Disintegration of the Umayyad Caliphate: Causes and Consequences

#### **Unit II: The Umayyads: Contribution and Legacy**

- i) Administration: Diwan System, Military and Judicial Organization
- ii) Society: Features, Different Classes and Treatment of Non-Muslims
- iii) Intellectual Legacy: Contribution to Education, Literature and Other Sciences
- iv) Activity/Assignment/Review:

#### **Unit III: The Abbasids (750-1258)**

- i) Al-Saffah and Abu Jafar al-Mansur: Role in the Establishment and Consolidation of the Abbasid Caliphate
- ii) Harun and Mamun: The Golden Age of the Abbasids
- iii) Later Famous Rulers and the Disintegration of the Abbasid Caliphate
- iv) Activity/Assignment/Review/Discussion/Quiz: Tayeb El Hibri's The Abbasid Caliphate: A History

#### **Unit IV: The Abbasids: Contribution and Legacy**

- i) Administration: Diwan System, Military and Judicial Organization
- ii) Society: Features, Different Classes and the Persianization of the Abbasid Court
- iii) Intellectual Legacy: a) Bayt al-Hikmah, Translation Movement and Education System  
Mathematics, Astronomy, Medicine, Geography, Philosophy, and History
- iv) Economy: Development of Trade, Commerce and Agriculture



## M. A. ISLAMIC STUDIES (2<sup>ND</sup> SEMESTER)

### PLO-CLO Matrix

Unit-Wise CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	Average (CLO)
MISLCUA225.1	3	1	2	3	3	2	2	3	2.37
MISLCUA225.2	3	1	2	3	3	2	2	3	2.37
MISLCUA225.3	3	1	2	3	3	2	2	3	2.37
MISLCUA225.4	3	1	2	3	3	2	2	3	2.37
<b>Average (PLO)</b>	<b>3</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>2.37</b>

**Note:** The matrix indicates contribution of unit-wise CLOs to identified PLOs that can be within range of 0 to 3 on a four point scale.

### READINGS:

1. Al-Tabari, Muhammad ibnJarir, *Ta'rikh al-Tabari*, State University of New York Press, New York.
2. IbnKathir, AbulFida Ismail ibn Umar, *Ta'rikh IbnKathir*, Maktaba Danish, Deoband U.P.
3. Hasan, Masudul, *History of Islam*, Adam Publishers and Distributors, New Delhi
4. Hitti, P.K, *History of the Arabs*, Macmillan, UK
5. Hodgson, Marshall G. S., *The Venture of Islam*, University of Chicago Press, Chicago
6. Holt, P. M., *Cambridge History of Islam*, Cambridge University Press, UK
7. Lepids, Ira M., *A History of Islamic Societies*, Cambridge University Press, USA
8. Nadvi, Muin al-Din, *Tarikh-i-Millat*, DarulMusannifin, Azamgarh, U.P.
9. Nadvi, Riyasat Ali, *Tarikh-i-Andalus*, DarulMusannifin, Azamgarh, U.P.
10. Nicholson, R.A, *Literary History of the Arabs*, Macmillan, UK
11. Sarwat, Thawlat, *Millat-i-Islamiki Mukhtasar Tarikh*, Markazi Maktaba Islami Publishers, New Delhi
12. Shah, Naseem Ahmad, *Islamic Technology: An Illustrated History* (Urdu), UNESCO & Sahil Publications, Srinagar

### Teaching Learning Strategies/Pedagogy:

- Lecture-based Method, Discussions, Assignments, Community Engagement, ICT-enabled instruction and blended learning.

### Assessment methods and weightages

- Exams (Internal & External)



## M. A. ISLAMIC STUDIES (2<sup>ND</sup> SEMESTER)

### MISLCMP225

### 'Ilm al-Kalām and Muslim Philosophy

CREDITS: 4

TOTAL CONTACT HOURS: 60

MAX. MARKS: 100

INTERNAL: 28

END TERM: 72

#### COURSE LEARNING OUTCOMES

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

1. Describe the emergence of intellectual discourse in the early days of Islam, and explain the Qur'ānic concepts of reason, wisdom, reflection, and knowledge in relation to the development of Muslim philosophical thought
2. Analyze the origins, development, and doctrinal differences of major Kalām schools (Mu'tazilah, Ashā'irah, Māturīdiyyah), and evaluate their arguments on fundamental Islamic beliefs
3. Compare and contrast the philosophical contributions of al-Kindī, al-Fārābī, IbnSīnā, IbnMiskāwayh, and IbnTufayl within the broader tradition of Islamic thought
4. Critically assess the philosophical and theological contributions of al-Ghazzālī, IbnRushd, IbnTaymiyyah, ShibliNu'mānī, and SeyyedHossein Nasr, and their relevance to contemporary Islamic thought

#### **Unit I: Muslim Philosophy: An Introduction**

- i) Beginning of Intellectual Discussions among Early Muslims
- ii) The Quranic Account of 'Aql, Hikmah, Tadabbur, Tafakkur and 'Ilm
- iii) Interaction with Greek Philosophy during the Early Abbasid Period
- iv) Institution of Bayt al-Hikmah (Salient Features)

#### **Unit II: 'Ilm al-Kalām**

- i) Meaning and Origin
- ii) Development and Significance
- iii) Concept of Prophethood: Qur'ānic and Mutakallimūn Arguments
- iv) Emergence and Main Doctrines of Following Schools:
  - a. Mu'tazilah
  - b. Ashā'irah
  - c. Māturīdiyyah

#### **Unit III: Contribution Muslim Philosophers (Classical Period):**

- i) Al-Kindi
- ii) Al-Farabi
- iii) IbnSina
- iv) IbnMiskawayh and IbnTufayl

#### **Unit IV: Contribution of Medieval and Modern Muslim Philosophers:**

- i) Imam al-Ghazzali
- ii) Imam IbnRushd
- iii) Imam IbnTaymiyyah
- iv) ShibliNumani and Hossein Nasr



## M. A. ISLAMIC STUDIES (2<sup>ND</sup> SEMESTER)

### PLO-CLO Matrix

Unit-Wise CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	Average (CLO)
MISLCMP225.1	3	1	2	3	3	2	2	3	2.37
MISLCMP225.2	3	1	2	3	3	2	2	3	2.37
MISLCMP225.3	3	1	2	3	3	2	2	3	2.37
MISLCMP225.4	3	1	2	3	3	2	2	3	2.37
<b>Average (PLO)</b>	<b>3</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>2.37</b>

**Note:** The matrix indicates contribution of unit-wise CLOs to identified PLOs that can be within range of 0 to 3 on a four point scale.

### READINGS:

1. Bhat, Abdul, Rashid, *Iqbal's Approach to Islam: A Study*, Islamic Book Foundation, New Delhi.
2. Sharif, M.M., *A History of Muslim Philosophy*, Adam Publishers and Distributors, New Delhi
3. Iqbal, S. M, *The Reconstruction of Religious Thought in Islam*, KitabBhawan, New Delhi
4. Nadwi, Abdul Salam, *Hukama-i-Islam*, DarulMusannifin, Lucknow, U.P.
5. Numani, Shibli, *Ilm al-Kalam*, (Urdu), DarulMusannifin, Lucknow, U.P.
6. Rafiabadi, H. N, *Emerging from Darkness – Al-Ghazzali's Impact on Western Philosophy*, Sarup and Sons, New Delhi
7. Rafiabadi, H. N, *Muslim Philosophy and Science and Mysticism*, Sarup and Sons, New Delhi
8. Sheikh, M. Saeed, *Studies in Muslim Philosophy*, Adam Publishers and Distributors, New Delhi

### Teaching Learning Strategies/Pedagogy:

- Lecture-based Method, Discussions, Assignments, Community Engagement, ICT-enabled instruction and blended learning.

### Assessment methods and weightages

- Exams (Internal & External)



## M. A. ISLAMIC STUDIES (2<sup>ND</sup> SEMESTER)

### MISLCSS225

### Islamic Social Sciences: Concept and Development

CREDITS: 4

TOTAL CONTACT HOURS: 60

MAX. MARKS: 100

INTERNAL: 28

END TERM: 72

#### COURSE LEARNING OUTCOMES

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

1. Examine the Islamic political thought and its development with special focus on Al-Farabi and Al-Mawardi, demonstrate the concept of Khilafah, democracy and International relations in Islam.
2. Describe the concept of history in Islam, sources of Islamic history, Muslim contribution to historiography and the modern developments in Muslim historiography.
3. Understand the Islamic sociology and contribution of IbnKhaldun, A. R. Momin, and Jamil Faruqi in the development of Islamic Sociology.
4. Understand the Islamic Psychology and the contribution of Malik Badri, Dr. Amber Haque and ZaferIshaque Ansari in the development of Islamic Psychology as an academic subject.

#### **Unit I: Political Science**

- i) Development of Islamic Political Thought: An Overview
- ii) Political Thought of Al-Farabi and Al-Mawardi
- iii) Nature and Scope of *Khilāfah*
- iv) Democracy and International Relations in Islam

#### **Unit II: Historiography**

- i) Concept of History in Islam: Meaning and Principles
- ii) Primary and Secondary Sources of History
- i) Muslim Contribution to Historiography: IbnIshāq and Al-Ṭabari
- iii) Modern Developments in Muslim Historiography

#### **Unit III: Sociology and Prominent Muslim Sociologists**

- i) Islamic Sociology and its Development: An Overview
- ii) IbnKhaldun and his role in the Development of Sociology
- iii) A. R. Momin on Islamic Sociology
- iv) Jamil Farouqi: His Views on Islamic Sociology

#### **Unit IV: Psychology and Prominent Muslim Psychologists**

- i) Islamic Psychology and its Development: An Overview
- ii) Malik Badri on Islamic Psychology
- iii) Dr. Amber Haque and Prof. Ghulam Hussein Rassool on Islamic Psychology
- iv) Zafar Ishaque Ansari on Human Psyche



## M. A. ISLAMIC STUDIES (2<sup>ND</sup> SEMESTER)

### PLO-CLO Matrix

Unit-Wise CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	Average (CLO)
MISLCSS225.1	3	4	3	3	3	2	2	3	2.87
MISLCSS225.2	3	4	3	3	3	2	2	3	2.87
MISLCSS225.3	3	4	3	3	3	2	2	3	2.87
MISLCSS225.4	3	4	3	3	3	2	2	3	2.87
<b>Average (PLO)</b>	<b>3</b>	<b>4</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>2.87</b>

**Note:** The matrix indicates contribution of unit-wise CLOs to identified PLOs that can be within range of 0 to 3 on a four point scale.

### READINGS:

1. Ahmad, Manzoorud Din, *Islamic Political System in the Modern Age*, Adam Publishers and Distributors, New Delhi
2. Bhat, Abdul Rashid, *Political Thought of Shah Wali u Allah: An Analytical Study*, Adam Publishers and Distributors, New Delhi
3. Choudhary, Masudul Alam, *Studies in Islamic Social Sciences*, Palgrave Macmillan, UK.
4. Faruqi, N. A, *Early Muslim Historiography*, Idarah Adbiyat, New Delhi
5. Hussain, Akbar, *Islamic Psychology*, Global Vision Publishing House, New Delhi
6. Rosenthal, E.J, *Political Thought in Medieval Islam*, Oxford University Press, UK
7. Sheerwani, H.K, *Early Muslim Political Thought and Administration*, Idarah Adbiyat, New Delhi
8. Siddiqui, M, *The Quranic Concept of History*, Adam Publishers and Distributors, New Delhi
9. Ba-Yunus, Ilyas and Farid Ahmad, *Islamic Sociology: An Introduction*, Hodder and Stoughton, London
10. Motin, Abdul Rashid, *Political Science: An Islamic Perspective*, London
11. Asad, Muhammad, *The Principles of State and Government in Islam*, California
12. Badri, Malik, (eng. Tr. Abdul Wahid Lulua) *Contemplation: An Islamic Psychospiritual Study*, International Institute of Islamic Thought, USA
13. Momin, A. R. (ed.) *Sociology: An Islamic Perspective*, Institute of Objective Studies, New Delhi
14. Momin, A. R. *Introduction to Sociology: An Islamic Perspective*, Institute of Objective Studies, New Delhi

### Teaching Learning Strategies/Pedagogy:

- Lecture-based Method, Discussions, Assignments, Community Engagement, ICT-enabled instruction and blended learning.

### Assessment methods and weightages

- Exams (Internal & External)



## M. A. ISLAMIC STUDIES (2<sup>ND</sup> SEMESTER)

### MISLCSW225

### Islam and Social Work

CREDITS: 2

TOTAL CONTACT HOURS: 30

MAX. MARKS: 50

INTERNAL: 14

END TERM: 36

#### COURSE LEARNING OUTCOMES

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

1. Critically analyze the concepts, scope, and significance of social work, and evaluate its foundational principles in Islam, including justice, compassion, and confidentiality, within the context of diverse social structures.
2. Assess the role of Islamic social institutions and charity in supporting vulnerable groups and promoting social welfare and observe and document the functioning and impact of Islamic social welfare institutions.

#### **Unit I: An Introduction to Social Work in Islam**

- i) Social Work: Meaning, Concept and Significance
- ii) Nature and Scope of Social Work
- iii) Social Structure/Society: Features and Existence of Different Classes
- iv) Social Work Teachings in Islam: Justice, Compassion and Confidentiality

#### **Unit II: Islamic Social Work in Theory and Practice**

- i) Islamic Social Work Institutions and Groups
- ii) Charity in Islam (Zakah and Sadaqah) and Its Role in Social Welfare
- iii) Social Welfare of poor, women, orphan, aged and differently abled
- iv) Field Visit/Report: Orphanages (Yateem Foundation, Yateem Trust and Old age homes)

#### **PLO-CLO Matrix**

Unit-Wise CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	Average (CLO)
MISLCSW225.1	3	1	2	3	3	2	2	3	<b>2.37</b>
MISLCSW225.2	3	1	2	3	3	2	2	3	<b>2.37</b>
<b>Average (PLO)</b>	<b>3</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>2.37</b>

**Note:** The matrix indicates contribution of unit-wise CLOs to identified PLOs that can be within range of 0 to 3 on a four point scale.



## M. A. ISLAMIC STUDIES (2<sup>ND</sup> SEMESTER)

### **READINGS:**

1. David Macarov, *Social Welfare: Structure and Practice*, SAGE Publications
2. Maulana Wahiduddin Khan, *Islam and Human Welfare*, Goodword
3. Masudul Alam Chaudhary, *An Islamic Social Welfare Function*, American Trust Publications
4. Hansjorg Schmid and Amir Sheikh zadegan, *Exploring Islamic Social Work*, Springer
5. Sara Ashencaen Crabtree, Fatima Hussain and Basia Spalek, *Islam and Social Work Culturally Sensitive Practice in a Diverse World*, Policy Press
6. Muhammed Hashim Kamali, *The Right to Education, Work and Welfare in Islam*, The Islamic Texts Society
7. Egbert Harmsen, *Islam, Civil Society and Social Work*, Muslim Voluntary Welfare Association

### **Teaching Learning Strategies/Pedagogy:**

- Lecture-based Method, Discussions, Assignments, Community Engagement, ICT-enabled instruction and blended learning.

