



B.S. Abdur Rahman™

**Crescent**

Institute of Science & Technology

Deemed to be University u/s 3 of the UGC Act, 1956

*Regulations 2021  
Curriculum and Syllabi  
(Updated upto September 2024,  
as per 22<sup>nd</sup> Academic Council)*

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**B.A. (Islamic Studies)**



**REGULATIONS 2021**

**CURRICULUM AND SYLLABI**

**(Updated upto September 2024, as per 22<sup>nd</sup> Academic Council)**

**B.A. ISLAMIC STUDIES**



## **VISION AND MISSION OF THE INSTITUTION**

### **VISION**

B.S.Abdur Rahman Crescent Institute of Science and Technology aspires to be a leader in Education, Training and Research in multidisciplinary areas of importance and to play a vital role in the Socio-Economic progress of the Country in a sustainable manner.

### **MISSION**

- To blossom into an internationally renowned Institute.
- To empower the youth through Quality and Value-Based Education.
- To promote Professional Leadership and Entrepreneurship.
- To achieve excellence in all its endeavors to face global challenges.
- To provide excellent teaching and research ambience.
- To network with global Institutions of Excellence, Business, Industry and Research Organizations.
- To contribute to the knowledge base through Scientific Enquiry, Applied Research and Innovation.



## **VISION AND MISSION OF THE SCHOOL OF ISLAMIC STUDIES**

### **VISION**

The school looks forward to be a leader in Arabic and Islamic Studies to promote graduates, capable of bringing about positive change for the betterment of self, family, society and humanity based on moderate approach of revealed knowledge and modern science.

### **MISSION**

The School is committed:

- To empower the younger generation through quality education in both revealed and contemporary knowledge.
- To promote leadership quality and overall personality to face global challenges.
- To develop logical and creative thinking through research.
- To provide excellent ambience for language and soft skill development



**PROGRAMME EDUCATIONAL OBJECTIVES AND OUTCOMES****B.A. ISLAMIC STUDIES****PROGRAMME EDUCATIONAL OBJECTIVES:**

- To impart knowledge in the subjects of Arabic and Islamic Studies.
- To promote innovative and logical thinking.
- To develop translation and interpretation skill in Arabic and English.
- To promote better citizens to serve the humanity.
- To develop effective leadership quality.

**PROGRAMME SPECIFIC OBJECTIVES:**

- To impart detailed subject knowledge in Holy Qur'an, Hadith, Fiqh, Islamic History, Comparative Religions and Islamic Banking & Finance *etc.*
- To train students in finding solutions for modern issues of family life and social life in the light of Qur'an and Hadith.
- To develop translation and interpretation skill in Arabic and English.
- To teach values and ethics in general and Islamic values and ethics in particular in practical life.
- To develop leadership qualities in general with the model of Prophetic guidance.



**PROGRAMME OUTCOMES:**

A successful learner of this programme will be able to:

- To demonstrate knowledge and competency in Arabic and Islamic Studies.
- To provide solutions to familial and societal issues according to Islamic principles.
- To critically analyze the issues and problems in the light of Qur'an and Hadith.
- To communicate effectively in Arabic and English both in written and oral.
- To translate texts from Arabic to English and vice versa professionally.
- To get employed in government and private sectors.
- To contribute to interfaith dialogue to promote harmony in the society.
- To promote ethics and morality in their own lives and society.
- To exercise leadership skills individually and collectively.
- To apply various modes of Islamic finance in business transactions.

**REGULATIONS - 2021**  
**B.A. / BBA/ B.Com. / BCA / B.Sc. DEGREE PROGRAMMES**  
**(Under Choice Based Credit System)**

(Amendments Approved by the 22<sup>nd</sup> Academic Council – September 2024)

**1.0 PRELIMINARY DEFINITIONS & NOMENCLATURE**

In these Regulations, unless the context otherwise requires:

- i) **"Programme"** means B.A. / BBA / BCA / B.Com. / B.Sc. Degree Programmes.
- ii) **"Course"** means theory / practical / laboratory integrated theory / seminar / internship / project and any other subject that is normally studied in a semester like English, Mathematics, Environmental Science, etc.,
- iii) **"Institution"** means B.S. Abdur Rahman Crescent Institute of Science and Technology.
- iv) **"Academic Council"** means the Academic Council, which is the apex body on all academic matters of this Institute.
- v) **"Dean (Academic Affairs)"** means the Dean (Academic Affairs) of the Institution who is responsible for the implementation of relevant rules and regulations for all the academic activities.
- vi) **"Dean (Student Affairs)"** means the Dean (Students Affairs) of the Institution who is responsible for activities related to student welfare and discipline in the campus.
- vii) **"Controller of Examinations"** means the Controller of Examination of the Institution who is responsible for the conduct of examinations and declaration of results.
- viii) **"Dean of the School"** means the Dean of the School of the department concerned.
- ix) **"Head of the Department"** means the Head of the Department concerned.

**2.0 PROGRAMMES OFFERED AND ELIGIBILITY CRITERIA FOR ADMISSION**

**2.1 UG Programmes Offered**

Degree	Mode of Study
B.A.	FullTime
BBA	
B.Com.	
BCA	
B.Sc.	

## 2.2 Eligibility Criteria

Students for admission to the first semester of the undergraduate degree programme must have passed the Higher Secondary Examination of the 10 +2 curriculum (Academic stream) or any other examination of any authority accepted by this Institution as equivalent thereto.

S.No.	Programme	Eligibility Criteria
1	BCA	10+2 (Higher Secondary) with Mathematics or equivalent subject
2	B.Sc. Computer Science	10+2 (Higher Secondary) with Mathematics or equivalent subject
3	B.Sc. Biotechnology	10+2 (Higher Secondary) with Chemistry and Biology as subjects
4	BBA (Financial Services)	10+2 (Higher Secondary)
5	BBA (General)	
6	B.Com. (General)	10+2 (Higher Secondary) with Mathematics, Physics and Chemistry / Physics, Chemistry, Botany and Zoology / Commerce / Statistics as subjects.
7	B.Com (Accounts and Finance)	
8	B.Com. (Hons.)	
9	B.A. English (Hons.)	10 +2 (Higher Secondary)
10	B.A. Islamic Studies	
11	B.A. Public Policy	

**2.4** The eligibility criteria such as marks, number of attempts and physical fitness shall be as prescribed by the Institution in adherence to the guidelines of regulatory / statutory authorities from time to time.

### 3.0 STREAMS / SPECIALISATION OF STUDY

The following are the details of specialization / streams offered in various programmes:

S.No.	Program	Streams / Specialisation of Study
1.	<b>BCA</b>	i. Cloud Technology and Information Security ii. Mobile Applications and Information Security iii. Data Science iv. Multimedia and Web Application Development v. Artificial Intelligence vi. Cyber security vii. Datascience
2.	<b>B.Sc.</b>	i. Computer Science ii. Biotechnology
3.	<b>BBA</b>	i. General ii. Financial Services
4.	<b>B.Com</b>	i. General ii. Honours iii. Accounts and Finance
5.	<b>B.A.</b>	i. English (Honours) ii. Islamic Studies iii. Public Policy

### 4.0 STRUCTURE OF THE PROGRAMME

4.1 The curriculum of the UG programmes consists of the following components:

- Core Courses (CC)
- Allied Courses (AC)
- Ability Enhancement Courses (AEC)
- Skill Enhancement Courses (SEC)
- Elective Courses (EC)
- Laboratory Courses (LC)
- Laboratory Integrated Theory Courses (LITC)
- Value added courses
- Mandatory courses (MC)

- Project - PROJ (Project work, seminar, and internship in industry or at appropriate workplace)

#### **4.1.1 Personality and Character Development**

All students shall enroll, on admission, in any of the following personality and character development programmes:

- National Cadet Corps (NCC)
- National Service Scheme (NSS)
- National Sports Organization (NSO)
- Youth Red Cross (YRC)
- Rotaract
- Crescent Indian Society Training Development (ISTD – C)
- Crescent Creative Strokes
- Crescent Technocrats Club

The training activities / events / camp shall normally be organized during the weekends / vacation period.

#### **4.1.2 Online Courses for Credit Transfer**

Students are permitted to undergo department approved online courses under SWAYAM up to 40% of credits of courses in a semester excluding project semester (if any) with the recommendation of the Head of the Department / Dean of School and with the prior approval of Dean Academic Affairs during his/ her period of study. The credits earned through online courses ratified by the respective Board of Studies shall be transferred following the due approval procedures. The online courses can be considered in lieu of core courses and elective courses.

#### **4.1.3 Value Added Courses**

The students are permitted to pursue department approved online courses (excluding courses registered for credit transfer) or courses offered / approved by the department as value added courses.

The details of the value added course viz., syllabus, schedule of classes and the course faculty shall be sent to Dean, Academic Affairs for approval. The students may also undergo the valued added course offered by other departments with the consent of the Head of the Department offering the course.

These value added courses shall be specified in the consolidated mark sheet as additional courses pursued by the student over and above the curriculum during the period of study.

#### **4.1.4 Industry Internship**

The students shall undergo training for a period as specified in the curriculum during the summer vacation in any industry relevant to the field study.

The students are also permitted to undergo internship at a research organization / eminent academic institution for the period prescribed in the curriculum during the summer vacation, in lieu of Industrial training.

In any case, the student shall obtain necessary approval from the Head of the Department / Dean of School and the training has to be taken up at a stretch.

#### **4.1.5 Industrial Visit**

The student shall undergo at least one industrial visit every year. The Heads of Departments / Deans of Schools shall ensure the same.

#### **4.2** Each course is normally assigned certain number of credits:

- One credit per lecture period per week
- One credit per tutorial period per week
- One credit for two to three periods and two credits for four periods of laboratory or practical sessions per week
- One credit for two periods of seminar / project work per week
- One credit for two weeks of industrial training or 80 hours per semester.

#### **4.3** Each semester curriculum shall normally have a blend of lecture courses, laboratory courses, laboratory integrated theory courses, etc.

#### **4.4** For successful completion of the programme, a student must earn a minimum total credit specified in the curriculum of the respective programme of study.

#### **4.5** The medium of instruction, examinations and project report shall be English, except B.A. Islamic Studies (Arabic medium) and for courses in languages other than English.

**5.0 DURATION OF THE PROGRAMME**

- 5.1** A student is expected to complete the programme in 6 semesters but in any case not more than 10 continuous semesters reckoned from the date of first admission.
- 5.2** Each semester shall consist of a minimum of 90 working days including the days of examinations.
- 5.3** The maximum duration for completion of the programme as mentioned in clause 5.1 shall also include period of break of study vide clause 7.1 so that the student may be eligible for the award of the degree.

**6.0 REGISTRATION AND ENROLLMENT**

- 6.1** The students of first semester shall register and enroll for courses at the time of admission by paying the prescribed fees. For the subsequent semesters registration for the courses shall be done by the student one week before the last working day of the previous semester.
- 6.2** A student can enroll for a maximum of 38 credits during a semester including Redo / Predo Courses.
- 6.3 Change of Course**

A student can change an enrolled course within 10 working days from the commencement of the course, with the approval of the Dean (Academic Affairs), on the recommendation of the Head of the Department / Dean of School of the student.

**6.4 Withdrawal from a Course**

A student can withdraw from an enrolled course at any time before the first continuous assessment test for genuine reasons, with the approval of the Dean (Academic Affairs), on the recommendation of the Head of the Department / Dean of School of the student.

**7.0 BREAK OF STUDY FROM PROGRAMME**

- 7.1** A student may be allowed / enforced to take a break of study for two semesters from the programme with the approval of Dean (Academic Affairs) for the following reasons:
- 7.1.1 Medical or other valid grounds

7.1.2 Award of 'I' grade in all the courses in a semester due to lack of attendance

7.1.3 Debarred due to any act of indiscipline.

**7.2** The total duration for completion of the programme shall not exceed the prescribed maximum number of semesters (vide clause 5.1).

**7.3** A student who has availed break of study in the current semester (odd/even) can rejoin only in the subsequent corresponding (odd/even) semester in the next academic year on approval from Dean, Academic affairs.

**7.4** During the break of study, the student shall not be allowed to attend any regular classes or participate in any activities of the institution. However he / she shall be permitted to enroll for the 'I' grade courses and appear for the arrear examinations.

## **8.0 CLASS ADVISOR AND FACULTY ADVISOR**

### **8.1 Class Advisor**

A faculty member will be nominated by the Head of the Department / Dean of School as class advisor for the class throughout the period of study.

The class advisor shall be responsible for maintaining the academic, curricular and co-curricular records of students of the class.

### **8.2 Faculty Advisor**

To help the students in planning their courses of study and for general counseling, the Head of the Department / Dean of School of the students will attach a maximum of 20 students to a faculty member of the department who shall function as faculty advisor for the students throughout their period of study. Such faculty advisors shall guide the students in taking up the elective courses for registration and enrolment in every semester and also offer advice to the students on academic and related personal matters.

## **9.0 COURSE COMMITTEE**

**9.1** Each common theory course offered to more than one group of students shall have a "Course Committee" comprising all the



course faculty teaching the common course with one of them nominated as course coordinator. The nomination of the course coordinator shall be made by the Head of the Department / Dean (Academic Affairs) depending on whether all the course faculty teaching the common course belong to a single department or from several departments. The course committee shall ensure preparation of a common question paper and scheme of evaluation for the tests and semester end examination.