### **Assessment methods and weightages**

- Exams (Internal & External)



## M. A. ISLAMIC STUDIES (2<sup>ND</sup> SEMESTER)

### MISLDCL225 Islamic Commercial Law

CREDITS: 4

TOTAL CONTACT HOURS: 60

MAX. MARKS: 100

INTERNAL: 28

END TERM: 72

#### **COURSE LEARNING OUTCOMES**

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

1. Develop an insight into jurisprudential basis of Islamic economics
2. Get acquainted with the sources of commercial law in Islam.
3. Apply Islamic contract law in various contexts
4. Comprehend the functional mechanism of capital market and stock exchange.

#### **Unit I:**

- i) Introduction to Fiqh al-Muamalat
- ii) Relationship between Shari'ah, Fiqh and Fiqh al-Muamlat
- iii) Theories of Fiqh al-Muamalat
- iv) Maqasid al-Shari'ah

#### **Unit II:**

- ii) Sources of Islamic Law
- iii) Philosophy of Islamic Commercial Law
- iv) Requirement of Sharia' ah in Business Transactions
- v) Prohibition in Islamic Law

#### **Unit III:**

- i) Contracts in Islamic Finance
- ii) Classification of Contracts
- iii) Creation of Financial Instruments
- iv) Debt and Equity

#### **Unit IV:**

- i) Structure of Indian Financial System
- ii) Capital Market Structure
- iii) Stock Exchanges
- iv) RBI & SEBI



## M. A. ISLAMIC STUDIES (2<sup>ND</sup> SEMESTER)

### PLO-CLO Matrix

Unit-Wise CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	Average (CLO)
MISLDCL225.1	3	3	3	3	3	2	3	2	2.75
MISLDCL225.2	3	3	3	3	3	2	3	2	2.75
MISLDCL225.3	3	3	3	3	3	2	3	2	2.75
MISLDCL225.4	3	3	3	3	3	2	3	2	2.75
<b>Average (PLO)</b>	3	3	3	3	3	2	3	2	2.75

**Note:** The matrix indicates contribution of unit-wise CLOs to identified PLOs that can be within range of 0 to 3 on a four point scale.

### READINGS:

1. Aadhani, V.A., *Financial Economics- Theory and Practice*, Tata McGraw Hill
2. Bhole, L.M, *Financial Institutions and Markets: Structure, Growth and Innovations*, Tata McGraw Hill
3. Billah, M.M., *Shariah Standard of Business Contract*, KaulaLampur
4. Hanson, James A., & Sanjay Kathuria, *India: A Financial Sector for the 21<sup>st</sup> Century*, Oxford University Press
5. Iqbal Z. & Mirakhor A., *An Introduction to Islamic Finance Theory and Practice*
6. Karim, A.A., *Islamic Banking: Fiqh and Financial Analysis*, Jakarta
7. Khan, M,Y, *Indian Financial System*, Tata McGraw Hill
8. Meir Kohn, *Financial Institutions and Markets*, Tata McGraw Hill
9. Reddy, Y. Venugopal, *Economic Policy in India-Managing Change*
10. Tannam, M.L. *Banking Law and Practice in India*, India Law House

### Teaching Learning Strategies/Pedagogy:

- Lecture-based Method, Discussions, Assignments, Community Engagement, ICT-enabled instruction and blended learning.

### Assessment methods and weightages

- Exams (Internal & External)



## M. A. ISLAMIC STUDIES (2<sup>ND</sup> SEMESTER)

### MISLDPA225 Proficiency in Arabic – II

CREDITS: 4

TOTAL CONTACT HOURS: 60

MAX. MARKS: 100

INTERNAL: 28

END TERM: 72

#### COURSE LEARNING OUTCOMES

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

1. Read Arabic texts correctly and fluently, write coherent passages, and effectively communicate through spoken Arabic
2. Develop proficiency in both classical and contemporary spoken Arabic, mastering a wide range of grammatical rules and linguistic principles
3. Gain the skills necessary to engage with fundamental Islamic texts in their original Arabic language, facilitating independent study and interpretation
4. Gain enhanced Arabic proficiency, and benefit significantly from the original Islamic sources, minimizing dependency on translations and thus accessing more authentic knowledge

#### **Unit-I**

i.	دروس اللغة العربية (الجزء الأول) / <i>Durūs al-Lughah al-'Arabiyyah</i> (Part-I): Lessons 12 & 14.
ii.	Translation and Grammatical Analysis of: القرآن الكريم / <i>Al-Qur'ān al-Karīm</i> : سورة المسد (Chapter No. 111).
iii.	Translation and Grammatical Analysis of: Hadith No. 7 (From Imam An-Nawawi's Forty Hadith)

#### **Unit-II**

i.	دروس اللغة العربية (الجزء الأول) / <i>Durūs al-Lughah al-'Arabiyyah</i> (Part-I): Lessons 15 to 17.
ii.	Translation and Grammatical Analysis of: القرآن الكريم / <i>Al-Qur'ān al-Karīm</i> : سورة النصر (Chapter No. 110).
iii.	Translation and Grammatical Analysis of: Hadith No. 9 (From Imam An-Nawawi's Forty Hadith)

#### **Unit-III**

i.	دروس اللغة العربية (الجزء الأول) / <i>Durūs al-Lughah al-'Arabiyyah</i> (Part-I): Lessons 18 to 20.
ii.	Translation and Grammatical Analysis of: القرآن الكريم / <i>Al-Qur'ān al-Karīm</i> : سورة الكافرون (Chapter No. 109).
iii.	Translation and Grammatical Analysis of: Hadith No. 13 (From Imam An-Nawawi's Forty Hadith)

#### **Unit-IV**

i.	دروس اللغة العربية (الجزء الأول) / <i>Durūs al-Lughah al-'Arabiyyah</i> (Part-I): Lessons 21 to 23.
ii.	Translation and Grammatical Analysis of: القرآن الكريم / <i>Al-Qur'ān al-Karīm</i> : سورة الكوثر (Chapter No. 108).
iii.	Translation and Grammatical Analysis of: Hadith No. 23 (From Imam An-Nawawi's Forty Hadith)



## M. A. ISLAMIC STUDIES (2<sup>ND</sup> SEMESTER)

### PLO-CLO Matrix

Unit-Wise CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	Average (CLO)
MISLDPA225.1	3	1	2	3	3	2	2	3	2.37
MISLDPA225.2	3	1	2	3	3	2	2	3	2.37
MISLDPA225.3	3	1	2	3	3	2	2	3	2.37
MISLDPA225.4	3	1	2	3	3	2	2	3	2.37
<b>Average (PLO)</b>	<b>3</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>2.37</b>

**Note:** The matrix indicates contribution of unit-wise CLOs to identified PLOs that can be within range of 0 to 3 on a four point scale.

### PRESCRIBED TEXTS:

01.	دروس اللغة العربية (الجزء الأول - الجزء الثاني)	Dr. V. Abdur Rahim
02.	تيسير اللغة العربية (الجزء الأول - الجزء الثاني)	Dr. Burhan Rashid
03.	توضيح القرآن / أسان ترجمه قرآن مع مختصر حواشي	Justice Mufti Muhammad TaqiUthmani.
04.	متن الأربعين النووية	Imam AbūZakariyyaYahyāibnSharaf an-Nawawi

### READINGS:

01.	أسان نحو (2 اجزاء)، أسان صرف (3 اجزاء)	M. Mufti Saeed Ahmad Palanpuri
02.	معلم الانشاء (اول)	Maulana Abdul Majid Nadvi
03.	تحفة النحو	MaulanaSiraj al-Din Nadvi.
04.	Introducing Arabic	Michael Mumisa
05.	النحو الواضح للمدارس الابتدائية (3 اجزاء)	Ali al-Jarim and Mustafa Amin
06.	Let's Speak Arabic	S.A. Rahman
07.	A Practical Approach to the Arabic Language (2 Vol. Set)	Dr. Wali Akhtar Nadwi

### Teaching Learning Strategies/Pedagogy:

- Lecture-based Method, Discussions, Assignments, Community Engagement, ICT-enabled instruction and blended learning.

### Assessment methods and weightages

- Exams (Internal & External)



## M. A. ISLAMIC STUDIES (2<sup>ND</sup> SEMESTER)

### MISLDPP225

### Proficiency in Persian – II

CREDITS: 4

TOTAL CONTACT HOURS: 60

MAX. MARKS: 100

INTERNAL: 28

END TERM: 72

#### COURSE LEARNING OUTCOMES

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

1. Read Persian texts correctly and fluently, write coherent passages, and effectively communicate through spoken Persian
2. Develop proficiency in both classical and contemporary spoken Persian, mastering a wide range of grammatical rules and linguistic principles
3. Gain the skills necessary to engage with fundamental Islamic texts in their original Persian language, facilitating independent study and interpretation
4. Gain enhanced Persian proficiency, and benefit significantly from the original Islamic sources, minimizing dependency on translations and thus accessing more authentic knowledge

#### **I. Selected Lessons from the following Text:**

i.	دوره آموزش زبان فارسی (جلد اول)	درس ششم تا دهم
ii.	گلستان	حکایت نمبر: 6 تا 10 در اخلاق درویشان

#### **II. Grammar:**

i.	Conjugations (گردان) of verbs: ماضی، حال، مستقبل.
ii.	Pronoun and Adjective (Their Kinds).

#### PLO-CLO Matrix

Unit-Wise CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	Average (CLO)
MISLDPP225.1	3	1	2	3	3	2	2	3	2.37
MISLDPP225.2	3	1	2	3	3	2	2	3	2.37
MISLDPP225.3	3	1	2	3	3	2	2	3	2.37
MISLDPP225.4	3	1	2	3	3	2	2	3	2.37
<b>Average (PLO)</b>	<b>3</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>2.37</b>

**Note:** The matrix indicates contribution of unit-wise CLOs to identified PLOs that can be within range of 0 to 3 on a four point scale.

#### **PRESCRIBED TEXTS:**

01.	دوره آموزش زبان فارسی (جلد اول)	از: مهدی ضرغامیان. شوری گسترش زبان و ادبیات فارسی، ایران.
02.	گلستان	از: سعدی شیرازی. اعتقاد پبلشنگ ہاؤس، دہلی.



## M. A. ISLAMIC STUDIES (2<sup>ND</sup> SEMESTER)

### READINGS:

01.	معلم فارسی	از: شمس الدین احمد۔
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### Teaching Learning Strategies/Pedagogy:

- Lecture-based Method, Discussions, Assignments, Community Engagement, ICT-enabled instruction and blended learning.

### Assessment methods and weightages

- Exams (Internal & External)



## M. A. ISLAMIC STUDIES (2<sup>ND</sup> SEMESTER)

### MISLDIR225

### Human Rights and International Relations in Islam

CREDITS: 4

TOTAL CONTACT HOURS: 60

MAX. MARKS: 100

INTERNAL: 28

END TERM: 72

#### COURSE LEARNING OUTCOMES

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

1. Illustrate of the origin, evolution, and significance of human rights. They will be able to critically engage with the Universal Declaration of Human Rights, International Humanitarian Law, and the Geneva Conventions.
2. Explore the Islamic foundations of human rights as derived from the Qur'an and Sunnah. They will explore key rights such as life, privacy, freedom of religion, and expression, along with the United Islamic Declaration of Human Rights.
3. Examine the extension of human rights in Islam, focusing on justice, equality, and economic security. They will also critically analyze the position and rights of women within the Islamic framework.
4. Explore the Islamic concept of international relations through sources like the Constitution of Medina and early treaties. They will understand Islam's approach to pacts, minority rights, and its engagement with globalization.

#### **Unit I: Conceptual Understanding of Human Rights**

- i) Meaning and Origin
- i) Development and Significance
- ii) The Universal Declaration of Human Rights (UDHR) 1948 and International Humanitarian Law (IHL) (Background and Introduction)
- iii) The UDHR (Main Contents) and The Geneva Convention

#### **Unit II: Human Rights: An Islamic Perspective-I**

- i) Islamic Basis for Human Rights
- ii) Right to Security of Life and Privacy
- iii) Right to Freedom of Religion, Thought and Expression`
- iv) Universal Islamic Declaration of Human Rights (UIDHR) 1981/1401

#### **Unit III: Human Rights: An Islamic Perspective-II**

- i) Right to Seek Justice
- ii) Right to Equality
- iii) Right to Economic Security
- iv) Rights of Women in Islam

#### **Unit IV: International Relations in Islam**

- i) Islamic Concept of International Relations and *Mithāq al-Madīnah*
- ii) Pacts and Treaties: Scope and Significance in Islam
- iii) Rights of Minorities
- iv) Islam and Globalization



## M. A. ISLAMIC STUDIES (2<sup>ND</sup> SEMESTER)

### PLO-CLO Matrix

Unit-Wise CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	Average (CLO)
MISLDIR225.1	3	1	2	3	3	2	2	3	2.37
MISLDIR225.2	3	1	2	3	3	2	2	3	2.37
MISLDIR225.3	3	1	2	3	3	2	2	3	2.37
MISLDIR225.4	3	1	2	3	3	2	2	3	2.37
<b>Average (PLO)</b>	<b>3</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>2.37</b>

**Note:** The matrix indicates contribution of unit-wise CLOs to identified PLOs that can be within range of 0 to 3 on a four point scale.

### READINGS:

1. Basu, Runki, (ed.), *International Politics*, Sage Publications Pvt. Ltd., New Delhi
2. Ghazi, Mahmood Ahmad, *Islam ka Qanun-i-Bayn al-Mumalik*, Al-Haramain Publications, Srinagar
3. Mahmood, Tahir (ed.), *Human Rights in Islamic Law*, Institute of Objective Studies, New Delhi
4. Salah ud Din , Muhammad, *Fundamental Rights*, MarkaziMaktabaIslami Publishers, New Delhi
5. Sheikh, ShowkatHussain, *Human Rights in Islam*, KitabBhawan, New Delhi
6. Showket, Parveen , *Human Rights in Islam*, Adam Publishers and Distributors, New Delhi
7. Umri, Syed Jalaluddin, *GhairMuslimo se TaluqataurUnkeHuquq*, IdarahTahqiqwaTasnif, Aligarh

### Teaching Learning Strategies/Pedagogy:

- Lecture-based Method, Discussions, Assignments, Community Engagement, ICT-enabled instruction and blended learning.

### Assessment methods and weightages

- Exams (Internal & External)



## M. A. ISLAMIC STUDIES (2<sup>ND</sup> SEMESTER)

### MISLDEI225

### Ethics in Islam: Concept and Development

CREDITS: 4

TOTAL CONTACT HOURS: 60

MAX. MARKS: 100

INTERNAL: 28

END TERM: 72

#### COURSE LEARNING OUTCOMES

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

1. Illustrate the ethics in Islam and the some important ethical concepts in Quran and traditions of Prophet.
2. Explain the ethical significance of fundamental duties in Islam, social, economic and political ethics in Islam
3. Evaluate the ethical philosophy of Imam Ghazzali and Mir Sayyid Ali Hamdani and the content analysis of *Khuluq al-Muslim* of Muhammad al-Ghazzālī and *Adab-iZindagi* of Maulana Muhammad Yusuf Islahi.
4. Study through Islamic prism the concepts of Human Rights, AIDS, Cloning and Riba and the ethical code of Islam regarding these issues.