#### **10.0 CLASS COMMITTEE**

A class committee comprising faculty members handling the courses, student representatives and a senior faculty member not handling the courses as chairman will be constituted semester-wise by the Head of the Department.

##### **10.1** The composition of the class committee will be as follows:

- One senior faculty member preferably not handling courses for the concerned semester, appointed as chairman by the Head of the Department.
- All the faculty members handling courses of the semester.
- Six student representatives (male and female) of each class nominated by the Head of the Department in consultation with the relevant faculty advisors.
- All faculty advisors and the class advisors
- Head of the Department - Ex-Officio Member

##### **10.2** The class committee shall meet at least three times during the semester. The first meeting shall be held within two weeks from the date of commencement of classes, in which the components of continuous assessment for various courses and the weightages for each component of assessment shall be decided for the first and second assessment. The second meeting shall be held within a week after the date of first assessment report, to review the students' performance and for follow up action.

##### **10.3** During these two meetings the student members shall meaningfully interact and express opinions and suggestions to improve the effectiveness of the teaching-learning process, curriculum, and syllabi, etc.

**10.4** The third meeting of the class committee, excluding the student members, shall meet after the semester end examinations to analyse the performance of the students in all the components of assessments and decide their grades in each course. The grades for a common course shall be decided by the concerned course committee and shall be presented to the class committee(s) by the course faculty concerned.

#### **11.0 ASSESSMENT PROCEDURE AND PERCENTAGE WEIGHTAGE OF MARKS**

**11.1** Every theory course shall normally have a total of three assessments during a semester as given below:

<b>Assessments</b>	<b>Course Coverage in Weeks</b>	<b>Duration</b>	<b>Weightage of Marks</b>
<b>Assessment 1</b>	1 to 6	1.5 hours	25%
<b>Assessment 2</b>	7 to 12	1.5 hours	25%
<b>Semester End Examination</b>	Full course	3 hours	50%

#### **11.2 Theory Course**

Appearing for semester end theory examination for each course is mandatory and a student shall secure a minimum of 40% marks in each course in semester end examination for the successful completion of the course.

#### **11.3 Laboratory Course**

Every practical course shall have 60% weightage for continuous assessments and 40% for semester end examination. However, a student shall have secured a minimum of 50% marks in the semester end practical examination for the award of pass grade.

#### **11.4 Laboratory integrated theory courses**

For laboratory integrated theory courses, the theory and practical components shall be assessed separately for 100 marks each and consolidated by assigning a weightage of 75% for theory component and 25% for practical components. Grading shall be done for this consolidated mark. Assessment of theory components shall have a total of three assessments with

two continuous assessments carrying 25% weightage each and semester end examination carrying 50% weightage. The student shall secure a separate minimum of 40% in the semester end theory examination. The evaluation of practical components shall be through continuous assessment.

**11.5** The components of continuous assessment for theory / practical / laboratory integrated theory courses shall be finalized in the first class committee meeting.

**11.6 Industry Internship**

In the case of industry internship, the student shall submit a report, which shall be evaluated along with an oral examination by a committee of faculty members constituted by the Head of the Department. The student shall also submit an internship completion certificate issued by the industry / research / academic organisation. The weightage of marks for industry internship report and viva voce examination shall be 60% and 40% respectively.

**11.7 Project Work**

In the case of project work, a committee of faculty members constituted by the Head of the Department / Dean of the School shall carry out three periodic reviews. Based on the project report submitted by the students, an oral examination (viva voce) shall be conducted as semester end examination by an external examiner approved by the Controller of Examinations. The weightage for periodic reviews shall be 50%. Of the remaining 50%, 20% shall be for the project report and 30% for the viva voce examination.

**11.8** Assessment of seminars and comprehension shall be carried out by a committee of faculty members constituted by the Head of the Department.

**11.9** For the first attempt of the arrear theory examination, the internal assessment marks scored for a course during first appearance shall be used for grading along with the marks scored in the arrear examination. From the subsequent appearance onwards, full weightage shall be assigned to the marks scored in the semester end examination and the internal assessment marks secured during course of study shall become

invalid.

In case of laboratory integrated theory courses, after one regular and one arrear appearance, the internal mark of theory component is invalid and full weightage shall be assigned to the marks scored in the semester end examination for theory component. There shall be no arrear or improvement examination for lab components.

## **12.0 SUBSTITUTE EXAMINATIONS**

**12.1** A student who is absent, for genuine reasons, may be permitted to write a substitute examination for any one of the two continuous assessment tests of a course by paying the prescribed substitute examination fee. However, permission to take up a substitute examination will be given under exceptional circumstances, such as accidents, admission to a hospital due to illness, etc. by a committee constituted by the Head of the Department / Dean of the School for that purpose. There is no substitute examination for semester end examination.

**12.2** A student shall apply for a substitute exam in the prescribed form to the Head of the Department / Dean of the School within a week from the date of assessment test. However, the substitute examination will be conducted only after the last instructional day of the semester.

## **13.0 ATTENDANCE REQUIREMENT AND SEMESTER / COURSE REPETITION**

**13.1** A student shall earn 100% attendance in the contact periods of every course, subject to a maximum relaxation of 25% to become eligible to appear for the semester end examination in that course, failing which the student shall be awarded "I" grade in that course.

**13.2** The faculty member of each course shall cumulate the attendance details for the semester and furnish the names of the students who have not earned the required attendance in the concerned course to the class advisor. The class advisor shall consolidate and furnish the list of students who have earned less than 75% attendance, in various courses, to the Dean

(Academic Affairs) through the Head of the Department/ Dean of the School. Thereupon, the Dean (Academic Affairs) shall officially notify the names of such students prevented from writing the semester end examination in each course.

- 13.3** If a student secures attendance between 65% and less than 75% in any course in a semester, due to medical reasons (hospitalization / accident / specific illness) or due to participation in the institution approved events, the student shall be given exemption from the prescribed attendance requirement and the student shall be permitted to appear for the semester end examination of that course. In all such cases, the students shall submit the required documents immediately after joining the classes to the class advisor, which shall be approved by the Head of the Department / Dean of the School. The Vice Chancellor, based on the recommendation of the Dean (Academic Affairs) may approve the condonation of attendance.
- 13.4** A student who has obtained an “I” grade in all the courses in a semester is not permitted to move to the next higher semester. Such students shall repeat all the courses of the semester in the subsequent academic year.
- 13.5** The student awarded “I” grade, shall enroll and repeat the course when it is offered next. In case of “I” grade in an elective course either the same elective course may be repeated, or a new elective course may be taken with the approval of Head of the Department / Dean of the School.
- 13.6** A student who is awarded “U” grade in a course shall have the option to either write the semester end arrear examination at the end of the subsequent semesters, or to redo the course in the evening when the course is offered by the department. Marks scored in the continuous assessment in the redo course shall be considered for grading along with the marks scored in the semester end (redo) examination. If any student obtains “U” grade in the redo course, the marks scored in the continuous assessment test (redo) for that course shall be considered as internal mark for further appearance of arrear examination.
- 13.7** If a student with “U” grade, who prefers to redo any particular course, fails to earn the minimum 75% attendance while doing

that course, then he / she is not permitted to write the semester end examination and his / her earlier "U" grade and continuous assessment marks shall continue.

#### **14.0 REDO COURSES**

- 14.1** A student can register for a maximum of three redo courses per semester without affecting the regular semester classes, whenever such courses are offered by the concerned department, based on the availability of faculty members and subject to a specified minimum number of students registering for each of such courses.
- 14.2** The number of contact hours and the assessment procedure for any redo course shall be the same as regular courses, except there is no provision for any substitute examination and withdrawal from a redo course.

#### **15.0 PASSING AND DECLARATION OF RESULTS AND GRADE SHEET**

- 15.1** All assessments of a course shall be made on absolute marks basis. The class committee without the student members shall meet to analyse the performance of students in all assessments of a course and award letter grades following the relative grading system. The letter grades and the corresponding grade points are as follows:

<b>Letter Grade</b>	<b>Grade Points</b>
S	10
A	9
B	8
C	7
D	6
E	5
U	0
W	-
I	-

- "W" - denotes withdrawal from the course.
- "I" - denotes inadequate attendance in the course and prevention from appearance of semester end

examination

“U” - denotes unsuccessful performance in the course.

- 15.2** A student who earns a minimum of five grade points ('E' grade) in a course is declared to have successfully completed the course. Such a course cannot be repeated by the student for improvement of grade.
- 15.3** Upon awarding grades, the results shall be endorsed by the chairman of the class committee and Head of the Department / Dean of the School. The Controller of Examination shall further approve and declare the results.
- 15.4** Within one week from the date of declaration of result, a student can apply for revaluation of his / her semester end theory examination answer scripts of one or more courses, on payment of prescribed fee, through proper application to the Controller of Examinations. Subsequently the Head of the Department/ Dean of the School offered the course shall constitute a revaluation committee consisting of chairman of the class committee as convener, the faculty member of the course and a senior faculty member having expertise in that course as members. The committee shall meet within a week to revalue the answer scripts and submit its report to the Controller of Examinations for consideration and decision.
- 15.5** After results are declared, grade sheets shall be issued to each student, which contains the following details: a) list of courses enrolled during the semester including redo courses / arrear courses, if any; b) grades scored; c) Grade Point Average (GPA) for the semester and d) Cumulative Grade Point Average (CGPA) of all courses enrolled from first semester onwards.
- GPA is the ratio of the sum of the products of the number of credits of courses registered and the grade points corresponding to the grades scored in those courses, taken for all the courses, to the sum of the number of credits of all the courses in the semester.
- If  $C_i$  is the number of credits assigned for the  $i^{\text{th}}$  course and  $GP_i$  is the Grade Point in the  $i^{\text{th}}$  course,

$$GPA = \frac{\sum_{i=1}^n (C_i)(GP_i)}{\sum_{i=1}^n C_i}$$

Where n = number of courses

The Cumulative Grade Point Average (CGPA) is calculated in a similar manner, considering all the courses enrolled from the first semester.

**"I" and "W"** grades are excluded for calculating GPA.

**"U", "I" and "W"** grades are excluded for calculating CGPA.

The formula for the conversion of CGPA to equivalent percentage of marks shall be as follows:

Percentage equivalent of marks = CGPA X 10

- 15.6** After successful completion of the programme, the degree shall be awarded to the students with the following classifications based on CGPA.

<b>Classification</b>	<b>CGPA</b>
First Class with Distinction	8.50 and above and passing all the courses in first appearance and completing the programme within the prescribed period of six semesters.
First Class	6.50 and above, having completed within a period of eight semesters.
Second Class	Others

**15.6.1 Eligibility for First Class with Distinction**

- A student should not have obtained "U" or "I" grade in any course during his/her study.
- A student should have completed the UG programme within the minimum prescribed period of study (except clause 7.1.1)

**15.6.2 Eligibility for First Class**

- A student should have passed the examination in all the courses not more than two semesters beyond the minimum prescribed period of study (except clause clause 7.1.1)

**15.6.3** The students who do not satisfy clause 16.6.1 and clause 16.6.2 shall be classified as second class.

**15.6.4** The CGPA shall be rounded to two decimal places for the purpose of classification. The CGPA shall be considered up to three decimal places for the purpose of comparison of performance of students and ranking.



**16.0 SUPPLEMENTARY EXAMINATION**

Final year students and passed out students can apply for supplementary examination for a maximum of three courses thus providing an opportunity to complete their degree programme. The students can apply for supplementary examination within three weeks of the declaration of results in the even semester.

**17.0 DISCIPLINE**

**17.1** Every student is expected to observe discipline and decorum both inside and outside the campus and not to indulge in any activity which tends to affect the reputation of the Institution.

**17.2** Any act of indiscipline of a student, reported to the Dean (Student Affairs), through the Head of the Department / Dean of the School concerned shall be referred to a Discipline and Welfare Committee constituted by the Registrar for taking appropriate action. This committee shall also address the grievances related to the conduct of online classes.

**18.0 ELIGIBILITY FOR THE AWARD OF DEGREE**

**18.1** A student shall be declared to be eligible for the award of B.A. / BBA / BCA / B.Com. / B.Sc. degree provided the student has:

- i) Successfully earned the required number of total credits as specified in the curriculum of the programme of study within a maximum period of 10 semesters from the date of admission, including break of study.
- ii) Successfully completed the requirements of the enrolled professional development activity.
- iii) No dues to the Institution, Library, Hostel, etc.
- iv) No disciplinary action pending against him/her.

**18.2** The award of the degree must have been approved by the Institution.

**19.0 POWER TO MODIFY**

Notwithstanding all that has been stated above, the Academic Council has the right to modify the above regulations from time to time.