#### **Unit I: Islamic Ethics**

- i) Ethics in Islam: Concept and Prospect
- ii) Study of Islamic Ethical Concepts in *Quran*:
  - a) *Haya*
  - b) *'Adl*
  - c) *Taqwā*
  - d) *'Afu*
  - e) *Tarahḥum*
  - f) *Tawādu'*
  - g) *Ṣabr*
  - h) *Tawakkul*
  - i) *Tawbah*
  - j) *Ṣidq*
- iii) Study of Islamic Ethical Concepts in *Aḥādīth*:
  - a) *Haya*
  - b) *'Adl*
  - c) *Taqwā*
  - d) *'Afu*
  - e) *Tarahḥum*
  - f) *Tawādu'*
  - g) *Ṣabr*
  - h) *Tawakkul*
  - i) *Tawbah*
  - j) *Ṣidq*

#### **Unit II: Man and Moral Behavior**

- i) Ethical Significance of *Salah*, *Ṣawm*, *Zakāh* and *Hajj*
- ii) Social Ethics in Islam
- iii) Economic Ethics in Islam
- iv) Political Ethics in Islam

#### **Unit III: Ethical Studies**

- i) Ethical Philosophy of Imam al-Ghazzālī (RA)
- ii) Ethical Philosophy of Mir Sayyid Ali Hamadāni (RA)
- iii) An Introduction to *Khuluq al-Muslim* of Muhammad al-Ghazzālī
- iv) An Introduction to *Adab-iZindagi* of Maulana Muhammad Yusuf Islahi

#### **Unit IV: Islamic Perspective on:**

- i) Human Rights
- ii) AIDS
- iii) Cloning
- iv) *Riba* (Usury)



## M. A. ISLAMIC STUDIES (2<sup>ND</sup> SEMESTER)

### PLO-CLO Matrix

Unit-Wise CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	Average (CLO)
MISLDEI225.1	3	1	2	3	3	2	2	3	2.37
MISLDEI225.2	3	1	2	3	3	2	2	3	2.37
MISLDEI225.3	3	1	2	3	3	2	2	3	2.37
MISLDEI225.4	3	1	2	3	3	2	2	3	2.37
<b>Average (PLO)</b>	<b>3</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>2.37</b>

**Note:** The matrix indicates contribution of unit-wise CLOs to identified PLOs that can be within range of 0 to 3 on a four point scale.

### READINGS:

1. Al-Ghazzāli, Muhammad, *Ihyā ‘‘Ulūm al-Din*, Aitiqad Publishing House, New Delhi
2. Al-Ghazzāli, Muhammad, *Khuluq al-Muslim*, (Muslim Character) Qazi Publishers, New Delhi
3. Ali Hamadāni, Sayyid, *Dhakhīrat al-Mulūk*, Islamic Book Foundation, Delhi
4. Bhat, Manzoor Ahmad, *The Pious Caliphate; A Study of Hadrat’ Ali* (R.A.), Youngman Publishing House, NewDelhi
5. Burhan, Rashid, *Ethics in Islam: Basic Concepts and Significance*, Lambert Academic Publishing, Germany
6. Dar, Bashir Ahmad, *Quranic Ethics*, KitabBhawan, New Delhi
7. Hamidullah, M, *Introduction to Islam*, KitabBhawan, New Delhi
8. Islahi, M.M. Yusuf, *Adab-i-Zindagi*, MarkaziMaktabaIslami Publishers, New Delhi
9. Islahi, Muhammad Yusuf, *Husn-i-Mu’ashirat*, MaktabaZikra, New Delhi
10. Umar-ud-Din, Muhammad, *Ethical Philosophy of al-Ghazzāli*, Adam Publishers and Distributors, NewDelhi

### Teaching Learning Strategies/Pedagogy:

- Lecture-based Method, Discussions, Assignments, Community Engagement, ICT-enabled instruction and blended learning.

### Assessment methods and weightages

- Exams (Internal & External)



## M. A. ISLAMIC STUDIES (2<sup>ND</sup> SEMESTER)

### MISLDRW225

### Muslim Response to Western Ideologies

CREDITS: 4

TOTAL CONTACT HOURS: 60

MAX. MARKS: 100

INTERNAL: 28

END TERM: 72

#### COURSE LEARNING OUTCOMES

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

1. analyze key European historical movements—Renaissance, Reformation, Enlightenment, Industrial and French Revolutions—and assess their impact on modern Western society.
2. Critically examine major Western ideologies—Secularism, Nationalism, Liberalism, and Humanism—and evaluate Muslim scholarly responses to them.
3. Explore the presence, challenges, and institutional development of Islam in the West, with a comparative perspective on leadership models.
4. Evaluate selected contemporary scholarly works that address various aspects of the interaction between Islam and the West.

#### **Unit I: Europe: Renaissance and Major Movements**

- i) Renaissance in Europe: Causes and Impact
- ii) Major Movements: Enlightenment and Reformation
- iii) Industrial Revolution and New Society (Main Features)
- iv) French Revolution: Causes and Impact

#### **Unit II: A Critical Study of Western Ideologies**

- i) Secularism
- ii) Nationalism
- iii) Liberalism
- iv) Democracy

#### **Unit III: Islam and the Muslim Institutions in the West**

- i) Islam in the West: Main Features and Challenges
- ii) Muslim Institutions in UK: A Study of Major Contributions of Islamic Foundation
- iii) Islamic Institutions in America with Special Reference to International Institute of Islamic Thought (IIIT)
- iv) Leadership in the West and the Islamic World: A Comparative Analysis

#### **Unit IV: An Introduction to the Following Works on Islam and the West**

- i) *Islam and the World* (SayyidAbul Hassan Ali Nadvi)
- ii) *Islam and the West* (Maryam Jameelah)
- iii) *British Muslims*(ed. by Muhammad Siddique Saddon, DilawarHussain and Nadeem Malik)
- iv) *Islam and the West* (Prof.Khurshid Ahmad)



## M. A. ISLAMIC STUDIES (2<sup>ND</sup> SEMESTER)

### PLO-CLO Matrix

Unit-Wise CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	Average (CLO)
MISLDRW225.1	3	1	2	3	3	2	2	3	2.37
MISLDRW225.2	3	1	2	3	3	2	2	3	2.37
MISLDRW225.3	3	1	2	3	3	2	2	3	2.37
MISLDRW225.4	3	1	2	3	3	2	2	3	2.37
<b>Average (PLO)</b>	<b>3</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>2.37</b>

**Note:** The matrix indicates contribution of unit-wise CLOs to identified PLOs that can be within range of 0 to 3 on a four point scale.

### READINGS:

1. Ahmad, Khurshid, *Islam and the West*, MarkaziMaktabaIslami Publishers, New Delhi
2. Ahmad, Khurshid, *Socialism versus Islam*, Muslim Welfare Society, Srinagar
3. Al-Attas, Muhammad Naquib, *Islam and Secularism*, Hindustan Publications, New Delhi
4. Asad, Muhammad, *Islam at the Cross Roads*, Islamic Book Service, New Delhi
5. Ismail, Sayyid Muhammad, *RasuliArabiAurAsreJadid*, Areeb Publications, New Delhi
6. Maryam Jameelah, *Islam And the Western Society*, Adam Publishers and Distributors, New Delhi
7. Al-Qardhawi, AllamahYousuf, *Islam Aur Secularism: AikMawazanah*, Islamic Book Foundation, New Delhi
8. Nadwi, AbulHasan Ali, *Western Civilization – Islam and Muslims*, Academy of Islamic Research and Publications, Lucknow
9. Ansari, Asloob A., (ed.) *Sir Syed Ahmad Khan: A Centenary Tribute*, Adam Publishers and Distributors, New Delhi.

### Teaching Learning Strategies/Pedagogy:

- Lecture-based Method, Discussions, Assignments, Community Engagement, ICT-enabled instruction and blended learning.

### Assessment methods and weightages

- Exams (Internal & External)



## M. A. ISLAMIC STUDIES (3<sup>RD</sup> SEMESTER)

### MISLCMI325

### Islamic Civilization in Medieval India

CREDITS: 4

TOTAL CONTACT HOURS: 60

MAX. MARKS: 100

INTERNAL: 28

END TERM: 72

#### COURSE LEARNING OUTCOMES

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

1. Explain the early Indo Arab relations and advent of Islam in India, evaluate the Socio-Religious and Political Conditions of North India and establishment of Muslim Sultanate.
2. Examine the society, administration, education, economy and religious policy of Delhi Sultanate.
3. Evaluate the Society, religious policy, education, and economy of the Mughals, explore the important causes of the decline of the Mughals.
4. Analyse the interaction between Islam and Indian culture, role of Sufis and Ulama and Muslim response to imperialism and their role in different Indian freedom movements.

#### **Unit I: Advent of Islam: Causes and Impact**

- i) Early Indo-Arab Relations
- ii) Islam in Sind and its Impact
- iii) Socio-Religious and Political Conditions of North India on the Eve of the Turkish Conquest
- iv) The Ghaznavids and the Ghaurids in India, Establishment of Muslim Sultanate

#### **Unit II: The Delhi Sultanate**

- i) Society and Religious Policy
- ii) Administration
- iii) Education
- iv) Economy

#### **Unit III: The Mughal India**

- i) Society, Religious Policy and Administration
- ii) Education
- iii) Economy
- iv) Causes of the Decline

#### **Unit IV: Islam in India and Resistance to British Imperialism**

- i) Islam and Indian Culture: Interaction, Impact, Bhakti Movement
- ii) Role of Some Prominent *Sufis* and '*Ulamā*' (Shaikh Ahmad Sirhindi, Shah Waliyullah)
- iii) Muslim Response to Imperialism: Tipu Sultan
- iv) The Role of Muslims in the Revolt of 1857



## M. A. ISLAMIC STUDIES (3<sup>RD</sup> SEMESTER)

### PLO-CLO Matrix

Unit-Wise CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	Average (CLO)
MISLCMI325.1	3	1	2	3	3	2	2	3	2.37
MISLCMI325.2	3	1	2	3	3	2	2	3	2.37
MISLCMI325.3	3	1	2	3	3	2	2	3	2.37
MISLCMI325.4	3	1	2	3	3	2	2	3	2.37
<b>Average (PLO)</b>	<b>3</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>2.37</b>

**Note:** The matrix indicates contribution of unit-wise CLOs to identified PLOs that can be within range of 0 to 3 on a four point scale.

### READINGS:

1. Ahmad Aziz, *Studies in Islamic Culture in the Indian Environment*, Oxford University Press, UK
2. Ahmad, M. G. Zubaid, *The Contribution of India to Arabic Literature from Ancient Times to 1857*, Maktaba Din wa Danish, NewDelhi
3. Chand, Tara, *Influence of Islam on India Culture*, Indian Press Ltd., Allahbad
4. Hussain, Yusuf, *Glimpses of Medieval Indian Culture*, Asia Publishing House, Mumbai
5. Islahi, Zafar al-Islam, *Ahd-i-Islami Kay Hundustan Main Maashirat, Maishataur Hukumat Kay Masail*, Islamic Book Foundation, NewDelhi
6. Jafar, S.M, *Some Culture Aspects of the Muslim Rule in India*, Idarah Adbiyat, New Delhi
7. Mujeeb, M, *The Indian Muslims*, Manoharlal Publishers, NewDelhi
8. Nadwi, S.A.H, *Hindustani Musalman (Urdu)*, Majlis-i-Tahqiqat wa Nashriyat, Lucknow
9. Nizami, K.A, *Religion and Society in the 13<sup>th</sup> Century*, Idarah Adbiyat, New Delhi
10. Qurashi, I.H, *Muslim Community in Indo-Pak Sub-Continent*, Renaissance Publishing House, NewDelhi
11. Qurashi, I.H, *Ulama in Politics*, Renaissance Publishing House, New Delhi
12. Rashid, A, *Society and Culture in Medieval India*, Ghosh Printing House, Calcutta
13. Siddiqui, Iqtidar Hussain, *Islam and Muslims in South Asia*, Adam Publishers and Distributors, New Delhi

### Teaching Learning Strategies/Pedagogy:

- Lecture-based Method, Discussions, Assignments, Community Engagement, ICT-enabled instruction and blended learning.

### Assessment methods and weightages

- Exams (Internal & External)



## M. A. ISLAMIC STUDIES (3<sup>RD</sup> SEMESTER)

### MISLCIJ325

#### Islamic Jurisprudence (Fiqh): Traditional and Modern Approaches

CREDITS: 4

TOTAL CONTACT HOURS: 60

MAX. MARKS: 100

INTERNAL: 28

END TERM: 72

#### COURSE LEARNING OUTCOMES

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

1. Demonstrate a comprehensive understanding of the essential terminology, sources, and historical evolution of Islamic jurisprudence (*fiqh*) from the Prophet's era to the classical schools
2. Differentiate between the primary and secondary sources of Islamic law, analyze the methodologies of classical jurists, and evaluate their roles in the formation of Islamic legal rulings in comparison to Western legal traditions
3. Comprehend and analyze the concepts of *ijtihād* and *taqlīd*, identify the prerequisites for independent legal reasoning (*ijtihād*), and compare the methodological approaches of major Islamic legal schools
4. Evaluate contemporary applications of Islamic law in modern contexts, including bioethics, minority jurisprudence, and legal reforms, from the perspective of *Maqāṣid al-Sharī'ah* and the process of institutional Fatwā-making

#### **Unit I: Foundations and Evolution of Islamic Jurisprudence**

- i) Meaning and Definition: Din, Shari'ah, Fiqh, Usul al-Fiqh.
- ii) Reasons for differences in opinion among early Muslims on jurisprudential (*fiqhī*) issues
- iii) Historical Development of *Fiqh*: from the Prophet's era to the classical schools
- iv) Role and importance of *Usul al-Fiqh* (Principles of Fiqh) as a Science of Islamic Jurisprudence

#### **Unit II: Islamic Law and its Primary and Secondary Sources**

- i) Islamic Law: Nature, Scope and Importance
- ii) Islamic Law and the Western Concept of Law
- iii) Primary Sources of Islamic Law: The Qur'ān, *Sunnah*, *Ijma*, and *Qiyas*
- iv) Secondary Sources of Islamic Law: *Istihsan*, *Masalah al-Mursalah*, *Istishab*, *Sadd al-Dharai'*, *Urf*, *Qawl al-Sahabi*, etc.

#### **Unit III: Ijtihād, Taqlīd, and Schools of Islamic Law**

- i) *Ijtihād*: Meaning, Prerequisites and Importance
- ii) Types of *Ijtihad*, and various grades of *Fiqhi* scholars
- iii) *Taqlīd*: Meaning and Scope
- iv) *Madhahib* (The Schools of Islamic Jurisprudence): Hanafi, Maliki, Shafi'i, Hanbali and Jafri schools

#### **Unit IV: Islamic Law and Contemporary Approaches and Methodologies**

- i) *Maqasid al-Shariah* (Objectives of Islamic Law): Theory and Applications
- ii) Collective *Ijtihad* and *Fiqh al-Aqalliyat* (Islamic Jurisprudence in Minority Contexts)
- iii) *Fatwa* in the Modern World: Institutions, Scope, and Challenges (IIFA, IFC, IFA, DIM)



## M. A. ISLAMIC STUDIES (3<sup>RD</sup> SEMESTER)

iv) Islamic Legal Responses to Technological and Bioethical Issues

### PLO-CLO Matrix

Unit-Wise CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	Average (CLO)
MISLCIJ325.1	3	1	2	3	3	2	2	3	2.37
MISLCIJ325.2	3	1	2	3	3	2	2	3	2.37
MISLCIJ325.3	3	1	2	3	3	2	2	3	2.37
MISLCIJ325.4	3	1	2	3	3	2	2	3	2.37
<b>Average (PLO)</b>	<b>3</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>2.37</b>

**Note:** The matrix indicates contribution of unit-wise CLOs to identified PLOs that can be within range of 0 to 3 on a four point scale.

### READINGS:

1. Amini, M. M. Taqi, *Fiqh Islami ka Tarikhi Pasi Manzar*, Nadwatul Musannifin, Delhi
2. Hasan, Ahmad, *The Early Development of Islamic Jurisprudence*, Adam Publishers, New Delhi
3. Khan, Hamidullah, *The Schools of Islamic Jurisprudence: A Comparative Study*, Kitab Bhawan, Delhi
4. Esposito, John L., *Shariah: what everyone needs to know*, Oxford University Press, New York, NY
5. Black, E. Ann, *Modern perspectives on Islamic law*, Edward Elgar, Cheltenham, UK
6. Emon, Anver M. *The Oxford handbook of Islamic law*, Oxford University Press, Oxford, United Kingdom
7. Philips, Abū Amīnah Bilal (2012), *The Evolution of Fiqh*, New Delhi-2, India: Islamic Book Service.
8. Raḥmānī, Khalid Saifullah (2008), *Fiqah Islāmī Tadwīn wa Ta'āruḥ*, Deoband, Saharanpur, U.P., India: Naimia Book Depot.
9. Hasan, Ahmad (2013), *the early development of Islamic jurisprudence*, Adam Publishers & Distributors, New Delhi, India

### Teaching Learning Strategies/Pedagogy:

- Lecture-based Method, Discussions, Assignments, Community Engagement, ICT-enabled instruction and blended learning.

### Assessment methods and weightages

- Exams (Internal & External)



## M. A. ISLAMIC STUDIES (3<sup>RD</sup> SEMESTER)

### MISLCIF325

### Islamic Finance and Banking

CREDITS: 4

TOTAL CONTACT HOURS: 60

MAX. MARKS: 100

INTERNAL: 28

END TERM: 72

#### COURSE LEARNING OUTCOMES

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

1. Explore the evolution of banking and its different forms
2. Get familiarized with origin and development of Islamic banking and financial tools.
3. Evaluate the practical usage of Islamic financial concepts such as zakat, *waqf*, *qard al-Hasanah* as financial tools
4. Highlight the Islamic banking in India and its prospects.

#### **Unit I:**

- i) History and Evolution of Banking System
- ii) Commercial Banking
- iii) Electronic Banking
- iv) Financial Services

#### **Unit II:**

- i) Introduction to Islamic Banking
- ii) Origin and Development of Islamic Banking
- iii) Evolution of Islamic Financial Tools
- iv) IDB and Major Islamic Banks

#### **Unit III:**

- i) Islamic Deposit Accounts
- ii) Zakah, Waqf and Qard al-Hasanah
- iii) Wakala and Kafala
- iv) Introduction to Islamic Accounting (AAOIFI)

#### **Unit IV:**

- i) Legal Framework of Banking in India
- ii) Banking Regulation Acts
- iii) Islamic Financial Institutions in India
- iv) Problems and Prospects of Islamic Banking in India



## M. A. ISLAMIC STUDIES (3<sup>RD</sup> SEMESTER)

### PLO-CLO Matrix

Unit-Wise CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	Average (CLO)
MISLCIF325.1	3	3	3	3	3	2	3	2	2.75
MISLCIF325.2	3	3	3	3	3	2	3	2	2.75
MISLCIF325.3	3	3	3	3	3	2	3	2	2.75
MISLCIF325.4	3	3	3	3	3	2	3	2	2.75
<b>Average (PLO)</b>	3	3	3	3	3	2	3	2	2.75

**Note:** The matrix indicates contribution of unit-wise CLOs to identified PLOs that can be within range of 0 to 3 on a four point scale.

### **READINGS:**

1. Agarwal, O.P., *Principles of Banking*, Macmillan India Ltd.
2. Ayub, Muhammad, *Islamic Banking and Finance, Theory and Practice*
3. Ayub, Muhammad, *Understanding Islamic Finance*, John Willey and Sons
4. Banking Regulation Act 1949
5. *Encyclopedia of Islamic Banking*, Institute of Islamic Banking and Insurance, London
6. Heffernan, Shelagh, *Modern Banking*, John Willey and Sons
7. Muraleedharan, D., *Modern Banking: Theory and Practice*, New Delhi
8. Obaidullah, Muhammad, *Islamic Financial Services*, Jeddah
9. Reserve Bank of India Act, 1934
10. Siddiqi, Muhammad Nejatullah, *Riba, Bank Interest and Rationale of its Prohibition*, IRTI Jeddah

### **Teaching Learning Strategies/Pedagogy:**

- Lecture-based Method, Discussions, Assignments, Community Engagement, ICT-enabled instruction and blended learning.

### **Assessment methods and weightages**

- Exams (Internal & External)



## M. A. ISLAMIC STUDIES (3<sup>RD</sup> SEMESTER)

### MISLCCW325

### Islam and Contemporary World

CREDITS: 2

TOTAL CONTACT HOURS: 30

MAX. MARKS: 50

INTERNAL: 14

END TERM: 36

#### COURSE LEARNING OUTCOMES

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

1. Analyze the genesis of modern Western Civilization and its encounter with Rab and the modernization in the Arab world – Egypt, UAE, Syria and KSA/
2. Evaluate the role of some contemporary Muslim thinkers and reformers and their contributions.

#### **Unit I: Western Civilization in the Modern Arab World: Interaction and Impact**

- i) Genesis of Contemporary Western Civilization
- ii) Arab Encounter with the Western Civilization
- iii) Arab-Israel War 1967: Causes and Impact
- iv) Modernization in the Arab World: A Study of Egypt, UAE, Syria and KSA

#### **Unit II: Contemporary Muslim Thinkers and Reformers (Main Contribution)**

- i) Ismail Raji al-Faruqi (d. 1986)
- ii) Abdul Hamid Abu Sulayman (d. 2021)
- iii) Yusuf al-Qaradawi (b. 1926)
- iv) Tariq Ramadan (b. 1962)

#### **PLO-CLO Matrix (To be filled after implementation of course)**

Unit-Wise CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	Average (CLO)
MISLCCW325.1	3	1	2	3	3	2	2	3	<b>2.37</b>
MISLCCW325.2	3	1	2	3	3	2	2	3	<b>2.37</b>
<b>Average (PLO)</b>	<b>3</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>2.37</b>

**Note:** The matrix indicates contribution of unit-wise CLOs to identified PLOs that can be within range of 0 to 3 on a four point scale.



## M. A. ISLAMIC STUDIES (3<sup>RD</sup> SEMESTER)

### **READINGS:**

1. Al-Alwani, Taha Jabir, *Issues in Contemporary Islamic Thought*, International Institute of Islamic Thought, USA
2. Al-Biruni, Muḥammad ibn Aḥmad, *Kitāb al-Hind*, Alam al-Kutub, Beirut
3. Al-Faruqi, Ismail Raji, *Islamization of Knowledge*, International Institute of Islamic Thought, USA
4. Jameela, Maryam, *Islam and the West*, Markazi Maktaba Islami Publishers, New Delhi
5. Nadwi, Abul Hasan Ali, *Islam and the West*, Islami Tahqiqat wa Nashriyat, Lucknow

### **Teaching Learning Strategies/Pedagogy:**

- Lecture-based Method, Discussions, Assignments, Community Engagement, ICT-enabled instruction and blended learning.

### **Assessment methods and weightages**

- Exams (Internal & External)



## M. A. ISLAMIC STUDIES (3<sup>RD</sup> SEMESTER)

### MISLDSA325

## Islam in Modern South Asia: Thinkers, Trends and Movements

CREDITS: 4

TOTAL CONTACT HOURS: 60

MAX. MARKS: 100

INTERNAL: 28

END TERM: 72

### COURSE LEARNING OUTCOMES

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

1. Explore the concept of Modernity in Islam like Tajdid and Tajadud and contemporary discourses on modernism with special focus on south Asia.
2. Illustrate the contribution reformist thinkers of South Asia, and evaluate the contribution of educational movements – Nadwatul Ulama and Darul Ulum Deoband.
3. Examine the new trends in Islamic thought – Muhammad Iqbal and Western Culture, Maulana Azad and Pluralism, Maulana Ahmad Raza Khan's educational contribution and Mehmud Hasan Deobandi's role in Indian freedom struggle.
4. Critically evaluate the beliefs, role and main features of the later movements in South Asia – Mahdavi Movement, Farangi Mahal, Faraidi Movement and Khilafat Movement.

### **Unit I: Islam and Modernism**

- i) Concept of Modernity in Islam
- ii) Concept of *Tajdīd*(Revival), *Iṣlāḥ* (Reform), Continuity, and Change
- iii) Contemporary Muslim Discourses on Revivalism and Modernism
- iv) Modernity in South Asia: An Overview

### **Unit II: Reformist Thinkers and Educational Movements**

- i) Shah Walīyullah: Salient features of his Religio-Political Thought
- ii) Sir Syed Ahmad Khan and Aligarh Movement
- iii) *Nadwat-ul-Ulama*, Lucknow: Establishment and Main Contribution
- iv) *Darul 'Ulum* Deoband: Establishment and Main Contribution

### **Unit III: New Trends in Islamic Thought**

- i) Muhammad Iqbal: Evaluation of the Western Culture
- ii) Maulana Abul Kalam Azad: His Views on Pluralism (*Muttahida Qaumiyat*)
- iii) Maulana Ahmad Raza Khan Bareilvi: Educational Contribution
- iv) Mehmud Hasan Deobandi and his role in Indian freedom struggle

### **Unit IV: Later Movements in South Asia (16<sup>th</sup> – 20<sup>th</sup> Century CE)**

- i) Mahdavi Movement: Main Features
- ii) Farangi Mahal: Role in Indian Freedom Struggle
- iii) Faraidi Movement: Establishment and Role
- iv) Khilafat Movement: Establishment and Role



## M. A. ISLAMIC STUDIES (3<sup>RD</sup> SEMESTER)

PLO-CLO Matrix

Unit-Wise CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	Average (CLO)
MISLDSA325.1	3	1	2	3	3	2	2	3	2.37
MISLDSA325.2	3	1	2	3	3	2	2	3	2.37
MISLDSA325.3	3	1	2	3	3	2	2	3	2.37
MISLDSA325.4	3	1	2	3	3	2	2	3	2.37
<b>Average (PLO)</b>	<b>3</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>2.37</b>

**Note:** The matrix indicates contribution of unit-wise CLOs to identified PLOs that can be within range of 0 to 3 on a four point scale.

### READINGS:

1. Ahmad, Aziz, *Islamic Modernism in India and Pakistan*, Oxford University Press, UK
2. Ali, Abdul and S. Ahsan, *Sir Syed's Contribution to Islamic Studies*, Department of Islamic Studies, AMU, Aligarh
3. Rizvi, Syed Mahbub, *Tarikh-i-Darul Ulum Deoband*, Idaralhtemam Darul Ulum Deoband, U.P.
4. Douglas and Troll, *Abul Kalam Azad*, Oxford University Press, UK
5. Nadwi, Abul Hasan Ali, *Muslim Mamalik main Islamiyat aur Maghribiyat ki Kashmakash*, Majlis-i- Tahqiqat wa Nashriyat, Lucknow
6. Nadwi, Abul Hasan Ali, *Seerat-i-Sayyid Ahmad Shahid*, (Urdu), Majlis-i-Tahqiqat wa Nashriyat, Lucknow
7. Jameelah Maryam, *Islam in Theory and Practice*, Taj Company, New Delhi
8. Hashmi, Syed Masroor Ali Akhtar, *Muslim Response to Western Education: A Study of Four Pioneer Institutions*, Commonwealth Publishers, New Delhi
9. Khan, Shams Tabrez and Nadvi, Ishaq Jalees, *Tarikh Nadwatul Ulama*, Majlis Sahafat-o-Nashriyat, Lucnow

### Teaching Learning Strategies/Pedagogy:

- Lecture-based Method, Discussions, Assignments, Community Engagement, ICT-enabled instruction and blended learning.

### Assessment methods and weightages

- Exams (Internal & External)



## M. A. ISLAMIC STUDIES (3<sup>RD</sup> SEMESTER)

### MISLDPA325

### Proficiency in Arabic – III

CREDITS: 4

TOTAL CONTACT HOURS: 60

MAX. MARKS: 100

INTERNAL: 28

END TERM: 72

#### COURSE LEARNING OUTCOMES

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

1. Read Arabic texts correctly and fluently, write coherent passages, and effectively communicate through spoken Arabic
2. Develop proficiency in both classical and contemporary spoken Arabic, mastering a wide range of grammatical rules and linguistic principles
3. Gain the skills necessary to engage with fundamental Islamic texts in their original Arabic language, facilitating independent study and interpretation
4. Gain enhanced Arabic proficiency, and benefit significantly from the original Islamic sources, minimizing dependency on translations and thus accessing more authentic knowledge

#### Unit-I

i.	دروس اللغة العربية (الجزء الثاني) / <i>Durūs al-Lughah al-'Arabiyyah</i> (Part-II): Lessons 1 to 4.
ii.	Translation and Grammatical Analysis of: سورة الماعون / <i>Al-Qur'ān al-Karīm</i> : سورة الماعون (Chapter No. 107).
iii.	Translation and Grammatical Analysis of: Hadith No. 10 (From <i>Imam An-Nawawi's Forty Hadith</i> )

#### Unit-II

i.	دروس اللغة العربية (الجزء الثاني) / <i>Durūs al-Lughah al-'Arabiyyah</i> (Part-II): Lessons 5 to 8.
ii.	Translation and Grammatical Analysis of: سورة قريش / <i>Al-Qur'ān al-Karīm</i> : سورة قريش (Chapter No. 106).
iii.	Translation and Grammatical Analysis of: Hadith No. 12 (From <i>Imam An-Nawawi's Forty Hadith</i> )

#### Unit-III

i.	دروس اللغة العربية (الجزء الثاني) / <i>Durūs al-Lughah al-'Arabiyyah</i> (Part-II): Lessons 9 to 12.
ii.	Translation and Grammatical Analysis of: سورة الفيل / <i>Al-Qur'ān al-Karīm</i> : سورة الفيل (Chapter No. 105).
iii.	Translation and Grammatical Analysis of: Hadith No. 15 (From <i>Imam An-Nawawi's Forty Hadith</i> )

#### Unit-IV

i.	دروس اللغة العربية (الجزء الثاني) / <i>Durūs al-Lughah al-'Arabiyyah</i> (Part-II): Lessons 13 to 15.
ii.	Translation and Grammatical Analysis of: سورة الهمزة / <i>Al-Qur'ān al-Karīm</i> : سورة الهمزة (Chapter No. 104).
iii.	Translation and Grammatical Analysis of: Hadith No. 31 (From <i>Imam An-Nawawi's Forty Hadith</i> )



## M. A. ISLAMIC STUDIES (3<sup>RD</sup> SEMESTER)

### PLO-CLO Matrix

Unit-Wise CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	Average (CLO)
MISLDPA325.1	3	1	2	3	3	2	2	3	2.37
MISLDPA325.2	3	1	2	3	3	2	2	3	2.37
MISLDPA325.3	3	1	2	3	3	2	2	3	2.37
MISLDPA325.4	3	1	2	3	3	2	2	3	2.37
<b>Average (PLO)</b>	<b>3</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>2.37</b>

**Note:** The matrix indicates contribution of unit-wise CLOs to identified PLOs that can be within range of 0 to 3 on a four point scale.