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**CURRICULUM & SYLLABUS, REGULATIONS 2021****B.A. ISLAMIC STUDIES (Arabic / English Medium)****SEMESTER I**

S. No.	Course Group	Course Code	Course Title	L	T	P	C
1	LCC	ISD 1101	Basic Arabic	3	0	0	3
		ISD 1121	Functional Arabic				
2	AECC	ISD 1108	English Language I	3	0	0	3
3	CC	ISD 1103	Introduction to Quranic Studies	4	0	0	4
4	CC	ISD 1104	Guidance of Prophet – Moral & Ethics	4	0	0	4
5	DSE	ISD 1105/	Fiqh al Adillah-Ibadath	3	0	0	3
		ISD 1125	Fiqh al Madhahib-Ibadath				
6	SEC	ISD 1106	Basic Arabic Grammar	3	0	0	3
		ISD 1126	Arabic Grammar				
7	SEC	ISD 1107	Arabic Comprehension	2	0	0	2
		ISD 1127	Advanced Arabic Comprehension				
				<b>Total: 22</b>			

**SEMESTER II**

S. No.	Course Group	Course Code	Course Title	L	T	P	C
1	LCC	ISD 1211	Basic Communicative Arabic	3	0	0	3
		ISD 1221	Advanced Communicative Arabic				
2	AECC	ISD 1218	English Language II	3	0	0	3
3	CC	ISD 1213	Quran Exegesis: Albaqara-II	4	0	0	4
4	CC	ISD 1214	Hadeeth - Teachings of Prophet	4	0	0	4
5	DSE	ISD 1215	Islamic Doctrine - Aqeedah	2	0	0	2
6	SEC	ISD 1216/	Advanced Arabic Grammar /	3	0	0	3
		ISD 1226	Progressive Arabic Grammar				
7	DSE	ISD 1217	Islamic History: Seerah & Caliphate Period	3	0	0	3
				<b>Total: 22</b>			

**SEMESTER III**

S. No.	Course Group	Course Code	Course Title	L	T	P	C
1	LCC	ISD 2101	Advanced Communicative Arabic	3	0	0	3
		ISD 2122	Progressive Communicative Arabic				
2	CC	ISD 2102	Quran Exegesis: Ala Imran & Al Nisa	4	0	0	4
3	CC	ISD 2103	A Study on Abu Dawood	4	0	0	4
4	DSE	ISD 2104	Islamic Fiqh: Al Muamalath	3	0	0	3
5	SEC	ISD 2105	Principles of Jurisprudence: Al Adillah	3	0	0	3
6	DSE	ISD 2106	Islamic History: Umayyad & Abbasids Period	3	0	0	3
7	GE		Elective - I	3	0	0	3
8	GE	GED 2102	Aptitude and Interpersonal Skills	0	0	2	1
<b>Total:</b>							<b>24</b>

**SEMESTER IV**

S. No.	Course Group	Course Code	Course Title	L	T	P	C
1	LCC	ISD 2211	Arabic Prose & Poetry	3	0	0	3
		ISD 2221	Advanced Arabic Prose & Poetry				
2	CC	ISD 2212	Quran Exegesis: Muminoon, Noor and Hujurat	4	0	0	4
3	CC	ISD 2213	Hadeeth: Sunan At Tirmidhi	4	0	0	4
4	DSE	ISD 2214	Muslim Personal Law: Inheritance & Waqf	3	0	0	3
5	SEC	ISD 2215	Principles of Jurisprudence: Al Qawayid	3	0	0	3
6	SEC	ISD 2216	Development of Islamic Religious Sciences: Tafseer & Hadeeth	3	0	0	3
7	GE		Elective II	3	0	0	3
8	GE	GED 2204	Aptitude and Workplace Skills	0	0	2	1
<b>Total:</b>							<b>24</b>

**SEMESTER V**

S. No.	Course Group	Course Code	Course Title	L	T	P	C
1	CC	ISD 3101	Shariah Rulings in Chapter Al Maidah	4	0	0	4
2	CC	ISD 3102	A Special Study on Saheeh Muslim	4	0	0	4
3	DSE	ISD 3103	Muslim Family Law	3	0	0	3
4	DSE	ISD 3104	Comparative Fiqh	3	0	0	3
5	DSE	ISD 3105	History of Islamic Thought	3	0	0	3
6	SEC	ISD 3106	Business Arabic and Translation	3	0	0	3
		ISD 3126	Advanced Business Arabic and Translation				
7	DSE	ISD 3107	Indian Constitution: Minority Rights	1	0	0	1
8	GE		Elective - III	3	0	0	3
							<b>Total: 24</b>

**SEMESTER VI**

S. No.	Course Group	Course Code	Course Title	L	T	P	C
1	CC	ISD 3211	Thematic Study of Quran	4	0	0	4
2	CC	ISD 3212	A Special Study on Saheeh Al Bukhari	4	0	0	4
3	DSE	ISD 3213	Quran and Modern Issues	2	0	0	2
4	DSE	ISD 3214	Dawa'h & Comparative Religion	3	0	0	3
5	DSE	ISD 3215	History of Modern Arabic Literature	3	0	0	3
6	DSE	ISD 3216	Fiqh Methodology of Imams	2	0	0	2
7	GE		Elective IV	3	0	0	3
8	GE		Elective V	3	0	0	3
							<b>Total: 24</b>

**Total Credits = 140**

**LIST OF ELECTIVE COURSES**

<b>S.No.</b>	<b>Course Group</b>	<b>Course Code</b>	<b>Course Title</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Electives for Semester III</b>							
1	GE	ISDX 01	Art of Quran recitation and Memorization	3	0	0	3
2	GE	ISDX 02	Arabic Rhetoric	3	0	0	3
3	GE	ISDX 03	Arabic Morphology	3	0	0	3
<b>Electives for Semester IV</b>							
4	GE	ISDX 04	Fundamentals of Islamic Finance	3	0	0	3
5	GE	ISDX 05	Islamic Banking: Products & Services	3	0	0	3
6	GE	ISDX 06	Islamic Philosophy	3	0	0	3
<b>Electives for Semester V</b>							
7	GE	ISDX 07	Islamic Insurance (Takaful)	3	0	0	3
8	GE	ISDX 08	Islamic Capital Market	3	0	0	3
9	GE	ISDX 09	Advent of Islam in South India	3	0	0	3
10	GE	ISDX 10	History of Andalusia (Spain)	3	0	0	3
<b>Electives for Semester VI</b>							
11	GE	ISDX 11	Arabic Translation & SAP	3	0	0	3
12	GE	ISDX 12	Muslims in India & Plural Society	3	0	0	3
13	GE	ISDX 13	Islamic Ethics	3	0	0	3
14	GE	ISDX 14	History of Ottoman Caliphate	3	0	0	3

**SEMESTER I**

<b>ISD 1101</b>	<b>BASIC ARABIC LANGUAGE</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>SDG: 4</b>		<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

**COURSE OBJECTIVES:**

The course aims to teach

- Arabic alphabets, reading and writing and pronunciation.
- vocabulary related to market, doctor, parts of body, dining.
- Arabic names of animals, birds, singular and plural, interrogatory sentences.
- countries' names, singular, dual and plural.
- Arabic sentences using verbs, tenses and numbers.

**MODULE I LESSONS: 1 – 6 9**

Introduction to Arabic alphabets - reading & writing from right to left – pronunciation. (lessons: 1 – 3): (حجرة الدراسة 1، حجرة الدراسة 2، المرور) - introduction of arabic words in and around the classroom – Transport - Vocabulary related to market - introduction of verbs (lessons: 4 – 6)

**MODULE II LESSONS: 7 – 12 9**

Words related to doctor, parts of body, dining, fruits, food items, family members, house and air travel (أسماء أعضاء الجسم والمطعم والفواكه وغيرها) Vocabulary related to names of animals, birds (lessons: 7 – 12)

**MODULE III LESSONS: 13 – 17 9**

Home – singular and plural - introduction to gender: first person, second person and third person – interrogatory sentences - arabic simple sentences – nominal sentence and verbal sentence (الجملة الاسمية والفعلية) (lessons: 13 & 14) Words related to kitchen utensils – cooking (أسماء أواني المطبخ والطبخ) – introduction to gender: first person, second person and third person (التذكير والتأنيث) – singular and plural – vocabulary related to office – possession (الإضافة) - (lessons: 15 – 17)

**MODULE IV LESSONS: 18 – 20 9**

Countries names – world map - performing ablution – vocabulary related to prayer - singular, dual and plural - situational communication - emphasis on interrogation (المحادثة العربية) (lessons: 18 – 20)

**MODULE V LESSONS: 21 – 25 9**

Sentence making – words related to prayer – verbs and tenses – communication on dining – gender - singular and dual – numbers – discussion of evening – dining manners (المفرد والتثنية والجمع والعدد) (lessons: 21 – 25)

**L – 45; Total Hours – 45**

**TEXT BOOKS:**

1. Al Qirathul Arabiyya Lil Muftadiyeen القراءة العربية للمبتدئين (Ummul Qura University, Makkah), Bukhari Aalim Arabic College, 2005.

**REFERENCES:**

1. Al Arabiya Lin Nashiyeen (Education Ministry, K.S.A.), Bukhari Aalim Arabic College, 2005.
2. Dr. V. Abdur Raheem, Durus Al Lugathil Arabiyya Li Ghairin Natiqeen Biha, Islamic Foundation Trust, Chennai, 2002.

**COURSE OUTCOMES:**

At the end of the course, the student is expected to

- recognize Arabic alphabets, reading and writing and pronunciation.
- list vocabulary related to the market, doctor, parts of body, dining.
- identify Arabic names of animals, birds, singular and plural, interrogatory sentences.
- use countries names, singular, dual and plural.
- form Arabic sentences using verbs, tenses and numbers.

**Board of Studies (BoS) :**

12<sup>th</sup> BoS of SAIS held on 05.07.2021

**Academic Council:**

17<sup>th</sup> AC held on 15.07.2021

	PO 1	PO 2	PO 3	PO4	PO 5	PO 6	PO7	PO8	PO9	PO 10	PSO 1	PSO 2	PSO3	PSO4	PSO 5
CO1				L									L		
CO2				H									M		
CO3				M									H		
CO4				H									M		
CO5				H									M		

**Note:** L - Low Correlation M - Medium Correlation H - High Correlation

SDG 4: Developing Language skill

Statement: The quality teaching of Arabic language enhances the communication skill of the citizens.

<b>ISD 1121</b>	<b>FUNCTIONAL ARABIC LANGUAGE</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>SDG: 4</b>		<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

**COURSE OBJECTIVES:**

The course aims to teach

- basic elements of Arabic and sentence structure.
- basic Arabic passages and usage of compound sentences.
- Arabic conversations according to the situations.
- basic grammar: Subject- Predicate and Object and their positions (Iraab).
- Arabic conversations and application of grammar rules in sentences.

**MODULE I ARABIC LANGUAGE ELEMENTS 9**

Lesson: وسائل النقل والاتصال قديما (Lesson: (الشبكات الدولية) - Lesson: (العالم قرية صغيرة) - Lesson: (نظافة : ) - Lesson: (دول الشمال ودول الجنوب) - Lesson: (ندوة على العولمة) - Lesson: (وحيثا النظافة : ) - Lesson: (الإسلام والطهارة) - Lesson: (المسلم يهتم بالنظافة)

**MODULE II COMMUNICATION 9**

Lesson: (نظافة البيت)- Nadhaafathul baith (الأكلات السريعة) - Lesson: (الإسلام : كيف تفهم ) - Lesson: (أركان الإسلام الخمسة). - Lesson: (حقيقة الإسلام : لماذا أسلم تشارلس؟) - Lesson: (الإسلام فهماً صحيحاً)

**MODULE III EXCHANGE OF GREETINGS 9**

Lesson: (العلاقات بين الآباء والأبناء) - Lesson: (مرحلة الشباب) - Lesson: (الشباب: مرحلة المراهقة) - Lesson: (مميزات العالم ) - Lesson: (العالم الإسلامي: مسابقة إسلامية) - Lesson: (من مشكلات الشباب) - Lesson: (من الدول الإسلامية) - Lesson: (أسباب ضعف المسلمين) - Lesson: (الإسلامي)

**MODULE IV GRAMMAR APPLICATION 9**

Lesson: (أبواب الجريمة) - Lesson: (الحرب والسلام) - Lesson: (الأمن: حادث السارقة) - Lesson: (التلوث: دفن النفايات) - Lesson: (أثر العام في الحياة)

**MODULE V PARAGRAPH WRITING 9**

Lesson: (وسائل المحافظة على ) - Lesson: (من يحمي البيئة ومن يفسدها؟) - Lesson: (أنواع تلوث البيئة) - Lesson: (أزمات النفط) - Lesson: (النفط) - Lesson: (الطاقات: فاتورة الكهرباء) - Lesson: (البيئة) - Lesson: (الطاقات الشمسية)

**L – 45; Total Hours – 45**

**TEXT BOOKS:**

1. Al Lugathul Arabiyya, Volume III, Part I, Kilakarai Bukhari Aalim Arabic College, 2017.



**REFERENCES:**

1. Al Arabiya Lin Nashiyeen (Education Ministry, K.S.A.), Bukhari Aalim Arabic College, 2005.
2. Dr. F. Abdur Raheem, Durus Al Lugathil Arabiyya, Islamic Foundation Trust, Chennai, 2002.
3. Al Qirathul Arabiyya Lil Muftadiyeen (Ummul Qura University, Makkah), Bukhari Aalim Arabic College, 2005.

**COURSE OUTCOMES:**

**At the end of the course, the student is expected to:**

- recognize Arabic language elements and basic structures
- use simple and compound sentences in Arabic
- introduce self, others, objects and exchange of greetings
- apply basic and simple grammar in sentences
- develop sentences and short paragraphs

**Board of Studies (BoS) :**

12<sup>th</sup> BoS of SAIS held on 05.07.2021

**Academic Council:**

17<sup>th</sup> AC held on 15.07.2021

	PO 1	PO2	PO3	PO4	PO 5	PO6	PO 7	PO8	PO9	PO1 0	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1				L									L		
CO2				M									M		
CO3				H									H		
CO4				L									M		
CO5				M									M		

**Note:** L - Low Correlation    M - Medium Correlation    H - High Correlation

SDG 4: Developing Language skill

Statement: Learning Arabic language enhances the multi-lingual communication skill of the citizens.

**ISD 1108****ENGLISH LANGUAGE I****L T P C****SDG: 4****3 0 0 3****COURSE OBJECTIVES:**

COB1: To enable students to read, comprehend and appreciate the value of literature to life

COB2: To help them acquire language skills through Literature

COB3: To develop LSRW skills through practice in variety of contexts

COB4: To improve their vocabulary and correct English usage

**MODULE I****9**

- No Man is an Island – John Donne; O Captain! My Captain! –Walt Whitman
- Introducing oneself and Introducing each other - Hints Development
- Articles, Adjectives & Adverbs (comparisons), Punctuation
- Homophones and homographs

**MODULE II****9**

- “Spoken English and Broken English” – G.B. Shaw
- Listening for gist (general meaning) The Speech that made Obama President. (6.12 minutes)
- Conversations - formal and semi-formal contexts - Jumbled sentences
- Pronouns and Linking words, Conjunctions - Register – Formal, semi-formal and Informal

**MODULE III****9**

- “The Cherry Tree” - Ruskin Bond
- Asking questions (about companies. Products, Jobs)
- Open ended stories
- Question Forms – “Wh” & Yes/No
- Prefixes and Suffixes, negative prefixes, Idioms and Phrases

**MODULE IV****9**

- “The Last Leaf” - O. Henry, "The Story of the Fisherman and the Jinni" from "Arabian Nights"
- Role play (Telephone call to a supplier, enquiry about products)
- Letter of Enquiry, Replies to Enquiry

- Tenses - Synonyms and Antonyms.

**MODULE V****9**

- "Voluntary Poverty" – Mahatma Gandhi, The Conference of the Birds" by Farid ud-Din Attar,
- Listening for specific information - You must follow if you want success by Sundar Pichai. (8.42 minutes)
- Giving the summary of an article (from newspapers)
- Order Letter, Complaint Letter - Subject -Verb Agreement
- Business Vocabulary (marketing, air travel)

**L – 45; Total Hours – 45****REFERENCES:**

1. Guy Brook-Hart, Business Benchmark Upper- Intermediate Student's Book, CUP, 2006
2. Sriraman, T. Macmillan College Prose, Laksmi Publications, 2015
3. Whitby, Norman, Business Benchmark: Pre-intermediate to Intermediate, 2nd Edition, CUP, 2014.
4. Swan. M, Practical English Usage, OUP, 2005.
5. <https://www.thehindu.com/opinion/open-page/it-has-done-more-harm-thangood/article5129459.ece>
6. <https://www.youtube.com/watch?v=OFPwDe22CoY>
7. [https://www.youtube.com/watch?v=iAIsq\\_orac8](https://www.youtube.com/watch?v=iAIsq_orac8)

**COURSE OUTCOMES:**

- CO1: Respond to literary texts efficiently
- CO2: Appreciate and critically analyse literary texts
- CO3: Display effective LSRW skills in academic and professional contexts
- CO4: Demonstrate a range of appropriate vocabulary in a variety of situations
- CO5: Communicate effectively using grammatically correct language

**Board of Studies (BoS):**17<sup>th</sup> BoS of SAIS held on 25.07.2024**Academic Council:**22<sup>nd</sup> ACM held on 04.09.2024

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4	PSO5
CO1				L									L		
CO2				H									M		
CO3				M									H		
CO4				H									M		
CO5				H									H		

**Note:** L - Low Correlation    M - Medium Correlation    H - High Correlation

**SDG: 4** – Useful and constructive knowledge

Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

This course helps the students to read, comprehend and appreciate the value of literature to life. It also helps them to enrich LSRW skills in academic and professional contexts.

<b>ISD 1103</b>	<b>INTRODUCTION TO QURANIC STUDIES</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>SDG: 10</b>		<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**COURSE OBJECTIVES:**

The course aims to teach

- Significance of learning Quran, the context and the guidance of Chapter Al Baqara.
- Challenges of the Qur'an and the story of the creation of human beings.
- Historical information about Bani Israel and its lessons.
- Story of sacrificing the cow and basic principles of God's Covenant with the Children of Israel.
- Bani Israel's opposition and enmity towards the Prophets, story of Angels learning/teaching magic.

**MODULE I INTRODUCTION (Sura al Fatiha & al Baqara Verses: 1- 12 23)**

Introduction to the significance of learning Quran -Translation of sura al Fatiha (إرشادات وسياق) - the context and the guidance of Chapter Al Baqara (ترجمة سورة الفاتحة) (سورة البقرة) - three types of human beings: believers, unbelievers and hypocrites; examples for them (أنواع الناس الثلاثة: المؤمنون والكافرون والمنافقون) Mankind is asked to worship Allah alone (توحيد الله تعالى وحده) - the challenge of the Qur'an (عجاز القرآن)

**MODULE II THE STORY OF THE CREATION OF HUMAN BEING 12 (Verses: 24-46)**

The character of those who remain in error (صفات الكفار الذين يصرون على الكفر) - the story of the creation of Adam (قصة خلق آدم) - Allah's promise to send His guidance from time to time through His prophets (هداية الإنسان بإرسال الأنبياء والرسول) Address to Bani Israel to accept the message (خطاب إلى بني إسرائيل للإيمان بالرسالة) - Allah's covenant must be fulfilled (الوفاء بعهد الله).

**MODULE III GOD'S BLESSINGS ON THE CHILDREN OF ISRAEL 12 AND THEIR TRANSGRESSIONS (Verses: 47-73)**

Warnings to those who disobey God – Narrations about the days with Moses (أيام موسى عليه السلام) - God's blessings on the children of Israel and their transgressions (تفضيل الله لبني إسرائيل على جميع الناس) The real recipients of divine salvation - the hesitation of Bani Israel in sacrificing the cow (قصة البقرة مع بني إسرائيل).

**MODULE IV BASIC PRINCIPLES OF GOD'S COVENANT WITH THE CHILDREN OF ISRAEL (ميثاق بني إسرائيل) (Verse No; 74-103)**

Some perversions of those who were supposed to follow the law of God - basic principles of God's covenant with the children of Israel (ميثاق بني إسرائيل) - disobeyed God's commands and became too greedy for the life of this world- Opposition and enmity towards the Prophets, following devils and magic (هاروت وماروت والسحر).

#### **MODULE V THE GREAT EXAMPLE OF PROPHET IBRAHIM PEACE 12 BE UPON HIM (Verse No: 104-129)**

Reminders to the believers to follow the message - some among the People of the Book will try to mislead with false claims and assertions- The great example of Prophet Ibrahim peace be upon him - Prophet Ibrahim (PBUH) and his son rebuilt Ka'bah (بناء الكعبة ودعاء إبراهيم عليه السلام)- Message of Prophet Ibrahim (pbuh) to their progeny.

**L – 60; Total Hours – 60**

#### **TEXT BOOKS:**

1. Meaning of the Noble Quran – Word for Word, English Translation, Compiled & Edited: Aftab Alam Khan, Vol. 1-3, New Delhi: Islamic Book Service, 2009
2. Muhammad Ali Al-Sabouni, Safwat al-Tafaaseer Maktabathul Asriyya, Lebanon, 2001.

#### **REFERENCES:**

1. The Glorious Quran: Word-For-Word Translation - 3 Volumes, 1st ed., Compiled: Shehnaz Shaikh & Ms. Kausar, New Delhi: Islami Kitab Ghar, 2010
2. Word for Word Meaning of Qur'an, 3 Vol., Tr., Muhammad Mohar Ali, Suffolk, UK: Jamiat Ihyaa Minhaaj al-Sunnah, 2005
3. Jalaluddeen Al Mahalli and Jalaluddeen Al Suyooti, *Tafseer Al Jalalain*, DarulJeel, Beirut, 1995.
4. Abdullah Yusuf Ali, Meanings of the Quran, Amana Corp., Maryland, USA, 1983.

#### **COURSE OUTCOMES:**

At the end of the course, the student is expected to:

- Describe the significance of learning Quran, the context & the guidance of Chapter Al Baqara
- Discuss about the challenges of the Qur'an and explain the story of the creation of Adam.
- Summarize the lessons learnt from Bani Israel's life.
- Recall the story of sacrificing the cow and basic principles of God's covenant with the children of Israel.
- Define the children of Israel's opposition and enmity towards the Prophets, and story of two angels with magic.

**Board of Studies (BoS) :**12<sup>th</sup> BoS of SAIS held on 05.07.2021**Academic Council:**17<sup>th</sup> AC held on 15.07.2021

	PO 1	PO2	PO3	PO4	PO5	PO6	PO7	PO 8	PO9	PO10	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1			M								H				
CO2							M					H			
CO3	M										M				
CO4			M								H				
CO5								H			M				

**Note:** L - Low Correlation    M - Medium Correlation    H - High Correlation

SDG 10: Enhances equality and unity in human being

Statement: Quranic teaching about human creation and history of various nations highlights the unity and tolerance among the human being.

<b>ISD 1104</b>	<b>GUIDANCE OF PROPHET –</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>SDG: 16</b>	<b>MORAL AND ETHICS</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**COURSE OBJECTIVES:**

This course aims to teach

- faith in one God and main attributes of God
- Prophetic guidance for individual life
- Prophetic guidance for family life
- Prophetic guidance for social life
- Prophetic guidance for Hereafter

**MODULE I FAITH IN ONE GOD 12**

Oneness of God from Holy Quran - Allah is merciful - Allah loves - Allah forgives - Allah is hearing - Angel Gabriel teaches - Faith - Declare your faith - Believe and steadfast - The Divine Degree - Closeness towards Allah – Prophet’s Traditions - Loving Allah’s Messenger - Trial and reward - Reward of hardship.

**MODULE II PROPHETIC GUIDANCE FOR INDIVIDUAL LIFE 12**

A strong assertive personality- manners and characters – Accountability- Simplicity – Simplicity of the prophet – worldly thinks- Low for worldly pleasures – Clean heart and mind- Upper hand – personal hygienic – Intoxication – Forgiving others – Emotional intelligence – Disease and cure – Do not wish for death.

**MODULE III PROPHETIC GUIDANCE FOR FAMILY LIFE 12**

Family Life - Verses from holy Quran -Marriage is tradition n of prophet - The best Bride - Husband and wife – Cooperation – Father - Duty towards parents -Treat your children equally - Spending on family – Kinship - Prophet with his wife -Brotherhood.

**MODULE IV PROPHETIC GUIDANCE FOR SOCIAL LIFE 12**

Verses from holy Quran – Socialization - Brotherhood -Loving others - Living in Society -Neighbors- Being thankful to people - Respecting elders - Weaker section - Reconciliation between people.

**MODULE V PROPHETIC GUIDANCE FOR HEARAFTER 12**

Agony of Death - Be prepared for death- - Account settling – Resurrection - Seeking protection from Hell-fire – Heaven - People of Heaven - Shafaath – Intercession - Reward.

**L – 60; Total Hours – 60**



**TEXT BOOKS:**

1. Dr Syed Masood Jamali, Al Irshadaath annabawiyah- Prophetic guidance for progressive life, Bukhari Aalim Arabic College 2021

**REFERENCES:**

1. A Translation and Commentary of Riyāḍ al-Ṣālihīn, 3 Volumes, Collated & Edited: Afzal Ismail, 1st edition, South Africa: Muslims at Work Publications, 2015
2. Al-Uthaymīn, Muḥammad ibn Ṣālih, Explanation of Riyadus-Saliheen, 6 Volumes, Tr., Abraham Abdur-Rauf and Muhammad Yaqeen, Riyad: Darussalam, 2016

**COURSE OUTCOMES:**

At the end of the course, the student will be able to

- practice Faith in one God and main attributes of God
- explain and follow the Prophetic guidance for individual life
- demonstrate Prophetic guidance for family life  
illustrate the Prophetic guidance for social life
- teach the Prophetic guidance for prepare for the hereafter

**Board of Studies (BoS):**

12<sup>th</sup> BoS of SAIS held on 05.07.2021

**Academic Council:**

17<sup>th</sup> AC held on 15.07.2021

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO 10	PSO1	PSO 2	PSO 3	PSO 4	PSO 5
CO1							H				H				
CO2								H				H			
CO3		M						H				M			
CO4								H						H	
CO5								L						M	

**Note:** L - Low Correlation    M - Medium Correlation    H - High Correlation

SDG 16: Guidance of the Prophet for peace and harmony here and hereafter

Statement: Guidance of the Prophet aims at peaceful life of individual, family and society and in the life hereafter as well.