### PRESCRIBED TEXTS:

01.	دروس اللغة العربية (الجزء الثاني)	Dr. V. Abdur Rahim
02.	تيسير اللغة العربية (الجزء الثاني)	Dr. Burhan Rashid
03.	توضيح القرآن / أسان ترجمه قرآن مع مختصر حواشي	Justice Mufti Muhammad Taqi Uthmani
04.	منن الأربعين النوويّة	Imam Abū Zakariyya Yahyā ibn Sharaf an-Nawawi

### READINGS:

01.	أسان نحو (2 اجزاء)، أسان صرف (3 اجزاء)	M. Mufti Saeed Ahmad Palanpuri
02.	معلم الانشاء (دوم)	Maulana Abdul Majid Nadvi
03.	تحفة النحو	Maulana Siraj al-Din Nadvi
04.	Introducing Arabic	Michael Mumisa
05.	النحو الواضح للمدارس الابتدائية (3 اجزاء)	Ali al-Jarim and Mustafa Amin
06.	Let's Speak Arabic	S.A. Rahman
07.	A Practical Approach to the Arabic Language (2 Vol. Set)	Dr. Wali Akhtar Nadwi
08.	نصوص اسلامية	Dr. V. Abdur Rahim
09.	مفتاح العربية (2 اجزاء)	Noor AalamKhaleelAmeeni
10.	Learn to Speak Arabic and English	M. Badr al-Zaman QasmiKairanwi

### Teaching Learning Strategies/Pedagogy:

- Lecture-based Method, Discussions, Assignments, Community Engagement, ICT-enabled instruction and blended learning.

### Assessment methods and weightages

- Exams (Internal & External)



## M. A. ISLAMIC STUDIES (3<sup>RD</sup> SEMESTER)

### MISLDPP325

### Proficiency in Persian – III

CREDITS: 4

TOTAL CONTACT HOURS: 60

MAX. MARKS: 100

INTERNAL: 28

END TERM: 72

#### COURSE LEARNING OUTCOMES

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

1. Read Persian texts correctly and fluently, write coherent passages, and effectively communicate through spoken Persian
2. Develop proficiency in both classical and contemporary spoken Persian, mastering a wide range of grammatical rules and linguistic principles
3. Gain the skills necessary to engage with fundamental Islamic texts in their original Persian language, facilitating independent study and interpretation
4. Gain enhanced Persian proficiency, and benefit significantly from the original Islamic sources, minimizing dependency on translations and thus accessing more authentic knowledge

#### **I. Selected Lessons from the following Text:**

i.	آموزش زبان فارسی (ازفا) کتاب دوم	نصف آخر (از صفحه نمبر: 88 تا آخر)
ii.	پیام مشرق (فارسی)	نصف اول

#### PLO-CLO Matrix

Unit-Wise CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	Average (CLO)
MISLDPP325.1	3	1	2	3	3	2	2	3	<b>2.37</b>
MISLDPP325.2	3	1	2	3	3	2	2	3	<b>2.37</b>
MISLDPP325.3	3	1	2	3	3	2	2	3	<b>2.37</b>
MISLDPP325.4	3	1	2	3	3	2	2	3	<b>2.37</b>
<b>Average (PLO)</b>	<b>3</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>2.37</b>

**Note:** The matrix indicates contribution of unit-wise CLOs to identified PLOs that can be within range of 0 to 3 on a four point scale.

#### PRESCRIBED TEXTS:

01.	آموزش زبان فارسی (ازفا) کتاب دوم	از: دکتر یدالله ثمره.
02.	پیام مشرق (فارسی)	از: علامه اقبال.



## M. A. ISLAMIC STUDIES (3<sup>RD</sup> SEMESTER)

### **READINGS:**

01.	تاریخ ادبیات فارسی	از: شفق اردو ترجمہ از: رفعت
02.	احسن القواعد	
03.	اوجز القواعد	

### **Teaching Learning Strategies/Pedagogy:**

- Lecture-based Method, Discussions, Assignments, Community Engagement, ICT-enabled instruction and blended learning.

### **Assessment methods and weightages**

- Exams (Internal & External)



## M. A. ISLAMIC STUDIES (3<sup>RD</sup> SEMESTER)

### MISLDOT325

### Islamic Civilization under the Ottomans

CREDITS: 4

TOTAL CONTACT HOURS: 60

MAX. MARKS: 100

INTERNAL: 28

END TERM: 72

#### COURSE LEARNING OUTCOMES

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

1. Explore the origin and rise of Turks, golden age of Ottomans and salient features of the Ottoman caliphate.
2. Analyse the Socio-Religious administration particularly Millet system, Ulama, Sufis and Dervishes and explore the contribution of Ottomans to religious sciences.
3. Examine the scientific achievements and social institutions and Ottoman historiography, evaluate the relations of Ottomans with the West.
4. Explore the causes of the fall of Ottomans and the emergence of new movements like Tanzimat, Young Turks and constitutional movement and fall and its impact, and emergence of Nursi, Ataturk, Damirel and Erbakan.

#### **Unit I: The Ottomans: Early History**

- i) Origin and History of Turks
- ii) Rise of the Ottomans
- iii) Golden Age of the Ottomans (Administration)
- iv) Salient Features of the Ottoman Caliphate

#### **Unit II: Socio-Religious Administrations**

- i) *Millet System*
- ii) Role of '*Ulamā*'
- iii) Sufi and *Dervish* Orders
- iv) Ottoman Contribution to Religious Sciences

#### **Unit III: Contribution to Education and International Relations**

- i) Scientific and Literary Achievements of the Ottomans
- ii) Social and Educational Institutions
- iii) Ottoman Historiography
- iv) The Ottomans and the West

#### **Unit IV: Fall of the Empire and Modern Developments**

- i) *Tanzimat* Reforms
- ii) Young Turks Movement and Constitutional Movement
- iii) Fall of the Ottoman Empire and its Impact
- iv) New Developments: Badiuzzaman Nursi, Mustafa Ataturk, Sulaiman Damirel, Najmud Din Erbakan.



## M. A. ISLAMIC STUDIES (3<sup>RD</sup> SEMESTER)

### PLO-CLO Matrix

Unit-Wise CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	Average (CLO)
MISLDOT325.1	3	1	2	3	3	2	2	3	2.37
MISLDOT325.2	3	1	2	3	3	2	2	3	2.37
MISLDOT325.3	3	1	2	3	3	2	2	3	2.37
MISLDOT325.4	3	1	2	3	3	2	2	3	2.37
<b>Average (PLO)</b>	<b>3</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>2.37</b>

**Note:** The matrix indicates contribution of unit-wise CLOs to identified PLOs that can be within range of 0 to 3 on a four point scale.

### READINGS:

1. Ayyubi, N. A., *Some Aspects of Islamic Turkish Culture*, Aligarh Muslim University.
2. Creasy, E. S., *History of the Ottoman Turks*, Richard Bentley & Son, London.
3. Donald Quataert, *The Ottoman Empire: 1700-1922*, Cambridge University Press, UK.
4. Halil Inalcik and Donald Quataert, *An Economic and Social History of the Ottoman Empire*, Cambridge University Press, UK.
5. Halil Inalcik, *The Ottoman Empire: The Classical Age 1300-1600*, Phoenix Press, New Haven.
6. John Freely, *A History of Ottoman Architecture*, WIT Press, Southampton.
7. Norman Itzkowitz, *Ottoman Empire and Islamic Tradition*, The University of Chicago Press, USA.
8. Stanford J. Shaw, *History of the Ottoman Empire and Modern Turkey*, Cambridge University Press, UK.
9. Suraya Farooqi, *The Ottoman Empire and the World Around it*, I.B. Tauris & Co. Ltd., New York.
10. Tharwat, Thawlit, *Millat Islamia ki Mukhtasar Tarikh (Part-II)*, Markazi Maktaba Islami Publishers, New Delhi.
11. Trimingham, J. S., *The Sufi Orders in Islam*, Oxford University Press London.

### Teaching Learning Strategies/Pedagogy:

- Lecture-based Method, Discussions, Assignments, Community Engagement, ICT-enabled instruction and blended learning.

### Assessment methods and weightages

- Exams (Internal & External)



## M. A. ISLAMIC STUDIES (3<sup>RD</sup> SEMESTER)

### MISLDWR325

## Major World Religions Other than Islam

CREDITS: 4

TOTAL CONTACT HOURS: 60

MAX. MARKS: 100

INTERNAL: 28

END TERM: 72

### COURSE LEARNING OUTCOMES

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

1. Explain the foundational knowledge of religion through sociological, psychological, and Islamic approaches to its study. They will also understand the meaning, importance, and the concept of the unity of religions from an Islamic perspective.
2. Evaluate the origins, beliefs, and practices of major Indian religions including Hinduism and Buddhism. They will examine reform movements within Hinduism and analyze the development and decline of Buddhism in India, along with its major branches—Mahayana and Theravada.
3. Explore the core beliefs, historical development, and practices of minority religions such as Zoroastrianism, Sikhism, and the Baha'i Faith. They will understand their ethical teachings, worldview, and relevance in the contemporary religious landscape.
4. Examine the fundamental beliefs, scriptures, and historical development of Judaism and Christianity. They will also analyze the Qur'anic perspective on these two Abrahamic faiths and their relationship with Islam.

### **Unit I: Basics of Religious Studies**

- i) Religion: Meaning and Importance
- ii) Approaches and Methods for the study of World Religions
  - i. Sociological Approach
  - ii. Psychological Approach
- iii) Islamic Approach to the Study of Religion
- iv) Concept of Unity of Religion or *Waḥdat al-Adyān*: A Critical Study

### **Unit II: Indian Religions**

- i) Hinduism: Chief Characteristics, Vedic Traditions, Epic Literature
- ii) Reform Movements in Hinduism: Arya Samaj and Brahmo Samaj
- iii) Buddhism: Life of Gautama Buddha and Basic Teachings
- iv) Development and Decline of Buddhism in India: Mahayana and Hinayana

### **Unit III: Iranian Religions/ Minority Religions**

- i) Zoroastrianism: Life and Teachings of Zarathustra
- ii) Zoroastrian Monotheism and Dualism
- iii) Sikhism: Life and Teachings of Guru Nanak, Development of Sikh Religion and Culture
- iv) Baha'ism: Emergence and Doctrines

### **Unit IV: Judeo-Christianity**

- i) Judaism: Main Teachings, Zionism
- ii) Quranic view of *Yahud (Banūlsrā'īl)*
- iii) Christianity: Basic Teachings; Important Sects: Roman Catholics and Protestants
- iv) The Quranic Account of *Isa (AS)* and *Maryam (AS)*



## M. A. ISLAMIC STUDIES (3<sup>RD</sup> SEMESTER)

### PLO-CLO Matrix

Unit-Wise CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	Average (CLO)
MISLDWR325.1	3	1	2	3	3	2	2	3	2.37
MISLDWR325.2	3	1	2	3	3	2	2	3	2.37
MISLDWR325.3	3	1	2	3	3	2	2	3	2.37
MISLDWR325.4	3	1	2	3	3	2	2	3	2.37
<b>Average (PLO)</b>	<b>3</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>2.37</b>

**Note:** The matrix indicates contribution of unit-wise CLOs to identified PLOs that can be within range of 0 to 3 on a four point scale.

### READINGS:

1. Faruqi, Amad al-Hassan, *Dunya ke Bade Madhahib*, Maktaba Jamiah, New Delhi
2. Faruqi, Ismail Raji Al, *Islam and Other Faiths*, Islamic Book Foundation, London
3. Hope M. Lewis and Mark R. Woodward, *Religions of the World*, Prince Hall, New Jersey, USA
4. Islahi, Sadruddin, *Din Ka Qurani Tasawur*, Markazi Maktaba Islami Publishers, New Delhi
5. Islahi, Sultan Ahmad, *Madhab ka Islami Tasawur*, Idara Tahqiq wa Tasnif, Aligarh
6. Jameelah, Maryam, *Islam v/s Ahli Kitab*, Taj Company, New Delhi
7. Kamal, Razi Ahmad, *Hindustani Madhahib: Ek Mutala*, Maktaba Al-Hasnat, New Delhi
8. Mcleod, W. H., *Sikhs and Sikhism*, Oxford University Press, UK
9. Ridgeon, Lloyd (ed.), *Major World Religions*, Routledge Curzon, UK

### Teaching Learning Strategies/Pedagogy:

- Lecture-based Method, Discussions, Assignments, Community Engagement, ICT-enabled instruction and blended learning.

### Assessment methods and weightages

- Exams (Internal & External)



## M. A. ISLAMIC STUDIES (3<sup>RD</sup> SEMESTER)

### MISLDIS325 Islam and Science

CREDITS: 4

TOTAL CONTACT HOURS: 60

MAX. MARKS: 100

INTERNAL: 28

END TERM: 72

#### COURSE LEARNING OUTCOMES

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

1. Examine selected Qur'anic verses in relation to scientific concepts about the universe, origin of life, embryology, and the environment. They will develop an understanding of how the Qur'an encourages observation, reflection, and inquiry into the natural world.
2. Illustrate the scientific achievements of prominent Muslim scholars such as Jābir ibn Ḥayyān, al-Khwārizmī, al-Rāzī, al-Zahrāwī, Ibn Sīnā, and Ibn al-Nafīs. They will understand the significant contributions of Muslim civilization to the development of science during the medieval period.
3. Explore the contributions of contemporary Muslim scientists and philosophers of science. They will assess how modern Muslim thinkers engage with scientific advancements while remaining rooted in Islamic intellectual tradition.
4. Discuss the key Muslim institutions such as IAS, IOMS, and others that promote scientific research and the integration of science with Islamic values. They will understand the role of these organizations in advancing contemporary Islamic scientific thought and practice.

#### **Unit I: Quranic Verses and Scientific Theories Related to:**

- i) The Universe
- ii) The Origin of Life
- iii) Embryology
- iv) Environment

#### **Unit II: Contribution of Muslims in the Field of Science (8<sup>th</sup> to 13<sup>th</sup> Centuries C.E.)**

- i) Jabir Ibn Hayyan (776-803) and Muhammad Ibn Musa al-Khwarizmi (d.840)
- ii) Muhammad Ibn Zakariyya al-Razi (865-932)
- iii) Abu al-Qasim al-Zahrawi (936-1013)
- iv) Ibn Sina (980-1037) and Ibn al-Nafis (1213-1288)

#### **Unit III: Contribution of Prominent Contemporary Muslim Scientists and Thinkers**

- i) Dr. S. Z. Qasim and Harun Yahya
- ii) S. Husain Nasr and Sayyid Waqar Ahmad Hussaini
- iii) A. P. J Abdul Kalam and Muhammad Islam Khan
- iv) Ziaud-Din Sardar and Zaki Kirmani

#### **Unit IV: Scientific Pursuit in Muslim Centres**

- i) The Islamic World Academy of Science (IAS) and Association of Muslim Scientists and Engineers (AMSE)
- ii) The Islamic Organization of the Medical Sciences (IOMS)
- iii) Islamic Educational, Scientific and Cultural Organization (ISESCO)
- iv) Muslim Association for the Advancement of Science (MAAS)



## M. A. ISLAMIC STUDIES (3<sup>RD</sup> SEMESTER)

### PLO-CLO Matrix

Unit-Wise CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	Average (CLO)
MISLDIS325.1	3	3	2	3	3	2	2	3	2.62
MISLDIS325.2	3	3	2	3	3	2	2	3	2.62
MISLDIS325.3	3	3	2	3	3	2	2	3	2.62
MISLDIS325.4	3	3	2	3	3	2	2	3	2.62
<b>Average (PLO)</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>2.62</b>

**Note:** The matrix indicates contribution of unit-wise CLOs to identified PLOs that can be within range of 0 to 3 on a four point scale.

### READINGS:

1. Arnold, T. W, *A Legacy of Islam*, Adam Publishers and Distributors, New Delhi
2. De Lacy O Leary, *How Greek Science Passed to Arabs*, GoodWord Publishers, New Delhi
3. Hitti, P. K, *History of the Arabs*, Macmillan UK
4. Hussaini, S.W.A, *Islamic Science*, GoodWord Publishers, New Delhi
5. Iqbal, Muzaffar, *Science and Islam*, Greenwood Publishing Group, California
6. Khan, Majid Ali, *Islam on Origin and Evolution of Life*, IdaraAdbiyat, New Delhi
7. Nasr. S.H, *Science and Civilization in Islam*, Harvard University Press, USA
8. Sardar, Zia al-Din, *Arguments for Islamic Science*, MAAS, Aligarh
9. Saud, Muhammad, *Islamic and Evolution of Science*, Adam Publishers and Distributors, New Delhi
10. Shah, Naseem Ahmad, *Islamic Technology: An Illustrated History* (Urdu), UNESCO and Sahil Publications, Srinagar
11. Yahya, Harun, *Miracles of the Qur'an*, Al-Attique Publishers Inc. Canada
12. Ziauddin Z, *Muslim Scholars and Scientists*, Islamic Medical Association, Malaysia
13. Bucaille, Maurice, *The Bible, The Qur'an and Science*, Kitab Bhavan, New Delhi
14. Sardar, Ziauddin, *How Do You Know*, Pluto Press, London

### Teaching Learning Strategies/Pedagogy:

- Lecture-based Method, Discussions, Assignments, Community Engagement, ICT-enabled instruction and blended learning.

### Assessment methods and weightages

- Exams (Internal & External)



## M. A. ISLAMIC STUDIES (4<sup>TH</sup> SEMESTER)

### MISLCMK425

### Islamic Civilization in Kashmir

CREDITS: 4

TOTAL CONTACT HOURS: 60

MAX. MARKS: 100

INTERNAL: 28

END TERM: 72

#### COURSE LEARNING OUTCOMES

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

1. Comprehend the process of advent of Islam in Kashmir and the causes that supported the advent of Islam and the establishment of Muslim Sultanate in Kashmir, assess the development of education, economy and arts during the Sultanate period.
2. Illustrate and examine the role of key figures in the dissemination of Islam in Kashmir - Sayyid Ali Hamadāni, Shaykh Nūr al-Din Rishi, Shaykh Hamza Makhdūm and Shaykh Yaqūb Ṣarfi and their impact on Kashmir society.
3. Evaluate the causes of the decline of the Muslim Sultanate and the subsequent rules and their treatment towards Kashmir and the developments that took place during these periods.
4. Comprehend the causes and consequences of treaty of Amritsar and the Dogra rule – role different socio-religious organizations that emerged during this period and some important events after the Dogra rule.

#### **Unit I: Islam in Kashmir (8<sup>th</sup> to 15<sup>th</sup> Century CE)**

- i) Advent of Islam in Kashmir
- ii) Social, Political, and Religious Conditions on the Eve of the Establishment of the Sultanate
- iii) Establishment of the Muslim Sultanate (1339-1586 C.E.)
- iv) Development of Education, Economy, and Arts during the Sultanate Period

#### **Unit II: Prominent Scholars/Sufis**

- i) Sayyid Ali Hamadāni<sup>(R.A.)</sup>: Life and Thought (Political and Sufi)
- ii) Shaykh Nūr al-Din Rishi<sup>(R.A.)</sup>: Life and Teachings
- iii) Shaykh Hamza Makhdūm<sup>(R.A.)</sup>: Life and Role
- iv) Shaykh Yaqūb Ṣarfi<sup>(R.A.)</sup>: Life and Works

#### **Unit III: Post Sultanate Kashmir: An Overview**

- i) Causes of the decline of the Muslim Sultanate in Kashmir
- ii) Kashmir under the Mughals (General Survey)
- iii) Kashmir under the Afghans (General Survey)
- iv) Kashmir under the Sikhs (General Survey)

#### **Unit IV: Kashmir under Dogra Rule**

- i) Treaty of Amritsar and Jammu and Kashmir State
- ii) Kashmir under the Dogras: An Estimate
- iii) Role of Socio-Religious Organizations (1880-1947 C.E.)
- iv) Kashmir after the Dogra Rule: Some Important Events



## M. A. ISLAMIC STUDIES (4<sup>TH</sup> SEMESTER)

### PLO-CLO Matrix

Unit-Wise CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	Average (CLO)
MISLCMK425.1	3	1	2	3	3	2	2	3	2.37
MISLCMK425.2	3	1	2	3	3	2	2	3	2.37
MISLCMK425.3	3	1	2	3	3	2	2	3	2.37
MISLCMK425.4	3	1	2	3	3	2	2	3	2.37
<b>Average (PLO)</b>	<b>3</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>2.37</b>

**Note:** The matrix indicates contribution of unit-wise CLOs to identified PLOs that can be within range of 0 to 3 on a four point scale.

### READINGS:

1. A'ezam, Muhammad, *Waq'at-i-Kashmir*, Jammu and Kashmir Islamic Research Centre, Srinagar
2. Bamzai, P. N. K, *A History of Kashmir: Political-Social-Cultural: From the Earliest Times to the Present Day*, Metropolitan Book Company, New Delhi
3. Bukhari, Dr. Farooq, *Kashmir Mein Arabi 'Ulum Aur Islami Thaqafat ki Isha'at*, Ashraf Book Depot, Srinagar
4. Bukhari, Dr. Farooq, *Kashmir Mein Islam: Manzar Aur Pas-i-Manzar*, Ashraf Book Depot, Srinagar
5. Dar, G.M, *Social and Religious Conditions of Kashmir on the Eve of Foundation of Muslim Sultanate*
6. Hasan, Mohibul, *Kashmir Under the Sultans*, Shaikh Muhammad Usman and Sons, Srinagar
7. Kalhana, *Rajatarangini*, (Eng. Tr. by M. A. Stein), Munshiram Manoharlal Publishers, New Delhi
8. Khan, G. H, *Freedom Movement in Kashmir*, Light and Life Publishers, New Delhi
9. Khan, Muhammad Ishaq, *Kashmir's Transition to Islam*, Manoharlal Publications, New Delhi
10. Khan, Muhammad Ishaq, *Perspectives on the History of Kashmir*, Shaikh Muhammad Usman and Sons, Srinagar
11. Rafiqi, A. Q, *Sufism in Kashmir*, Bhartia Publishing House, New Delhi
12. Shah, Pir Hasan, *Tarikh-i-Hasan*, Ali Muhammad and Sons, Srinagar
13. Sofi, G.M.D, *Islamic Culture in Kashmir*, Ali Muhammad and Sons, Srinagar
14. Sofi, G.M.D, *Kashir*, Ali Muhammad and Sons, Srinagar
15. Tasir, Rashid, *Tarikh-i-Hurriyat-i-Kashmir*, Muhafiz Publications, Srinagar

### Teaching Learning Strategies/Pedagogy:

- Lecture-based Method, Discussions, Assignments, Community Engagement, ICT-enabled instruction and blended learning.

### Assessment methods and weightages

- Exams (Internal & External)



## M. A. ISLAMIC STUDIES (4<sup>TH</sup> SEMESTER)

### MISLCWA425

### Islam in Modern West Asia: Thinkers, Trends and Movements

CREDITS: 4

TOTAL CONTACT HOURS: 60

MAX. MARKS: 100

INTERNAL: 28

END TERM: 72

#### COURSE LEARNING OUTCOMES

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

1. Explain the key terms like Islah, Tajdid and Nahdah and movements like Wahabi Movement and Sokoto movement and their role in Islah and Tajdid.
2. Examine the role of some prominent revivalists - Shaykh Muhammad bin Ali al-Sanusi, Sayyid Jamal al-Din al-Afghani and Shaykh Muhammad Abduh, and evaluate Arab Nationalism and the role of Abdul Rahman al-Kawakibi.
3. Evaluate the role of key Reformist Thinkers and Movements – Sayyid Rashid Rida Miṣrī, Namik Kamal and Zia Gokalp and *Al-Ikhwān al-Muslimūn*, examine the causes and impact of the Arab Spring.
4. Explore the contemporary West Asia and important developments like Political Liberalization and Democratization and the India-West Asia relations.

#### **Unit I: Important Terms and Movements**

- i) Key Concepts: *Iṣlāḥ*, *Tajdīd* and *Nahḍah*
- ii) The Ideals of an Islamic Order
- iii) Shaykh Muḥammad ibn ‘Abd al-Wahhāb: Thought and Movement
- iv) Sokoto Movement

#### **Unit II: Revivalist Movements and Arab Nationalism**

- i) Shaykh Muhammad bin Ali al-Sanusi: Movement and its Characteristics
- ii) Sayyid Jamal al-Din al-Afghani: Thought and Impact
- iii) Shaykh Muhammad Abduh: Religious Reformist and Educational Thought
- iv) Arab Nationalism: Abdul Rahman al-Kawakibi

#### **Unit III: Reformist Thinkers and Movements**

- i) Sayyid Rashid Rida Miṣrī: Thought and Contribution
- ii) *Al-Ikhwān al-Muslimūn*
  - a) Objectives and Achievements
  - b) Important Thinkers and their Contribution
- iii) Intellectual Awakening: Namik Kamal and Zia Gokalp
- iv) The Arab Spring: Causes and Impact

#### **Unit IV: Contemporary West Asia: Important Developments**

- i) Regional Cooperation in West Asia: The Arab League, The Gulf Cooperation Council, OIC
- ii) Political Liberalization and Democratization in West Asia
- iii) The Palestine Issue (PLO, Hamas and Hezbollah)
- iv) India-West Asia Relations: Building Inclusive Partnership



## M. A. ISLAMIC STUDIES (4<sup>TH</sup> SEMESTER)

### PLO-CLO Matrix

Unit-Wise CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	Average (CLO)
MISLCWA425.1	3	1	2	3	3	2	2	3	2.37
MISLCWA425.2	3	1	2	3	3	2	2	3	2.37
MISLCWA425.3	3	1	2	3	3	2	2	3	2.37
MISLCWA425.4	3	1	2	3	3	2	2	3	2.37
<b>Average (PLO)</b>	<b>3</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>2.37</b>

**Note:** The matrix indicates contribution of unit-wise CLOs to identified PLOs that can be within range of 0 to 3 on a four point scale.

### READINGS:

1. Adams, Charles, *Islam and Modernism*, Islamic Book Trust, Kuala Lumpur, Malaysia
2. Algar, Hamid, *Islamic Revolution in Iran*, Ansariyah Publications, Qum, Iran
3. Ali, Sheikh Jameil. *Sayyid Jamal al-Din Afghani and the West*, Adam Publishers and Distributors, New Delhi
4. Badawi, M.A. Zaki, *The Reformers of Egypt*, Oxford University Press, London
5. Dabla, Bashir Ahmad, *Islam and Muslims: Dr. Ali Shariati's Sociological Views*, Dilpreet Publishing House, New Delhi
6. Esposito. J.L, *Voices of Resurgent Islam*, Oxford University Press, UK
7. Fahad, Obaidullah and Salahuddin, *Syed Qutb ki Hayat wa Khidmat ka Tajziyah*, Hindustan Publications, New Delhi
8. Hourani, Albert, *Arabic Thought in the Liberal Age*, Oxford University Press, London
9. Jameela, Maryam, *Islam in Theory and Practice*, Taj Company, New Delhi
10. Muazzam, Anwar, *Jamal al-Din-Afghani*, Genuine Publications, New Delhi
11. Nadwi, S. A. H, *Western Civilization, Islam and Muslims*, Majlis-i-Tahqiqat wa Nashriyat, Lucknow
12. Sharif, M.M, *History of Muslim Philosophy*, Vol. II, Adam Publishers and Distributors, New Delhi
13. Siddiqui, Mazharuddin, *Modern Reformist Thought in the Muslim World*, Adam Publishers and Distributors, New Delhi
14. Smith, W. C, *Islam in Modern History*, Princeton University Press, USA
15. Zaki, Muhammad Shouqi, *Tarikh-i-Ikhwana-Muslimin: Mazi wa Hal* (Urdu Tr. by S. Rizwan Ali Nadvi), Majlas-i-Tahqiqat wNashriyat, Lucknow

### Teaching Learning Strategies/Pedagogy:

- Lecture-based Method, Discussions, Assignments, Community Engagement, ICT-enabled instruction and blended learning.

### Assessment methods and weightages

- Exams (Internal & External)



## M. A. ISLAMIC STUDIES (4<sup>TH</sup> SEMESTER)

### MISLCIT425

### Tasawwuf: Principles and Development

CREDITS: 4

TOTAL CONTACT HOURS: 60

MAX. MARKS: 100

INTERNAL: 28

END TERM: 72

#### COURSE LEARNING OUTCOMES

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

1. Define key concepts and technical terms in *Tasawwuf*, explain its historical development, and describe its role in moral and spiritual refinement
2. Understand and analyze major concepts and philosophical ideas in Sufi thought, such as *'Ishq*, *Ma'rifah*, *Wahdah al-Wujūd* and *Wahdah al-Shuhūd*, and assess their influence on various Sufi orders
3. Evaluate the contributions of key Sufi figures and classical texts, and critically engage with both traditional and Western scholarly perspectives on Sufism
4. Apply Sufi teachings and practices to contemporary contexts, demonstrating their relevance to psychological well-being, ethical development, and social harmony

#### **Unit I: Concept and Technical Terms**

- i) *Tasawwuf*: Meaning, Definition, and Scope
- ii) Origin and Development of *Tasawwuf*: Various Stages
- iii) Purpose of *Tasawwuf*: Moral Discipline:  
*Iṣlāḥ al-Nafs*, *Iṣlāḥ al-Qalab*, *Iṣlāḥ al-A'māl*, *Iṣlāḥ al-Akhlāq*, *Iṣlāḥ al-Mu'āsharah*
- iv) Major Technical Terms:  
*Fanā*, *Baqā*, *Hāl*, *Maqām*, *Bay'ah*, *Sheikh*, *Sālik*, *Mujāhadah*, *Murāqabah*

#### **Unit II: Concepts and Philosophical Foundations**

- i) Love (*'Ishq*) and Gnosis (*Ma'rifah*) in Sufism – Divine love, epistemology in Sufi thought
- ii) *Wahdah al-Wujūd* (of Ibn al-Arabi)
- iii) *Wahdah al-Shuhūd* (of Shaikh Ahmad Sirhindi)
- iv) Sufi Orders (*Silsilās*): Emergence and Impact

#### **Unit III: Major Sufi Figures and Literature**

- i) Sufis of Early Period: (i) Hasan al-Basri, (ii) Junayd al-Baghdadi
- ii) Philosophical Sufis: (i) Ibn al-Arabi, (ii) Shah Waliyullah
- iii) Sufi Writings by the Sufis: (i) *Al-Risālah al-Qushayriyyah*, (ii) *'Awārif al-Ma'ārif*
- iv) Western Scholarship on Sufism: (a) *Mystical Dimensions of Islam* (Annemarie Schimmel), (b) *Sufism: An Account of the Mystics of Islam* (A. J. Arberry)

#### **Unit IV: Modern Perspectives on Islamic Sufism: Relevance and Psychological Well-being**

- i) Common Characteristics and Teachings of Major Sufi *Silsilas*
- ii) Sufism in the Modern World: Adaptation, Revival, and Challenges in Contemporary Society
- iii) Psychological and Mental Health Benefits of Sufi Practices and Teachings: *Murāqabah*, *Dhikr*, *Tawakkul*, *Tafwīd*.
- iv) Ethical and Social Impact of Sufism: Peace Building, Tolerance, and Moral Development



## M. A. ISLAMIC STUDIES (4<sup>TH</sup> SEMESTER)

### PLO-CLO Matrix

Unit-Wise CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	Average (CLO)
MISLCIT425.1	3	1	2	3	3	2	2	3	2.37
MISLCIT425.2	3	1	2	3	3	2	2	3	2.37
MISLCIT425.3	3	1	2	3	3	2	2	3	2.37
MISLCIT425.4	3	1	2	3	3	2	2	3	2.37
<b>Average (PLO)</b>	<b>3</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>2.37</b>

**Note:** The matrix indicates contribution of unit-wise CLOs to identified PLOs that can be within range of 0 to 3 on a four point scale.