<b>ISD 1105</b>	<b>FIQH AL ADILLAH - IBADAAT</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>SDG: 3</b>		<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

**COURSE OBJECTIVES:**

This course aims to teach

- impurities, their various types and method of removal, purification (physical and spiritual)
- physical worship and proper procedure to perform and their benefits
- various rulings related to prayer, fasting and hajj in order to observe properly and rectify mistakes and faults
- wealth purification and its advantages – mandatory and optional charity
- effects of purification and cleanliness in human lives and surroundings and impact of charity on human lives and society

**MODULE I PURIFICATION - I (الطهارة) 12**

Fiqh: definition and importance in practical life; purification: water – types and rulings; impurity (النجاسة): types- ḥaqīqī & ḥukmī; ghalīzah & khaffīyah (النجاسة الغليظة والنجاسة الخفيفة), ḥadath akbar & asghar; bathing (الغسل); ablution (الوضوء); dry ablution (التيمم); menses (الحيض), nifās (النفاس), istihāḍah (الاستحاضة)

**MODULE II PRAYER (الصلاة) 10**

Adhān; ṣalāh: kinds, timings of obligatory ṣalāh, prohibited time; shurūt (شروط الصلاة) of ṣalāh, pillars (أركان الصلاة) and compulsory acts (واجبات الصلاة) of ṣalāh, recommended acts; invalidators of ṣalāh, difference between men and women prayer, qaṣr (قصر الصلاة); congregational, eid and funeral prayer (صلاة الجماعة وصلوات العيد والجنزة)

**MODULE III FASTING (الصيام) 8**

Moon sighting; importance of fasting; kinds, ramaḍān: rulings, nīyah, sahar & iḥṭār; breaker of fasting; expiation & late observance (القضاء والكفارة), disliked acts during fasting, excusable difficulties to break fasting, i'tikāf: duration, invalidators, etiquette and avoidable acts, charity of fast-ending (صدقة الفطر)

**MODULE IV ZAKĀT (الزكاة) 8**

Zakāt: meaning and significance, when zakāt becomes compulsory? Zakah nisab (نصاب الزكاة), zakātable and non-zakātable items, zakāt on silver and gold, zakāt on commodities and personal wealth, zakāt on loan, zakāt on agricultural produce, zakāt on cattles etc.; recipients of zakāt, to whom zakāt cannot be paid?

**MODULE V HAJJ (الحج)****7**

Hajj: meaning and importance; prerequisites for valid performance of hajj, mawāqīt, iḥrām, arkān, (شروط صحة الحج والمواقيت والإحرام وأركان الحج) wājibāt and sunan of hajj, forbidden acts, manner of performing hajj, al-qirān, at-tamattu', 'umrah, tawāf, hunting during iḥrām etc.; violation and penalties, al-hady (الهدى); miscellaneous rulings.

**L – 45; Total Hours – 45****TEXT BOOKS:**

1. ShafiQur Rahman, *Simplified Fiqh (English Translation of al-Fiqh al-Muyassar)*  
Tr. Afzal Hoosen Elias, Mustafa Publishers, UK, 2017

**REFERENCES:**

1. Shurunbulali, Hasan ibn Ammar Abul Ikhlas, *Nūr al-Īdāh (The Light of Clarification)*, Tr. Wesam Charkawi, 7<sup>th</sup> Ed., USA: Ligare Book Printers, 2014
2. Sabiq, Syed, *Fiqh-us-Sunnah (English)*, New Delhi: Adam Publication, 2017

**COURSE OUTCOMES:**

At the end of the course, the student will be able to

- discuss necessity and importance of cleanliness (physical and spiritual purification) in human lives
- identify the factors to cause various types of impurities and methods to remove
- gain mastery in practical observance of physical worships like prayer and fasting, their procedures and rectification of mistakes
- apply method of calculating Zakāt and relevant rules
- study effects and impacts of charity, worship and cleanliness on human lives, society and disciplined life

**Board of Studies (BoS) :**12<sup>th</sup> BoS of SAIS held on 05.07.2021**Academic Council:**17<sup>th</sup> AC held on 15.07.2021

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1					L										
CO2															
CO3		H						M							
CO4															
CO5										H					

**Note:** L - Low Correlation    M - Medium Correlation    H - High Correlation

SDG 3: Personal hygienic and spiritual purification

Statement: Cleanliness of body and spiritual thoughts take the human towards achievement of the physical and spiritual well being.

<b>ISD 1125</b>	<b>FIQH AL MADHAHIB – IBADAATH</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>SDG: 3</b>		<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

**COURSE OBJECTIVES:**

The course aims to teach / impart:

- prerequisites and conditions of Prayer (Salah)
- conditions of Prostration of Forgetfulness (Sajdah sahw) and Prostration of Recitation (Sajdah thilawah)
- fasting and its Shari'ah rules
- charity (Zakat) and its Shari'ah rules
- pilgrimage(Hajj) and its Shari'ah rules

**MODULE I SALATH (PRAYER) - I 9**

Prerequisites of prayer (باب شروط الصلاة وأركانها) – etiquette of prayer ( واجبات الصلاة ) – ما يفسد الصلاة ومالا ( nullifiers of prayer ) – congregational prayer (الإمامة) – (وسننها وآدابها) – disliked practices in prayer (المكروهات) – Witr prayer (صلاة الوتر) – optional prayers (صلاة المريض) – prayer of traveler (صلاة المسافر) – (النوافل) – prayer of sick (صلاة المريض)

**MODULE II SALATH (PRAYER) – II 8**

Rectify the missed prayer (قضاء الفوائت) prostration of forgetfulness and recitation (سجود السهو والتلاوة) – Jumua prayer (باب الجمعة) – Eid prayers (باب العيدين) – rulings of funerals (أحكام الجنائز).

**MODULE III SAUM (FASTING) 8**

Definition of fasting (الصوم) – (أركانه وصفاته) – descriptions and pillars of fasting – intention for fasting (النية) – observing the crescent (رؤية الهلال) – nullifiers of fasting (ما يفسد الصوم وما لا يفسد) - making up of missed fasting with Kaffarah and without Kaffarah (باب الاعتكاف) I'thikaf (قضاء الصوم مع الكفارة وبدون كفارة)

**MODULE IV ZAKATH (CHARITY) 10**

Definition of Zakath (الزكاة) – history of Zakath and its legislation (تاريخ الزكاة وفرضيتها) – conditions of Zakath (شروط وجوب أدائها وصحتها) – Zakath of debt (زكاة الدين) – uncollectable/unrecoverable property (مال الضمار) – Zakath of currency (زكاة النقود) – Zakath calculation (تقدير النصاب) – destruction of property (هلاك المال) - Zakath distribution (باب زكاة الفطر) – Fitr Zakath (باب المصرف)

**MODULE V HAJJ (PILGRIMAGE) I 10**

Explanation of Hajj (الحج وتعريفه) - prerequisites of Hajj and performing (شروط الفريضة) (ما يصح به أداء فرض الحج) – simplest form of performing Hajj (ووجوب أدائه) – (كيفية أفعال الحج : القران، التمتع ، الإفراد) : Kiran, Tamathu' Ifrad

– Al Umrah (العمرة) felony (الجناية) – Al hadhyu (الهدى) – visit of Holy Madina (زيارة النبي) (صلى الله عليه وسلم) Ziyarah al Nabi

**L – 45; Total Hours – 45**

**TEXT BOOKS:**

1. Abul Ikhlas Hasan al Shurunbulali, Noorul Eidhah, Ithihad Book depot, Deoband, India.
2. Shihabuddin Ahmed bin Naqeeb, Umdah al Salik, Ithihad Book depot, Deoband, India.

**REFERENCES:**

1. Syed Sabiq, Fiqh al Sunnah, Darul Fath, Cairo, 1999.

**COURSE OUTCOMES:**

At the end of the course, the student is expected to

- describe the prerequisites and conditions of prayer (الصلاة)
- demonstrate the rules of issues like (سجود السهو) and (سجدة التلاوة)
- explain the rules of fasting and its types
- summarize the rules of paying charity (الزكاة)
- demonstrate the rules and conditions of performing pilgrimage (الحج)

**Board of Studies (BoS) :**

12<sup>th</sup> BoS of SAIS held on 05.07.2021

**Academic Council:**

17<sup>th</sup> AC held on 15.07.2021

	PO1	PO 2	PO3	PO 4	PO5	PO 6	PO7	PO8	PO 9	PO10	PO11	PO12	PSO 1	PSO 2	PSO 3
CO1					L										
CO2															
CO3		H						M							
CO4															
CO5										H					

**Note:** L - Low Correlation M - Medium Correlation H - High Correlation

SDG 3: Personal hygenic and spiritual purification

Statement: Cleanness of body and mind takes towards achievement of the physical and spiritual well being.

<b>ISD 1106</b>	<b>BASIC ARABIC GRAMMAR</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>SDG: 4</b>		<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

**COURSE OBJECTIVES:**

The course aim is to impart the basic Arabic grammar that includes:

COB1: Words and its type - Nouns and its types – Definite and indefinite.

COB2: Types of sentences – nominative and verbal sentence.

COB3: Type of verbs – past tense, imperfect and imperative tenses.

COB4: Declinable and indeclinable words.

COB5: Pronoun and its types. Types of objects and subjects

**MODULE I Subject and Predicate 9**

Lesson: Types Of Nouns – Definite And Indefinite - Lesson: The Complete Sentence - Lesson: - Lesson: Classification Of The Verb – Lesson: The Passive Verbs And The Negative Verbs - Lesson: Doer (The Subject) and the Object - Lesson: Subject And Predicate Lesson: Verbal And Nominal Sentences

**MODULE II Pronouns 9**

Lesson: The Pronoun and Its Types - Lesson: Noun in the genitive case - Lesson: The Dual and Types Of Plurals Lesson: Possessive Phrase - Lesson: The Adjective - Lesson: “Kaana” and its sisters - Lesson: “Inna” and its sisters - Lesson: Declinable and Non - Declinable words –

**MODULE III Transitive and intransitive 9**

Lesson: Parsing of verb - Lesson: non – declinable past tense – Lesson: non – declinable imperfect tenses - Lesson: Conditions of Imperative tenses - Lesson: Parsing by position - Lesson: Interrogative pronouns - Lesson: Classification of verb: sound letter ending and weak letter ending.

**MODULE IV Adjectives and adverbs 9**

Lesson: Parsing of imperfect tense with weak letters ending– Lesson: The noun with weak letter ending - Lesson: Imperfect tense after hidden “An”- Lesson: Imperfect tense after Laam and Au- Lesson: Imperfect tense after Hatta and Fa - Lesson: Demonstrative nouns - Lesson: The relative pronoun - Lesson: The five names

**MODULE V Question and root-letters and extra letters****9**

Lesson: the proper noun - Lesson: definite noun by Alif and Laam Lesson: substitute for the doer - Lesson: Absolute object - Lesson: The causal object – Lesson: Adverbs of Time and Place – Lesson: Signs of femininity in nouns and verbs

**L – 45; Total Hours – 45****TEXT BOOKS:**

1. Ali Al Jarim & Mustafa Ameen, Al Nahw Al Wadhih by (Preliminary - Part: III& Secondary- Part: I (First Half)), Danish Book Depot, Delhi, India

**REFERENCES:**

1. Ahmed Ibn Ibrahim Musthafa Al Hashimi, Al Qawaid al Asaasiya Lillughathil Arabiya, KSA, 2000.

**COURSE OUTCOMES:**

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

CO1: Describe the Words and its type. Know the Nouns and its types – Definite and indefinite.

CO2: Discuss Types of sentences – nominative and verbal sentence.

CO3: Discuss Type of verbs – past tense, imperfect and imperative tenses.

CO4: Understand Declinable and indeclinable words

CO5: Understand Pronoun and its types. Discuss Types of objects and subjects

**Board of Studies (BoS):**

17<sup>th</sup> BoS of SAIS held on  
25.07.2024

**Academic Council:**

22<sup>nd</sup> ACM held on 04.09.2024

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1					L										
CO2															
CO3		H						M							
CO4															
CO5										H					

**Note:** L - Low Correlation    M - Medium Correlation    H - High Correlation



SDG 4: Developing Language skill

Statement: The quality teaching of Arabic language enhances the communication skill of the citizens.