### READINGS:

1. Al-Jilāni, Shaikh ‘Abdul Qadir, *Futūḥ al-Ghayb*, Taj Company, New Delhi
2. Al-‘Arabi, Muḥy al-Din, *Fuṣūṣ al-Ḥikam*, Aitiqad Publishing House, New Delhi
3. Al-‘Arabi, Muḥy al-Din, *Futūḥāt al-Makkiyah*, Fazli Books, New Delhi
4. Al-Jilāni, Shaikh ‘Abdul Qadir, *Ghunya al-Ṭālibīn*, Areeb Publications, New Delhi
5. Al-Hujwīrī, *Kashf al-Mahjūb*, English Tr. by R. A. Nicholson, Adam Publishers and Distributors, New Delhi.
6. Schimmel, Annemarie, *Mystical Dimensions of Islam*, Cambridge University Press, UK.
7. ‘Attar, Farid al-Din, *Tadhkirat al-Awliyā* (English Tr. by A. J. Arberry), Ames, Iowa
8. Bhat, M.A., *Sufi Thought of Shaikh Sayyid ‘Abdul Qadir Jilani (R.A) and Its Impact on the Sub-continent*, D. K. Print World, New Delhi
9. Faruqi, B. A, *The Mujadid’s Concept of Tawhid*, Kitab Bhawan, New Delhi.
10. Al-Ghazali, Abu Hamid, *Kimiya-i-Sa’adat*, Adbi Dunya, New Delhi
11. Nadwi, S. Abul Hasan Ali, *TazkiyawaIhsan ya Tasawuf wa Suluk*, Majlis Tahqiqat wa Nashriyat, Lucknow.
12. Nicholson, R. A, *Studies in Islamic Mysticism*, Adam Publishers and Distributors, New Delhi
13. Qadiri, M. Uruj, *Tasawwuf aur Ahl-i-Tasawwuf*, Markazi Maktaba Islami publishers, New Delhi
14. Sharif, M. M. (ed.), *A History of Muslim Philosophy*, Vol. I, Adam Publishers and Distributors, New Delhi
15. Suhrawardī, Shihāb al-Din, *Awārif al-Ma’ārif*, Taj Company, New Delhi.
16. Thanwi, Ashraf Ali, *ShariatwaTariqat*, (Urdu), Kutub Khana Thanvi, Deoband U.P.
17. Thukroo, Molvi Muhammad Ashraf, *Rah-e-Irfan*, Tanzeemul Madaris, Ahlisunnat Sufi, J&K
18. Trimmingham, J. S, *Sufi Orders in Islam*, Oxford University Press, UK

### Teaching Learning Strategies/Pedagogy:

- Lecture-based Method, Discussions, Assignments, Community Engagement, ICT-enabled instruction and blended learning.

### Assessment methods and weightages

- Exams (Internal & External)



## M. A. ISLAMIC STUDIES (4<sup>TH</sup> SEMESTER)

### MISLCAA425

### Art and Architecture in Islam

CREDITS: 2

TOTAL CONTACT HOURS: 30

MAX. MARKS: 50

INTERNAL: 14

END TERM: 36

#### COURSE LEARNING OUTCOMES

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

1. Explain the concept of art in Islam and explore different types of Muslim arts like, Calligraphy, Painting, Pottery and Handicrafts, Music and glass work.
2. Explore the origin of Muslim architecture and its features and architectural designs of Damascus, Baghdad and Cordova and also the specialty of Indo-Muslim Architecture.

#### **Unit-I: Muslim Arts**

- i) Concept of Art in Islam
- ii) Types of Muslim Art-I
  - a) Calligraphy
  - b) Painting
- iii) Types of Muslim Art-II
  - a) Pottery
  - b) Handicrafts
- iv) Types of Fine Arts
  - a) Music
  - b) Glass Work

#### **Unit-II: Muslim Architecture**

- i) Concept and Origin of Muslim Architecture
- ii) Salient Features of Muslim Architecture
- iii) Classical Muslim Architecture (Damascus, Baghdad, Cordova, Cairo, Istanbul and Isfahan)
- iv) Indo-Muslim Architecture

#### PLO-CLO Matrix

Unit-Wise CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	Average (CLO)
MISLCAA425.1	2	2	2	3	2	2	2	3	2.25
MISLCAA425.2	2	2	2	3	2	2	2	3	2.25
<b>Average (PLO)</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>2.25</b>

**Note:** The matrix indicates contribution of unit-wise CLOs to identified PLOs that can be within range of 0 to 3 on a four point scale.



## M. A. ISLAMIC STUDIES (4<sup>TH</sup> SEMESTER)

### READINGS:

- 1) Al Qur'an (relevant Quranic *āyāt*)
- 2) Hasan, Masud ul, *History of Islam*, Adam Publishers, New Delhi.
- 3) Faruqi, Ismail Raji & Lamaya, *Cultural Atlas of Islam*, MacMillan, UK
- 4) E. Kuhnel, *Islamic Art and Architecture*, Cornell University Press, New York
- 5) David Talbot Rice, *Islamic Art*, Thames and Hudson. USA
- 6) Titus Burckhardy, *Art of Islam, Language and Meaning*, World Wisdom, Bloomington, USA
- 7) David James, *Islamic Art: An Introduction*, Kamlyn, UK
- 8) M.S. Dimand, *A Handbook of Muhammadan Art*, Met Publications, New York
- 9) A. Lane, *Islamic Pottery*, Gyan Books Pvt. Ltd. New Delhi.
- 10) H.G. Farmer, *A History of Arabian Music up to the 13<sup>th</sup> Century*, Luzac London
- 11) El-Said, Issam, *Geometric Concepts in Islam*, Dale Seymour Publications, USA

### Teaching Learning Strategies/Pedagogy:

- Lecture-based Method, Discussions, Assignments, Community Engagement, ICT-enabled instruction and blended learning.

### Assessment methods and weightages

- Exams (Internal & External)



## M. A. ISLAMIC STUDIES (4<sup>TH</sup> SEMESTER)

### MISLDIB425

### Islamic Insurance (Takaful) and Bonds (Sukuk)

CREDITS: 4

TOTAL CONTACT HOURS: 60

MAX. MARKS: 100

INTERNAL: 28

END TERM: 72

#### COURSE LEARNING OUTCOMES

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

1. Get familiarized with the concept of risk management.
2. Evaluate the concept of Islamic insurance and its prospects
3. Examine the application and potential of Islamic finance principles in stock market.
4. Differentiate between conventional and Islamic bonds (*sukuk*).

#### **Unit I**

- i) Concept of Risk
- ii) Types of Risk
- iii) Functions of Insurance
- iv) General and Life Insurance

#### **Unit II**

- i) Introduction to Islamic Insurance (Takaful)
- ii) Types of Takaful Undertakings
- iii) Shari' ah Governance and Compliance
- iv) Responsibilities of Takaful Agent

#### **Unit III**

- i) Islamic Investment in Share Market
- ii) Islamic Stock Selection Process
- iii) Islamic Micro Finance
- iv) Islamic Financial Techniques in Incest Fund Operations

#### **Unit IV**

- i) Introduction to Islamic Bonds (Sukuk)
- ii) Evolution of Sukuk
- iii) Sukuk and Conventional Bonds
- iv) Sukuk for Public and Private Sectors

#### PLO-CLO Matrix

Unit-Wise CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	Average (CLO)
MISLDIB425.1	3	3	3	3	3	2	3	2	<b>2.75</b>
MISLDIB425.2	3	3	3	3	3	2	3	2	<b>2.75</b>
MISLDIB425.3	3	3	3	3	3	2	3	2	<b>2.75</b>
MISLDIB425.4	3	3	3	3	3	2	3	2	<b>2.75</b>
<b>Average (PLO)</b>	3	3	3	3	3	2	3	2	<b>2.75</b>

**Note: The matrix indicates contribution of unit-wise CLOs to identified PLOs that can be within range of 0 to 3 on a four point scale.**



## M. A. ISLAMIC STUDIES (4<sup>TH</sup> SEMESTER)

### **READINGS:**

1. Abdul Rahim, *Introduction to Islamic Accounting Practice and Theory*, Malaysia
2. *Accounting, Auditing and Governance Standards for Islamic Financial Institutions*, Bahrain
3. Adam, Nathif J. & Abdul Kader Thomas, *Islamic Bonds: Your Guide to Issuing, Structuring and Investing in Sukuk*, Euromoney Books
4. Ali Khurshid, *Islamic Insurance, A Modern Approach to Islamic Banking*, Routledge
5. Kamal, Muhammad Hashim, *A Sharia Analysis of Issues in Islamic Leasing*, Malaysia
6. Mansoor Durani and Graham Boocock, *Venture Capital, Islamic Finance and SMES*, Great Britain
7. Mills, Paul & John Persley, *Islamic Finance: Theory and Practice*: Macmillon London
8. Muslihuddin, Muhammad, *Banking and Islamic Law*, Adam Publishers, New Delhi
9. Obaidullah Muhammad, *Introduction to Islamic Micro Finance*, IRTI Jeddah
10. Shehab Ahmad, *Management of Islamic Banks*

### **Teaching Learning Strategies/Pedagogy:**

- Lecture-based Method, Discussions, Assignments, Community Engagement, ICT-enabled instruction and blended learning.

### **Assessment methods and weightages**

- Exams (Internal & External)



## M. A. ISLAMIC STUDIES (4<sup>TH</sup> SEMESTER)

### MISLDPA425

### Proficiency in Arabic – IV

CREDITS: 4

TOTAL CONTACT HOURS: 60

MAX. MARKS: 100

INTERNAL: 28

END TERM: 72

#### COURSE LEARNING OUTCOMES

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

5. Read Arabic texts correctly and fluently, write coherent passages, and effectively communicate through spoken Arabic
6. Develop proficiency in both classical and contemporary spoken Arabic, mastering a wide range of grammatical rules and linguistic principles
7. Gain the skills necessary to engage with fundamental Islamic texts in their original Arabic language, facilitating independent study and interpretation
8. Gain enhanced Arabic proficiency, and benefit significantly from the original Islamic sources, minimizing dependency on translations and thus accessing more authentic knowledge

#### **Unit-I**

i.	دروس اللغة العربية (الجزء الثاني) / <i>Durūs al-Lughah al-‘Arabiyyah</i> (Part-II): Lessons 16 to 19.
ii.	Translation and Grammatical Analysis of: سورة العصر / <i>Al-Qur’ān al-Karīm</i> : سورة العصر (Chapter No. 103)
iii.	Translation and Grammatical Analysis of: Hadith No. 16 (From <i>Imam An-Nawawi’s Forty Hadith</i> )

#### **Unit-II**

i.	دروس اللغة العربية (الجزء الثاني) / <i>Durūs al-Lughah al-‘Arabiyyah</i> (Part-II): Lessons 20 to 23.
ii.	Translation and Grammatical Analysis of: سورة التكاثر / <i>Al-Qur’ān al-Karīm</i> : سورة التكاثر (Chapter No. 102)
iii.	Translation and Grammatical Analysis of: Hadith No. 18 (From <i>Imam An-Nawawi’s Forty Hadith</i> )

#### **Unit-III**

i.	دروس اللغة العربية (الجزء الثاني) / <i>Durūs al-Lughah al-‘Arabiyyah</i> (Part-II): Lessons 24 to 27.
ii.	Translation and Grammatical Analysis of: سورة القارعة / <i>Al-Qur’ān al-Karīm</i> : سورة القارعة (Chapter No. 101)
iii.	Translation and Grammatical Analysis of: Hadith No. 19 (From <i>Imam An-Nawawi’s Forty Hadith</i> )

#### **Unit-IV**

i.	دروس اللغة العربية (الجزء الثاني) / <i>Durūs al-Lughah al-‘Arabiyyah</i> (Part-II): Lessons 28 to 31.
ii.	Translation and Grammatical Analysis of: سورة العاديات / <i>Al-Qur’ān al-Karīm</i> : سورة العاديات (Chapter No. 100)
iii.	Translation and Grammatical Analysis of: Hadith No. 2 (From <i>Imam An-Nawawi’s Forty Hadith</i> )



## M. A. ISLAMIC STUDIES (4<sup>TH</sup> SEMESTER)

### PLO-CLO Matrix

Unit-Wise CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	Average (CLO)
MISLDPA425.1	3	1	2	3	3	2	2	3	2.37
MISLDPA425.2	3	1	2	3	3	2	2	3	2.37
MISLDPA425.3	3	1	2	3	3	2	2	3	2.37
MISLDPA425.4	3	1	2	3	3	2	2	3	2.37
<b>Average (PLO)</b>	<b>3</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>2.37</b>

**Note:** The matrix indicates contribution of unit-wise CLOs to identified PLOs that can be within range of 0 to 3 on a four point scale.

### PRESCRIBED TEXTS:

01.	دروس اللغة العربية (الجزء الثاني)	Dr. V. Abdur Rahim
02.	تيسير اللغة العربية (الجزء الثاني - الجزء الثالث)	Dr. Burhan Rashid
03.	توضيح القرآن / أسان ترجمه قرآن مع مختصر حواشي	Justice Mufti Muhammad TaqiUthmani
04.	متن الأربعين النووية	Imam AbūZakariyya Yaḥyā ibn Sharaf an-Nawawi

### READINGS:

01.	أسان نحو (2 اجزاء)، أسان صرف (3 اجزاء)	M. Mufti Saeed Ahmad Palanpuri
02.	معلم الانشاء (دوم - سوم)	Maulana Abdul Majid Nadvi
03.	تحفة النحو	MaulanaSiraj al-Din Nadvi.
04.	Introducing Arabic	Michael Mumisa
05.	النحو الواضح للمدارس الابتدائية (3 اجزاء)	Ali al-Jarim and Mustafa Amin
06.	Let's Speak Arabic	S.A. Rahman
07.	A Practical Approach to the Arabic Language (2 Vol. Set)	Dr. Wali Akhtar Nadwi
08.	نصوص اسلامية	Dr. V. Abdur Rahim
09.	معجم تصريف الأفعال العربية	Dr. Antuwan al-Duhdaah

### Teaching Learning Strategies/Pedagogy:

- Lecture-based Method, Discussions, Assignments, Community Engagement, ICT-enabled instruction and blended learning.