<b>ISD 1126</b>	<b>ARABIC GRAMMAR</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>SDG:4</b>		<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

**COURSE OBJECTIVES:**

The course aims to impart

- rules and regulation regarding subject and predicate
- advanced grammatical rules of pronouns
- advanced grammatical rules of transitive and intransitive
- grammatical rules of Al Thamyeez - Al Na'at al Haqeeqi & Al Sababi
- grammatical insights, placement of question words - al Isthifhaam and Various syntaxes of verbs

**MODULE I SUBJECT AND PREDICATE 9**

Lesson: (مواضع فتح) - Lesson: (خبر النواسخ) - Lesson: (...خبر المبتدأ) - Lesson: (المبتدأ والخبر) - Lesson: (مواضع كسر همزة إن) - Lesson: (المصدر المؤول) - Lesson: (همزة أن تقسيم) - Lesson: (...إسناد الأفعال) - Lesson: (ضمائر الرفع البارزة).Lesson: (الفعل)

**MODULE II PRONOUNS 9**

Lesson: (اللازم والمتعدي) - Lesson: (همزة الوصل والقطع) - Lesson: (المجرد والمزيد) - Lesson: (أنواع الحال) - Lesson: (اسم الفاعل والمفعول)

**MODULE III TRANSITIVE AND INTRANSITIVE 9**

Lesson: (حكم المستثنى) - Lesson: (المستثنى) - Lesson: (اللازم والمتعدي والحال) - Lesson: (الممنوع من الصرف)

**MODULE IV ADJECTIVES AND ADVERBS 9**

Lesson: (النعته الحقيقي) - Lesson: (العدد) - Lesson: (حكم التمييز) - Lesson: (التمييز) - Lesson: (واو العطف وواو المعية) - Lesson: (العطف) - Lesson: (التوكيد) - Lesson: (والسببي) - Lesson: (البدل)

**MODULE V QUESTION AND ROOT-LETTERS AND EXTRA LETTERS 9**

Lesson: (المجرد والمزيد) - Lesson: (الاستفهام والنفي معاً) - Lesson: (أدوات الاستفهام) - Lesson: (الإبدال) - Lesson: (قلب الواو والياء همزة) - Lesson: (قلب الواو ياءاً) - Lesson: (الإبدال والإعلاء) - Lesson: (بالتسكين)

**L – 45; Total Hours – 45**

**TEXT BOOKS:**

1. Ali Al Jarim & Mustafa Ameen, Al Nahw Al Wadhih by (Preliminary - Part: III & Secondary- Part: I (First Half)), Danish Book Depot, Delhi, India

**REFERENCES:**

1. Ahmed Ibn Ibrahim Musthafa Al Hashimi, Al Qawaid al Asaasiya Lillughathil Arabiya, KSA, 2000.

**COURSE OUTCOMES:**

On successful completion of the course, students will be able to

- describe the rules and regulation regarding subject and predicate
- discuss advanced rules of grammar of Pronouns
- summarize advanced grammatical rules of Transitive and Intransitive
- explain grammatical rules of Al Thamyeez - Al Na'at al Haqeeqi & Al Sababi
- form sentences using question words - al Isthifhaam and Analyze various syntaxes of verbs

**Board of Studies (BoS) :**

12<sup>th</sup> BoS of SAIS held on 05.07.2021

**Academic Council:**

17<sup>th</sup> AC held on 15.07.2021

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO 10	PO 11	PO1 2	PSO 1	PSO 2	PSO 3
CO1					L										
CO2															
CO3		H						M							
CO4															
CO5										H					

**Note:** L - Low Correlation    M - Medium Correlation    H - High Correlation

SDG 4: Developing Language skill

Statement: The quality teaching of Arabic language enhances the communication skill of the citizens.

<b>ISD 1107</b>	<b>ARABIC COMPREHENSION</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>SDG: 4</b>		<b>2</b>	<b>0</b>	<b>0</b>	<b>2</b>

**COURSE OBJECTIVES:**

The course aims to teach

- introduction to Arabic Alphabets
- reading and writing techniques
- techniques of reading handwritten texts and translation

**MODULE I INTRODUCTION TO ARABIC ALPHABETS 10**

Join letters - the 6 letters which never join with the following letters. other issues in joining letters such ( ج ح خ ع غ ه ) a الحروف الشمسية والحروف القمرية

**MODULE II READING AND WRITING TECHNIQUES 10**

Reading skill - Practice of reading without (الاعراب) Writing Arabic words - Dictation writing - writing sentences - techniques of handwriting in Arabic. Making ( الجملة ) (الاسمية) and writing - paragraph writing. writing question form

**MODULE III HANDWRITTEN TEXT AND TRANSLATION 10**

Techniques of reading handwritten Arabic texts - Translate English words into Arabic -writing words and sentences in Arabic from memory and dictations.

**L – 30; Total Hours – 30**

**TEXT BOOKS:**

1. Dr. Naif Kharma, Dr. Abdur Rawoof Zuhdi, Dr.Saamy Abu Zaid, Mahaaraat al Kitabah al Arabiyya, Jamia Isra, Jordan.

**REFERENCES:**

1. Muallim al Insha, Al Nadwi Publishers, Lucknow.

**COURSE OUTCOMES:**

On successful completion of the course, students will be able to

- write Arabic Alphabets
- demonstrate reading and writing techniques
- analyze handwritten text and translation

**Board of Studies (BoS) :**

12<sup>th</sup> BoS of SAIS held on 05.07.2021

**Academic Council:**

17<sup>th</sup> AC held on 15.07.2021

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO 10	PO 11	PO 12	PS O1	PS O2	PSO 3
CO1					L										
CO2															
CO3		H						M							
CO4															
CO5										H					

**Note:** L - Low Correlation    M - Medium Correlation    H - High Correlation

SDG 4: Developing Language skill

Statement: The quality teaching of Arabic language enhances the communication skill of the citizens.

<b>ISD 1127</b>	<b>ADVANCED ARABIC COMPREHENSION</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>SDG: 4</b>		<b>2</b>	<b>0</b>	<b>0</b>	<b>2</b>

**COURSE OBJECTIVES:**

The course aims to teach:

- Writing skill in Arabic with punctuation marks.
- Sentence – making: nominal and verbal
- translation skill and paragraph writing and letter writing

**MODULE I INTRODUCTION AND IMPORTANCE OF ARABIC****INSHA AND TA'BIR – PUNCTUATION MARKS (علامات الترقيم) 10**

Comma – Column - Semi column - full stop — question mark – exclamation mark – parentheses – quotation mark. Hamzah wasl and Hamzah Qata' (همزة الوصل والقطع) – Yaa Mu'jama and Yaa Muhmalah - Making Arabic Phrases: Mudhaaf and Mudhaaf Ilaihi (المضاف والمضاف إليه) - Na't and Man'ut (النعت والمنعوت)

**MODULE II SENTENCE MAKING****10**

Nominal Sentences (الجملة الاسمية) – verbal sentences (الجملة الفعلية) – using Inna and its sisters with sentences (إن وأخواتها) – using Kaana and its sisters with sentences (كان وأخواتها) – using prepositions with sentences (حروف الجر) - and (أولاً ، الآن ، لا بد ، في الحاجة ، هنا وهناك )

**MODULE III TRANSLATION & WRITING PARAGRAPH AND LETTERS 10**

Translating Arabic to English and vice versa - diary writing - paragraph writing for various situations: in a beach (في شاطئ البحر), in a bus (في الحافلة), in a train (في القطار), in a classroom (في المدرسة), in a medical shop (في الصيدلية), in a hotel (في الفندق) etc. Personal letters: to father, mother, brother, friend etc. (الرسائل الشخصية) - official letters: to the principal seeking admission in the school/college (الرسائل الرسمية) – letter to the manager of company seeking job etc.

**L – 30; Total Hours – 30****TEXT BOOKS:**

1. Dr. Naif Kharma, Dr. Abdur Rawoof Zuhdi, Dr.Saamy Abu Zaid, Mahaaraat al Kitabah al Arabiyya, Jamia Isra, Jordan.

**REFERENCES:**

1. Syed Mohammed Rabi Hasani Nadwi, Muallim al Insha (Part II & III), Nadwatul Ulama, Lucknow, India.

**COURSE OUTCOMES:**

On successful completion of the course, students will be able to

- exercise writing skill in Arabic with punctuation marks.
- create Sentence – making: nominal and verbal
- translate and write various letters in Arabic

**Board of Studies (BoS) :**

12<sup>th</sup> BoS of SAIS held on 05.07.2021

**Academic Council:**

17<sup>th</sup> AC held on 15.07.2021

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO 10	PO 11	PO1 2	PSO 1	PSO 2	PSO 3
CO1					L										
CO2															
CO3		H						M							
CO4															
CO5										H					

**Note:** L - Low Correlation    M - Medium Correlation    H - High Correlation

SDG 4: Developing Language skill

Statement: The quality teaching of Arabic language enhances the communication skill of the citizens.

**SEMESTER II**

<b>ISD 1211</b>	<b>BASIC COMMUNICATIVE ARABIC</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>SDG: 4</b>	<b>LANGUAGE</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

**COURSE OBJECTIVES:**

The course aims to teach:

- communication in the situations of marketing clothes, food, etc.
- vocabulary about the climates, seasons and hold telephonic conversations
- vocabulary related to various games, students' associations.
- communicative discussions about ticket booking, confirmation, passport procedures and resident permits.
- vocabulary related to illness, numbers and communication with doctors.

**MODULE I****9**

Lesson 9: marketing (التسويق) –vocabulary related to marketing clothes, food, different types of contracts, conversation about price, marketing, subject and predicate (المبتدأ والخبر), using interrogating form of (بكم - أي)

**MODULE II****9**

Lesson 10: climate (الجزء) – vocabulary related to climate of different places, climate seasons, discussion question and answers – telephonic conversations – order (فعل المضارع – interrogative form (كيف) - negative form of (الأمر

Lesson 11: people and places (الناس والأماكن) – vocabulary related to people and places, colours, feminine gender – place of work – transportation – question and answer – past tense – usage of articles (استخدام الحروف: في – إلى – من - مع)

**MODULE III****9**

Lesson12 : hobby (الهوايات) - vocabulary related to various games, students' associations – adjectives and synonyms – (الفعل المضارع المسند إلى ياء المخاطبة – الإشارة)

**MODULE IV****9**

Lesson:13 travel (السفر) - vocabulary related to ticket booking – confirmation – passport procedures – resident permits (الحجز والتأكيد والجوازات والإقامة) – lost luggages – four directions – conversation about services – seeking information of luggage lost.

Lesson:14 haj and umrah (الحج والعمرة) - vocabulary related to haj and umrah – expression of arabic numbers – procedures of umrah and haj – (الاستفهام : متى – كيف – )  
(بم أين



**MODULE V****9**

Lesson 15: health (الصحة) - vocabulary related to illness – numbers 100 and 1000 – doctor's visit – communication with doctor – (الاستفهام : لماذا)

Lesson 16: vacation (العطلة) - vocabulary related to holidays – festivals – travel – spending holidays – Arabic months – interrogative form ( أين، المضارع مع ) (الاستفهام: كم – أين، المضارع مع ) (واو الجماعة: ستقضون)

**L – 45; Total Hours – 45****TEXT BOOKS:**

1. Al Lughathul Arabiya (اللغة العربية ، الصف الأول ، الجزء الأول), Part I, Bukhari Aalim Arabic College, 2004.

**REFERENCES:**

1. Dr. F. Abdur Raheem, Durus Al Lugathil Arabiyya, Islamic Foundation Trust, Chennai, 2002.
2. Al Qirathul Arabiyya Lil Muftadiyeen (Ummul Qura University, Makkah), Bukhari Aalim Arabic College, 2005.

**COURSE OUTCOMES:**

At the end of the course, the student is expected to:

- communicate in the situation of marketing clothes, food, etc.
- discuss about the climates, seasons and hold telephonic conversations
- identify vocabulary related to various games, students' associations.
- make communicative discussions about ticket booking, confirmation, passport procedures and resident permits.
- recognize vocabulary related to illness, numbers and communication with doctors.

**Board of Studies (BoS) :**12<sup>th</sup> BoS of SAIS held on 05.07.2021**Academic Council:**17<sup>th</sup> AC held on 15.07.2021

	PO1	PO 2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO 10	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	M			H									M		
CO2	M			H									M		
CO3	M			H									M		
CO4	M			H	M								H		
CO5	M			H	M								H		

**Note:** L - Low Correlation M - Medium Correlation H -High Correlation

#### SDG 4: Developing Language skill

Statement : The quality teaching of Arabic language enhances the communication skill of the citizens.

<b>ISD 1221</b>	<b>ADVANCED COMMUNICATIVE</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>SDG: 4</b>	<b>ARABIC</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

**COURSE OBJECTIVES:**

The course aims to teach / impart

- communicative skill through basic sentences and basic grammar
- speaking skills effectively in contexts of basic conversation and role- plays
- using of basic grammatical categories and its functions appropriately
- reading, writing in communication
- situational Communication of day to day activities

**MODULE I LESSON: AL MU'JIZAH AL KHALIDHA & YAWMUN FI HAYATHI NASHIYIN** المعجزة الخالدة & يوم في حياة الناشئين **9**

Lesson 1 & 2 titled Introduction to communicative Arabic involving sentence patterns including Kaana wa Akhawathuha (كان وأخواتها) - Inna and her sisters' particles (إن وأخواتها) – Different types of khabar (أنواع الخبر)

**MODULE II LESSON: AQALLIYATHUNA FIL AALAM** أقليتنا في العالم **9**

Practicing communication as given in the lessons: Aqalliyathuna Fil Aalam – continuance of kinds of predicates (أنواع الخبر) – preference to prediacte – تقديم خبر – المبتدأ

**MODULE III LESSON: ADHAWATHUS SHARTHI GHAIRIL JAZIMA** أدوات الشرط غير الجازمة **9**

Communicative practice involving conditional particle (أدوات الشرط غير الجازمة) – prophetic tradition (أقتران الجواب - السنة النبوية) – association of response.