### Assessment methods and weightages

- Exams (Internal & External)



## M. A. ISLAMIC STUDIES (4<sup>TH</sup> SEMESTER)

### MISLDPP425

### Proficiency in Persian – IV

CREDITS: 4

TOTAL CONTACT HOURS: 60

MAX. MARKS: 100

INTERNAL: 28

END TERM: 72

#### COURSE LEARNING OUTCOMES

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

1. Read Persian texts correctly and fluently, write coherent passages, and effectively communicate through spoken Persian
2. Develop proficiency in both classical and contemporary spoken Persian, mastering a wide range of grammatical rules and linguistic principles
3. Gain the skills necessary to engage with fundamental Islamic texts in their original Persian language, facilitating independent study and interpretation
4. Gain enhanced Persian proficiency, and benefit significantly from the original Islamic sources, minimizing dependency on translations and thus accessing more authentic knowledge

#### **I. Selected Lessons from the following Text:**

i.	آموزش زبان فارسی (ازفا) کتاب سوم	نصف اول (درس اول تا ششم: صفحه نمبر: 1 تا 73)
ii.	پیام مشرق (فارسی)	نصف آخر

#### PLO-CLO Matrix

Unit-Wise CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	Average (CLO)
MISLDPP425.1	3	1	2	3	3	2	2	3	2.37
MISLDPP425.2	3	1	2	3	3	2	2	3	2.37
MISLDPP425.3	3	1	2	3	3	2	2	3	2.37
MISLDPP425.4	3	1	2	3	3	2	2	3	2.37
<b>Average (PLO)</b>	<b>3</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>2.37</b>

Note: The matrix indicates contribution of unit-wise CLOs to identified PLOs that can be within range of 0 to 3 on a four point scale.

#### PRESCRIBED TEXTS:

01.	آموزش زبان فارسی (ازفا) کتاب دوم	از: دکتر ید الله ثمره.
02.	پیام مشرق (فارسی)	از: علامه اقبال.

#### READINGS:

01.	تاریخ ادبیات فارسی	از: شفق اردو ترجمہ از: رفعت
02.	احسن القواعد	
03.	اوجز القواعد	
04.	شعر العجم	از: علامہ شبلی نعمانی
05.	کشمیر میں فارسی ادب کی تاریخ	از: عبد القادر سروری
06.	کشمیر میں فارسی ادب کی تاریخ	از: ڈاکٹر منور مسعودی



## **M. A. ISLAMIC STUDIES (4<sup>TH</sup> SEMESTER)**

### **Teaching Learning Strategies/Pedagogy:**

- Lecture-based Method, Discussions, Assignments, Community Engagement, ICT-enabled instruction and blended learning.

### **Assessment methods and weightages**

- Exams (Internal & External)



## M. A. ISLAMIC STUDIES (4<sup>TH</sup> SEMESTER)

### MISLDIM425

#### Islamic Studies: Approaches and Methodology

CREDITS: 4

TOTAL CONTACT HOURS: 60

MAX. MARKS: 100

INTERNAL: 28

END TERM: 72

#### COURSE LEARNING OUTCOMES

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

1. Gain foundational knowledge about the historical development of Islamic Studies in both Islamic and Western contexts and apply ethical standards such as honesty, integrity, and respect for intellectual property in academic work.
2. Demonstrate an understanding of qualitative, quantitative, and historical methodologies and apply suitable research methods and interdisciplinary approaches.
3. Develop a research project plan by selecting a topic, reviewing relevant literature, identifying sources, and applying appropriate data collection techniques.
4. Design a well-structured research report by using proper academic conventions, including citation styles and transliteration tools and techniques.

#### **Unit I: Islamic Studies Discipline: History and Research Ethics**

- i) Origin and Development of Islamic Studies in the Islamic Context (An Overview)
- ii) Origin and Development of Islamic Studies in the Western Context (An Overview)
- iii) Research in Islamic Studies: Meaning, Characteristics and Importance
- iv) Ethical Issues and Guidelines: Honesty, Integrity, Copyright and Plagiarism Considerations

#### **Unit II: Methodology, Methods and Approaches**

- i) Methodology: Qualitative, Quantitative, Historical and Descriptive
- ii) Methods: a) Qualitative using Thematic and Content Analysis b) Quantitative using Surveys, Interviews, and Statistical Tools and Techniques
- iii) Approaches: Interdisciplinary and Multidisciplinary
- iv) Approaches: Traditionalist, Modernist, and Orientalist

#### **Unit III: Project Report Essentials/Planning**

- i) Selecting the Project Topic and Writing the Synopsis of the Project
- ii) Types of Sources: Primary and Secondary Sources
- iii) Literature Review: Method and Significance
- iv) Data Collection Techniques: Fieldwork, Surveys, Interviews, and Questionnaires, Archives, Libraries, Manuscripts, and Digital Sources

#### **Unit IV: Project Report Design and Structure**

- i) Abstract, Introduction, Literature Review, Methodology,
- ii) Main Body, Conclusion, and Bibliography
- iii) Referencing and Citation Styles (MLA, APA, Chicago, etc.)
- iv) Transliteration: Tools, Techniques and Importance



## M. A. ISLAMIC STUDIES (4<sup>TH</sup> SEMESTER)

### PLO-CLO Matrix

Unit-Wise CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	Average (CLO)
MISLDIM425.1	3	4	4	3	4	3	3	4	3.50
MISLDIM425.2	3	4	4	3	4	3	3	4	3.50
MISLDIM425.3	3	4	4	3	4	3	3	4	3.50
MISLDIM425.4	3	4	4	3	4	3	3	4	3.50
Average (PLO)	3	4	4	3	4	3	3	4	3.50

Note: The matrix indicates contribution of unit-wise CLOs to identified PLOs that can be within range of 0 to 3 on a four point scale.

### READINGS:

1. Anderson, A. and Prof. M. Durston. *Thesis and Assignment Writing*, New Delhi.
2. Denfer, Von. *Research in Islam*, Islamic Foundation, UK
3. Giri, Arunangshu & Debasish Biswas, *Research Methodology in Social Sciences*, Sage Texts, New Delhi
4. Hermenson, Marica. "Trends in Islamic Studies in the United States and Canada since the 1970s", *Islamic Culture*, Hyderabad, 1994.
5. Kothari, C.R., *Research Methodology Methods and Techniques*, New Age International Publishers, New Delhi
6. Muqim, Muhammad, *Research Methodology in Islamic Perspective*, Institute of Objective Studies, New Delhi
7. Nadwi, Abul Hasan Ali, *Islamic Studies, Orientalists and Muslim Scholars*, Lucknow
8. Sardar, Ziauddin. "The Future of Islamic Studies". *Islamic Culture*, Vol. LVII, No. 3. July, 1983. Hyderabad

### Teaching Learning Strategies/Pedagogy:

- Lecture-based Method, Discussions, Assignments, Community Engagement, ICT-enabled instruction and blended learning.

### Assessment methods and weightages

- Exams (Internal & External)



## M. A. ISLAMIC STUDIES (4<sup>TH</sup> SEMESTER)

### MISLDCI425

### Islamic Civilization in Iran

CREDITS: 4

TOTAL CONTACT HOURS: 60

MAX. MARKS: 100

INTERNAL: 28

END TERM: 72

#### **COURSE LEARNING OUTCOMES**

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

1. Examine the social, economic, religious, and intellectual developments in Iran during the Safavid era.
2. Analyze the key features of Iranian society, economy, religious policy, and intellectual life under Qajar rule.
3. Evaluate the transformations in Iranian society, economy, religious landscape, and intellectual trends during the Pahlavi period.
4. Assess the impact of the 1979 Islamic Revolution and analyze Iran's contemporary educational, socio-economic, and foreign policy developments.

#### **Unit I: Iran under Safavids (1501-1736 CE)**

- i) Society
- ii) Economy
- iii) Religious Policy
- iv) Intellectual Development

#### **Unit II: Iran under Qajars (1794-1925 CE)**

- i) Society: A Study of Major Customs
- ii) Economy: A Study of Eminent Manufacturing Centres
- iii) Religious Policy: A Study of Muhammad Shaha Qajar and Nasir al-Din Shah Qajar
- iv) Intellectual Development: Akhbari and Usuli Disputr

#### **Unit III: Iran under Pahlavis (1925-1979 CE)**

- i) Society: A Study of Modernization
- ii) Economy
- iii) Religious Policy: A Study of Major Reforms of Reza Shah
- iv) Intellectual Development: A Study of Fidayan-i-Islam and Kanun-i-Islam

#### **Unit IV: Modern Developments**

- i) Islamic Revolution 1979 (Salient Features) and the Role of Ayatullah Khomeini
- ii) Educational and Scientific Development
- iii) Social and Economic Development
- iv) Foreign Relations



## M. A. ISLAMIC STUDIES (4<sup>TH</sup> SEMESTER)

### PLO-CLO Matrix

Unit-Wise CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	Average (CLO)
MISLDCI425.1	3	1	2	3	3	2	2	3	2.37
MISLDCI425.2	3	1	2	3	3	2	2	3	2.37
MISLDCI425.3	3	1	2	3	3	2	2	3	2.37
MISLDCI425.4	3	1	2	3	3	2	2	3	2.37
<b>Average (PLO)</b>	<b>3</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>2.37</b>

**Note:** The matrix indicates contribution of unit-wise CLOs to identified PLOs that can be within range of 0 to 3 on a four point scale

### READINGS:

1. Algar, Hamid, *The Roots of Islamic Revolution*, Islamic Publications International, USA
2. Ansari, Ali, *Iran: A Very Short Introduction*, Oxford University Press, UK
3. Brown, E.G. *Persian Revolution 1905-1909*, Cambridge University Press, UK
4. Browne, Edward G., *Literary History of Persia* (4 Vols.), Munshiram Manoharlal Publishers, New Delhi
5. Claflin, W. Harold, *History of Persia from the Sassanids to the 20<sup>th</sup> Century*, Perennial Press, USA
6. N. R. Keadie, *Religions and Politics in Iran*, Yale University Press, UK
7. N. R. Keddie, *Islamic Response to Imperialism (S.J.AI-Afghan)*, Berkeley and Los Angeles, UK
8. Razazada Shafaq, *Tarikh-i-Adbiyat-i-Iran*, Idarah Adbiyat, Delhi
9. W.B. Fisher, *Cambridge History of Iran*, Cambridge University Press, USA
9. Malville, Charles, *Safavid Persia: The History and Politics of an Islamic Society*, Centre of Middle Eastern Studies, New York

### Teaching Learning Strategies/Pedagogy:

- Lecture-based Method, Discussions, Assignments, Community Engagement, ICT-enabled instruction and blended learning.

### Assessment methods and weightages

- Exams (Internal & External)



## M. A. ISLAMIC STUDIES (4<sup>TH</sup> SEMESTER)

### MISLDIO425

### Islam and Orientalism

CREDITS: 4

TOTAL CONTACT HOURS: 60

MAX. MARKS: 100

INTERNAL: 28

END TERM: 72

#### COURSE LEARNING OUTCOMES

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

1. Explain the origin, development, and key definitions of Orientalism, particularly during the 19th and 20th centuries. They will critically examine the rise of Islamophobia and various Muslim intellectual responses to Orientalist narratives.
2. Evaluate the contributions of leading Orientalists such as Ignaz Goldziher, R.A. Nicholson, Philip K. Hitti, and Joseph Schacht. They will assess the methodologies and biases present in their works on Islamic history, law, and mysticism.
3. Critically study the perspectives and scholarly contributions of W.M. Watt, Bernard Lewis, John L. Esposito, and William C. Chittick. They will analyze how these scholars have interpreted various aspects of Islam, including theology, history, and mysticism, within the Orientalist framework.
4. Examine the critical responses of prominent Muslim scholars such as Abul Hasan Ali Nadwi, Syed Sabahuddin Abdul Rahman, Maryam Jameelah, and Muhammad Mustafa Al-Azmi to Orientalist discourse. They will understand how these thinkers defended Islamic thought and challenged Western academic narratives.

#### **Unit I: Orientalism: Origin and Development**

- i) Meaning and Definitions
- ii) Origin and Development: An Overview
- iii) Orientalism during the 19<sup>th</sup> and 20<sup>th</sup> Century (An Introduction)
- iv) Islamophobia and Muslim Responses

#### **Unit II: A Critical Study of Prominent Works of Orientalists – I**

- i) Ignác Goldziher (1850-1921)
- ii) Reynold A. Nicholson (1868-1945)
- iii) Philip K. Hitti (1886-1978)
- iv) Joseph Schacht (1902-1969)

#### **Unit III: A Critical Study of Prominent Works of Orientalists – II**

- i) William Montgomery Watt (1909-2006)
- ii) Bernard Lewis (1916-2018)
- iii) John L. Esposito (b. 1940)
- iv) William C. Chittick (b. 1943)

#### **Unit IV: Muslim Response to Orientalism with Special Reference to:**

- i) Maulana Sayyid Abul Hassan Ali Nadwi
- ii) Syed Sabahuddin Abdul Rahman
- iii) Maryam Jameelah
- iv) Muhammad Mustafa al-Azmi



## M. A. ISLAMIC STUDIES (4<sup>TH</sup> SEMESTER)

### PLO-CLO Matrix

Unit-Wise CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	Average (CLO)
MISLCIO425.1	3	1	2	3	3	2	2	3	2.37
MISLCIO425.2	3	1	2	3	3	2	2	3	2.37
MISLCIO425.3	3	1	2	3	3	2	2	3	2.37
MISLCIO425.4	3	1	2	3	3	2	2	3	2.37
<b>Average (PLO)</b>	<b>3</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>2.37</b>

**Note:** The matrix indicates contribution of unit-wise CLOs to identified PLOs that can be within range of 0 to 3 on a four point scale.

### READINGS:

1. Abdul Rahman, Sabahuddin, *Islam Aur Mustashriqin*, Darul Musannifin, Azamgarh, U.P.
2. Esposito, J. L. and Voll, J. O, *Islam and Democracy*, Oxford University Press, UK
3. Fahd, Obaidullah, *Islamic Polity Orientalism*, Institute of Islamic Studies, AMU, Aligarh
4. Hitti, P.K, *History of the Arabs*, Macmillan, UK
5. Jameelah, Maryam, *Islam and Orientalism*, Adam Publishers and Distributors, New Delhi
6. Ahmad, Khurshid, *Islam and the West*, Markazi Maktaba Islami Publishers, New Delhi
7. Nadwi, S. A. H, *Islamic Studies, Orientalists and Muslim Scholars*, Majlis-i-Tahqiqat wa Nashriyat, Lucknow
8. Nicholson, R. A, *Studies in Islamic Mysticism*, Adam Publishers and Distributors, New Delhi
9. Said, Edward, *Orientalism*, Penguin Books, New Delhi
10. Nadwi, S. A. H., *Muslim Mamalik main Islamiyat aur Magribiyat ki kashmakash*, Majlis-i-Tahqiqat wa Nashriyat, Lucknow
11. Watt, M. *Muhammad at Madina*, Oxford University Press, UK

### Teaching Learning Strategies/Pedagogy:

- Lecture-based Method, Discussions, Assignments, Community Engagement, ICT-enabled instruction and blended learning.

### Assessment methods and weightages

Exams (Internal & External)