**MODULE IV LESSON: AL ATHFALU WAL QIRA'TH** الأطفال والقراءة - **9**

kanaa and its sisters (كان وأخواتها) - the verbs passing on Nasab to two accusative objects (أفعال التي تنصب مفعولين) - Practicing day to day communication - Dropping Hamza (همزة الوصل)

**MODULE V LESSON: HIJRATHUL UQOOL** هجرة العقول - **9**  
**LESSON: AN NAWADIR WATHURAF** النوادر والترف -

- Thaba Nawmukum Wa Thaba Yawmukum (طاب نومكم وطاب يومكم) - Diptote Noun (الممنوع من الصرف) - Developing writing skill through the lessons: An Nawadhir wa athuraf – Substitute (البدل) – emphasis (التوكيد)

**L – 45; TOTAL HOURS – 45**

**TEXT BOOKS:**

1. Al Lugathul Arabiyya, Volume III, Part II, Kilakarai Bukhari Aalim Arabic College, 2017.

**REFERENCES:**

1. Al Arabiya Lin Nashiyeen (Education Ministry, K.S.A.), Bukhari Aalim Arabic College, 2005.
2. Dr. F. Abdur Raheem, Durus Al Lugathil Arabiyya, Islamic Foundation Trust, Chennai, 2002.
3. Al Qirathul Arabiyya Lil Muftadiyeen (Ummul Qura University, Makkah), Bukhari Aalim Arabic College, 2005.

**COURSE OUTCOMES:**

At the end of this course, the students will be able to

- demonstrate routine written situational conversation in Arabic to an intermediate level.
- apply intermediate level of oral skills in Arabic speaking situations.
- demonstrate appropriate application of Arabic grammar and vocabulary
- develop reading, writing and listening skills in the real-life situation
- converse in Arabic at the low beginning level

**Board of Studies (BoS) :**

12<sup>th</sup> BoS of SAIS held on 05.07.2021

**Academic Council:**

17<sup>th</sup> AC held on 15.07.2021

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO 10	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1				H							L				
CO2				H							H				
CO3	M			H							L				
CO4	H			H							H				
CO5	M			H							H				

**Note:** L - Low Correlation    M - Medium Correlation    H - High Correlation

SDG 4: Developing Language skill

Statement: The quality teaching of Arabic language enhances the communication skill of the citizens.

<b>ISD 1218</b>	<b>ENGLISH LANGUAGE II</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>SDG: 4</b>		<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

**COURSE OBJECTIVES:**

COB1: To enable students to read, comprehend and appreciate the value of literature to life

COB2: To help them acquire language skills through Literature

COB3: To develop LSRW skills through practice in variety of contexts

COB4: To improve their vocabulary and correct English usage

**MODULE I****9**

- The Second Coming – W. B. Yeats – "If—" by Rudyard Kipling
- Expressing one's opinion /Asking for others" opinion, agree, disagree
- Movie / Book Review, Slogan Writing
- Modals, Prepositions
- Business Vocabulary (advertisements, sales)

**MODULE II****9**

- "Where the Mind is Without Fear" (Gitanjali 35) - Rabindranath Tagore, "The Guest House" by Rumi
- For understanding speaker's opinion How books can open your mind by Lisa Bu. (6.16 minutes)
- To understand the meaning and purpose of short texts (mails, memos)
- Email Writing, Memo writing
- If Clause Vocabulary: Finance vocabulary

**MODULE III****9**

- "The Civilization of To-day" – C.E.M. Joad, "The Gift of the Magi" by O. Henry
- Reading Comprehension: Digital habits across generations (learn English)
- Discussions
- Fax
- Relative Clause - Collocations – verb-noun collocations

**MODULE IV****9**

- “The Sparrows” - K. A. Abbas, "The Road Not Taken" by Robert Frost
- Making small talk
- Job Application Letter
- Voice
- Employment vocabulary

**MODULE V****9**

- “First Confession”– Frank O’ Connor, "Of Studies" by Francis Bacon:
- Listening and taking short notes - Inspirational lesson for lifetime - How to manage failure and success by Dr. APJ (8.21 minutes)
- Report Writing – Survey Reports
- Reported Speech
- Collocation sets about time and money

**L – 45; Total Hours – 45****REFERENCES:**

1. Guy Brook-Hart, Business Benchmark Upper- Intermediate Student’s Book, CUP, 2006.
2. S. Mythili, V. Kadambari. Ed. Plumes of Many Colours: A Collection of Short stories, Blackie Books, 1994.
3. Sriraman. T. Macmillan College Prose, Laksmi Publications, 2015.
4. Swan. M. Practical English Usage, OUP, 2005.
5. Whitby, Norman. Business Benchmark: Pre-intermediate to Intermediate, 2<sup>nd</sup> Edition, CUP, 2014.
6. <https://learnenglish.britishcouncil.org/skills/reading/intermediate-b1/themartian-a-book-review>
7. <https://learnenglish.britishcouncil.org/skills/reading/intermediate-b1/digitalhabits-across-generations>
8. <https://www.youtube.com/watch?v=6ibCtsHg3Y>
9. <https://www.youtube.com/watch?v=7E-cwdnsiow>

**COURSE OUTCOMES:**

- CO1: Respond to literary texts efficiently
- CO2: Appreciate and critically analyse literary texts
- CO3: Display effective LSRW skills in academic and professional contexts

CO4: Demonstrate a range of appropriate vocabulary in a variety of situations

CO5: Communicate effectively using grammatically correct language.

**Board of Studies (BoS):**

17<sup>th</sup> BoS of SAIS held on 25.07.2024

**Academic Council:**

22<sup>nd</sup> ACM held on 04.09.2024

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO10	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1				L									L		
CO 2				H									M		
CO 3				M									H		
CO 4				H									M		
CO 5				H									H		

**Note:** L - Low Correlation    M - Medium Correlation    H - High Correlation

**SDG: 4** – Useful and constructive knowledge

Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

This course helps the students to read, comprehend and appreciate the value of literature to life. It also helps them to enrich LSRW skills in academic and professional contexts.

<b>ISD 1213</b>	<b>QURAN EXEGESIS: AL BAQARA-II</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>SDG: 1</b>		<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**COURSE OBJECTIVES:**

The course aims to teach

- incident of Qiblah change and the response of the hypocrites
- Allah's bounties and rules related to the punishment of murderers and Quranic guidance on Fasting in Ramadan
- Quranic guidance on rules of Hajj
- the rules related to the laws of divorce and History of Prophet David and his victory and the importance of fighting for the cause of Allah
- Quranic guidance on Prohibition of usury (Riba) and its bad effects

**MODULE I CHAPTER AL BAQARAH (VERSE NO. 130 – 164) 12**

The change of Qiblah and the response of the hypocrites and ignoramus - حدثتة تحويل هذه قبلة للعالمين, Believers will be tried but they should remain firm and steadfast and must face the trials with patience and prayers. - والمؤمنون يفتنون ولكنهم يستعينون بالصبر والصلاة. Allah's signs and His bounties are far and wide. آيات الله موجودة في كل مكان.

**MODULE II CHAPTER AL BAQARAH (VERSE NO; 165 – 193) 12**

The polytheists and idolaters are misplacing their loyalties - Believers should consume good and permissible food and should never follow the steps of the devil- The true piety and righteousness. Some rules related to the punishment of murderers. The rules of bequests - Fasting and Ramadan: صيام في رمضان The objectives of fasting and its rules أغراض الصيام أحكامه - Fighting those who expelled Muslims from their homes. الجهاد مع الذين أخرجوا المسلمين من بيوتهم.

**MODULE III CHAPTER AL BAQARAH (VERSE NO; 194 – 219) 12**

Directions of performing Hajj, الحج, لا لارفت ولا جدال, No quarrels during Hajj, توجيهاً لأداء الحج, rather seek God's bounty when you return from Hajj. وابتغوا من فضل الله حين. All human beings were initially one community. Divisions came later. كن Be generous and defend yourself and your faith, كان الناس أمة واحدة واماختلفوا إلا من بعد. Some important questions answered: الحرب أجوبة لبعض أسئلة الهامة: War in the sacred months, الصدقة, الخمر والميسر, الجهاد في الشهر الحرام, الأيتام money. الأيتام

**MODULE IV CHAPTER AL BAQARAH (VERSE NO; 220 – 252) 12**

divorced women and their situation, حالات المطلقة, The laws of divorce, أحكام الطلاق - النكاح مع المطلقة, Rules on the remarriage of the divorced women or the widowers,



الأحكام الإضافية المتعلقة بالطلاق - Struggling in the cause of Further rules of divorce. والأرملة  
 God: الله في سبيل الله two examples from history- Israelites under the leadership of  
 Prophet Moses – peace be upon him, Under the leadership of Prophet David –  
 peace be upon him- داوود عليهما السلام - the victory came over  
 the forces of Goliath, فتح جالوت - Emphasis on charity. الله في سبيل الله الحظ في انفاق

## MODULE V CHAPTER AL BAQARAH (VERSE NO; 254 – 282) 12

To Allah belongs everything. كل من الله والله His Throne extends to heaven and earth.  
 لا اكراه في الدين. الله brings out people from darkness unto light, نور  
 Allah blesses charity: الله يكرم أهل الإنفاق - Prohibition of usury (Riba) and its bad effects on  
 individuals and society, تحريم الربا وتأثيره السلبي في الفرد والمجتمع  
 transactions, أحكام الدين - Conclusion and prayer: Everything in the heaven and earth  
 belong to Allah, الله ما في السموات والأرض

**L – 60; TOTAL HOURS – 60**

### TEXT BOOKS:

1. Al Hafiz Ibn Katheer, Tafseer Ibn Katheer, Beirut, Lebanon, 2nd Edition 1998.

### REFERENCES:

1. Dr. Muhammad Syed Thanthavi, Tafseer Al Waseeth, Egypt, 1996.

### COURSE OUTCOMES:

At the end of the course, the student is expected to:

- discuss the incident of Qiblah change and the response of the hypocrites
- describe Allah's signs and His bounties and rules related to the punishment of murderers and Quranic guidance on Fasting in Ramadan
- illustrate Quranic guidance on rules of Hajj
- explain the rules related to the laws of divorce and History of Prophet David and his victory and the importance of fighting for the cause of Allah
- demonstrate Quranic guidance on Prohibition of usury (Riba) and its impact

### Board of Studies (BoS) :

12<sup>th</sup> BoS of SAIS held on 05.07.2021

### Academic Council:

17<sup>th</sup> AC held on 15.07.2021

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO 10	PSO1	PSO2	PS O3	PS O4	PS O5
CO1	M		M					M			H				
CO2	H		M					M			H				
CO3	H		H								H				
CO4	H		H								H	M			
CO5	H		H								H	H			

**Note:** L - Low Correlation    M - Medium Correlation    H - High Correlation

SDG 1: A Quranic study on eradication of poverty

Statement: Zakath system and prohibition of usury aim at eradication of poverty

<b>ISD 1214</b>	<b>HADEETH – TEACHINGS OF PROPHET</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>SDG: 16</b>		<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**COURSE OBJECTIVES:**

The course aims to teach / impart

- branches of Faith
- characteristics of Hypocrites and Affairs of Shaitan
- Qadr (Destiny), Allah's Will & Happenings inside the grave
- Halal, Haram and Bid'ah (Innovation) in religion
- benefits of Knowledge, Acquiring religious knowledge and Useful Knowledge

**MODULE I HADITH NO: 1-48 12**

Intention (النية) – Branches of the Faith (شعب الإيمان) – Love of Prophet (PBUH) (محبة الرسول صلى الله عليه وسلم) – Basics of Faith (أسس الإيمان) – Conditions of Faith (شروط الإيمان) – Excellence of the word "La Ilaha Illallah" (فضيلة كلمة) – Definition of Faith (تعريف الإيمان)

**MODULE II HADITH NO: 49-78 12**

Grave Sins (المعاصي الموبقات) – Characteristics of Hypocrites (علامات المنافقين) – Pertaining to evil suggestions or promptings (الدوافع الشريرة والوسوسة) – Shaitan circulates in the body of a human being (الشيطان يجري مجرى دم الإنسان) – Affairs of Shaitan. (غدر الشيطان)

**MODULE III HADITH NO: 79-130 12**

Kitab al Qadr (كتاب القدر) - (Destiny) (قدر) – Allah turns the hearts (واالله مقلب القلوب) – Creation of Adam (خلق آدم عليه السلام) – Prophet's prohibition against argument about destiny (تحذير الرسول عن السؤال عن القدر) – Al Qadriyya. (القدرية) - Allah's ordinance for every servant (أحكام الله للعباد) – Nothing will happen without Allah's will (لا حول ولا قوة إلا بالله) – Confirmation of the torment in the graveyard (شواهد عذاب) – Happenings inside the graveyard (أحوال القبر) – Punishment inside the graveyard (عذاب القبر)

**MODULE IV HADITH NO: 131- 197 12**

Adhering strictly to the Holy book and the Sunnah (التمسك بالكتاب والسنة) – Prophet's prohibition against the disputations. (تحذير النبي عن الجدل) - The permissible and the prohibited (الحلال والحرام) – (Innovation) in religion (بدعة في الدين) - Only one sect will enter the Paradise (قوم واحد يدخل الجنة) – Follow the great mass (اتبعوا السواد الأعظم) – Prophet's warning against separation from Ummah. (تحذير النبي عن الانحراف والشذوذ) (من الأمة)

**MODULE V HADITH NO: 198 - 280****12**

Book of knowledge (كتاب العلم) – Benefits of Knowledge (فوائد العلم) – Superiority of a Scholar (شرف العالم ورفعته) – Excellence of searching for knowledge (فضيلة طلب العلم) – Prophet's warning against personal opinion in religion (تحريم النبي الرأي) – Acquiring religious knowledge (الحصول على علم الدين) – Useful Knowledge (العلم النافع)

**L – 60; Total Hours – 60****TEXT BOOKS:**

1. Allama Mohammed bin Abdullah al Khateeb Thabrezi, Mishkaatul Masaabeeh, Al Maktab al Islami, Beirut, Lebanon, 1985.
2. Abdul Hameed Siddiqui, Mishkaat Al Masabih: Translated and Annotated, Kitab Bhavan, Delhi, India, 4<sup>th</sup> Edition, 2000.

**REFERENCES:**

1. Allama Ibn Sulthan Mohamed (Mullah Ali Qari), Mirqaat al Mafaateeh, Darul Fikr, Lebanon, 1994.

**COURSE OUTCOMES:**

At the end of the course, the student will be able to

- summarize the branches of Faith
- discuss about the Characteristics of Hypocrites and Affairs of Shaitan
- demonstrate the Qadr (Destiny) and Happenings inside the grave
- list the Halal, Haram and Bid'ah (Innovation) in religion
- quote the Benefits of Knowledge, Acquiring religious knowledge and Useful Knowledge

**Board of Studies (BoS) :**12<sup>th</sup> BoS of SAIS held on 05.07.2021**Academic Council:**17<sup>th</sup> AC held on 15.07.2021

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1					L										
CO2		L	M												
CO3		H					M								
CO4			H				M								
CO5	H									H					

**Note:** L - Low Correlation M - Medium Correlation H - High Correlation

SDG: 16 – Prophetic guidance promotes peace, justice in the community.

Statement: Prophetic guidance guides the society towards well being.

<b>ISD 1215</b>	<b>ISLAMIC DOCTRINE: AQEEDAH</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>SDG: 16</b>		<b>2</b>	<b>0</b>	<b>0</b>	<b>2</b>

**COURSE OBJECTIVES:****The course aims to teach**

- basic doctrines of God, His attributes and Prophets.
- sacred books, the angels, proper belief on the hereafter and Angels.
- love of the Prophet and his righteous Caliphs, Resurrection and judgment, Heaven and Hell

**MODULE I GOD AND HIS ATTRIBUTES& PROPHETS 10**

An Introduction to Islamic Aqeedah مقدمة العقيدة الإسلامية - Oneness of God – التوحيد - Attributes (Sifaat) of Allah صفات الله - Al Qidam wal Baqaa -القديم والبقاء - Al Hayah. الحياة Creation and sustenance والرزق والخلق - Al Imaatah wal Ba's -الإمامة والبعث - Al Ajaal -الأجل - Definition of Huda wal Dhalal الهدى والضلال - The final Messenger of Allah خاتم النبي

**MODULE II HOLY BOOKS 10**

The Holy Quran: Words of Allah not created. القرآن كلام الله غير مخلوق. Al Israa' wal Mi'raaj والمعراج -الإسراء - الشفاعة - Al Shafa'a - The previous Messengers and sacred books أولياء الرحمن -أولياء الرحمن - The six pillars of Iman أركان الستة للإيمان -أركان الكبائر -أهل الكبائر - Al Sunnah wal Jama'h. السنة والجماعة

**MODULE III UNSEEN AND HEREAFTER 10**

Al Arsh wal Kursi والعرش والكرسي - Al Lawhul Mahfoodh اللوح المحفوظ - The Angels -ملك الموت - punishment في الملأكة - Al Kiraam al Kaatibeen الكرام الكاتبين - Malakul Mawt -أفعال العباد - Love of Prophet محبة الرسول - The four righteous Khulafa الخلفاء الأربعة الراشدين - Al ba's wal Hisaab wal Sirathu and Meezaan البعث والحساب والصراط والميزان - Heaven and Hell الجنة والنار

**L – 30; TOTAL HOURS – 30****TEXT BOOKS:**

1. Imam Thahawi, Al Aqeedah al Thahaawiya, Dar ibn Hazm, Beirut 1998.

**REFERENCES:**

1. Al Gamidi, Sharah Tahawiyya, Darul Nashr wat Tawzee', First Edition, K.S.A., 2000.
2. Sa'duddin Taftazani, Sharah Aqaeedun Nasafiyya, Deoband, India.

**COURSE OUTCOMES:**

At the end of the course, the student is expected to

- define the basic doctrines of God, His attributes and Prophets.
- defend the Sacred books, the angels, proper belief on the hereafter and Angels.
- discuss the love of the Prophet and his righteous Caliphs, Resurrection and judgment, Heaven and Hell.

**Board of Studies (BoS) :**

12<sup>th</sup> BoS of SAIS held on 05.07.2021

**Academic Council:**

17<sup>th</sup> AC held on 15.07.2021

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO 10	PO1 1	PO 12	PS O1	PS O2	PS O3
CO1	H				L										
CO2	M														
CO3	M	H						M							
CO4	M														
CO5	M									H					

**Note:** L - Low Correlation    M - Medium Correlation    H - High Correlation

SDG 16: Faith in God is a base for a peaceful and just society.

Statement: Faith in God, scriptures and hereafter help mankind to build a peaceful and just society.

<b>ISD 1216</b>	<b>ADVANCED ARABIC GRAMMAR</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>SDG 4</b>		<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

**COURSE OBJECTIVES:**

The course aims to teach

- various kinds of verbs and their structures
- grammatical rules of subject and predicate
- rules Genitive construction *Idhafa* and declinable and indeclinable nouns
- rules of Particles: conditions and swearing
- rules of different types of root word (Infinitive)

**MODULE I VERBS AND THEIR STRUCTURES 9**

Syntax of etymology (الميزان الصرفي) nouns with verbal effort (أسماء الأفعال) - the weak verb and its rules (الفعل المعتل وأحكامه) - emphasis of verb (توكيد الفعل) - *ni'ma, bi'sa & fi'laa al ta'ajjub* (نعم وبئس وفعلا التعجب) - gender conjugation with doer (تأنيث الفعل للفاعل)

**MODULE II SUBJECT AND PREDICATE 9**

Substitute of the doer of the verb (نائب الفاعل) - subject and predicate (المبتدأ والخبر) - omission of the subject (حذف المبتدأ) - omission of the predicate (حذف الخبر) - precedence of the subject (تقديم المبتدأ) precedence of the predicate (تقديم الخبر) - *in, maa, laa and laata al mushabbahaath bi laisa* (إن، ما، لا، لات المشبهات بليس) - Addition of *baa* with the predicate of *laisa* and *afa'al al muqaraba* (زيادة الباء في خبر ليس و أفعال) - *Thakhfeefinna* and its sisters (تخفيف إن وأخواتها) - denial of *inna* (كف إن) - substitution for infinitive / verbal noun (نيابة عن المصدر)

**MODULE III GENITIVE CONSTRUCTION (IDHAF) 9**

Genitive construction *idafa* (الإضافة) - verbal and actual genitive construction (الإضافة لفظية والمعنوية) - genitive construction to *yaa* of first person (الإضافة إلى ياء) - declinable and indeclinable (المعرب والمعرّب) - indeclinable in verbs (المبني من) - indeclinable in nouns (المعرب من الأفعال) - (الأسماء)

**MODULE IV PARTICLES 9**

Association of *baa* in the response of condition particle (اقتران جواب الشرط بالفاء) - the conjunctions (العطف) - combining of conditional and promise particles (اجتماع) - omission of conditional and response (حذف الشرط والجواب) - the jussive in present tense (جزم الفعل المضارع) - conditional particles of jussive and non jussive case, (أدوات الشرط الجازمة وغير الجازمة) - fixed and derivative (الجامد والمشتق)

**MODULE V INFINITIVE****9**

Infinitive (مصدر) – infinitives of three letter originated verbs (مصادر الأفعال الثلاثية)-  
 infinitives of four letter originated verbs (مصادر الأفعال الرباعية) - making effort of  
 infinitive -إعمال المصدر - infinitive with *meem* (المصدر الميمي) - al marrah wal hai'a.( المرة  
 والهيئة) - syntaxes of *marrah wal hai'a*

**L – 45; TOTAL HOURS – 45****TEXT BOOKS:**

1. Khan, Abdul Sattār, *Arabic Tutor* (A Translation of *Tashīl al-Adab Fi Lisān al-'Arab*), Vol. III, Tr., Ebrāhīm Muḥammad, 1<sup>st</sup> Ed., Camperdown, SA: Madrasah In'āmīyah, 2007

**REFERENCES:**

1. Ali Al Jarim & Mustafa Ameen, *Al Nahw Al Wadhih* by (Secondary- Part: I (Second Half) & II (First Half), Danish Book Depot, Delhi, India
2. Ahmed bin Ibrahim Musthafa Al Hashimi, *Al Qawaid al Asaasiya Lillughathil Arabiya*, KSA, 2000.

**COURSE OUTCOMES:**

On successful completion of the course, students will be able to

- identify various kinds of verbs and their structures
- apply the grammatical rules of subject and predicate
- recognize rules of genitive construction-*Idhafa*
- examine the rules of Particles: conditions and swearing
- demonstrate the rules of different types of root word

**Board of Studies (BoS) :**

12<sup>th</sup> BoS of SAIS held on  
05.07.2021

**Academic Council:**

17<sup>th</sup> AC held on 15.07.2021

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO 10	PO1 1	PO1 2	PSO 1	PSO 2	PSO 3
CO1	L			L	L										
CO2	M			M	L										
CO3	M	H		M	L			M							
CO4	M			M	L										
CO5	M			M	L					H					

**Note:** L - Low Correlation M - Medium Correlation H - High Correlation

SDG 4: Developing Language skill

Statement: The quality teaching of Arabic language enhances global level communication and skill of the citizens



<b>ISD 1226</b>	<b>PROGRESSIVE ARABIC GRAMMAR</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>SDG 4</b>		<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

**COURSE OBJECTIVES:**

The course aims to teach

- various kinds of verbs and their structures.
- grammatical rules of subject and predicate.
- kinds of verbs almuqaarabah and rules applicable for Inna wa Laisa
- rules of possession and declinable and indeclinable nouns
- rules of conditions and swearing and types of root word

**MODULE I TEXT BOOK PART ONE – (LESSON 1 TO 11) 7**

Syntax of etymology (الميزان الصرفي) (- Nouns with verbal effort -أسماء الأفعال - The Weak Verb and its rules -توكيد الفعل - Ni'ma, Bi'sa & Fi'laa al Ta'ajjub -نعم وبئس وفعلا التعجب Gender Conjugation with doer -تأنيث الفعل للفاعل

**MODULE II TEXT BOOK PART ONE (LESSON 12 TO 20) 8**

Substitute of the Doer of the Verb (نائب الفاعل) -subject and predicate -المبتدأ والخبر -حذف الخبر -Omission of the subject -حذف المبتدأ -Omission of the predicate -تقديم الخبر - Predilection for the subject -In, Maa, Laa and Laata Al Mushabbahaath bi laisa. إن، ما، لا، لات المشبهات بليس

**MODULE III TEXT BOOK PART ONE (LESSON 21 TO 27) 8**

Addition of *baa* with the predicate of *Laisa* and *Afa'al Al Muqaraba* (زيادة الباء في خبر) -كف Denial of Inna - تخفيف إن وأخواتها - *ThakhfeefInna* and its sisters - (ليس و أفعال المقاربة - نيابة عن المصدر - إن - substitution for infinitive / verbal noun

**MODULE IV TEXT BOOK PART ONE (LESSON 28 TO 32) AND TEXT BOOK PART TWO (LESSONS 1 TO 9) 10**

Genitive construction *Idafa* (الإضافة) – verbal and actual Genitive construction -الإضافة إلى ياء المتكلم إلى ياء المتكلم -الإضافة لفظية والمعنوية -المبني من الأفعال -المبني والمعرب -Indeclinable in verbs -المعرب من الأفعال -Indeclinable in nouns -المبني من الأسماء -The conjunctions (اقتران جواب الشرط بالفاء) - Association of *Baa* in the response of condition particle -العطف

**MODULE V TEXT BOOK PART TWO (LESSONS 10 TO 20) 14**

concourse of conditional and promise particles (اجتماع الشرط والقسم) – omission of conditional and response -حذف الشرط والجواب - جزم الفعل - the jussive in present tense

أدوات الشرط الجازمة وغير , conditional particles of jussive and non-jussive case -المضارع  
 الجازمة -stagnant derived والمشتق - Infinitive (مصدر) – Infinitives of three letter  
 originated verbs مصادر الأفعال الثلاثية - Infinitives of four letter originated verbs  
 المصادر الرباعية - Making effort of infinitive إعمال المصدر - Infinitive with Meem الميممي  
 - Al Marrah wal Hai'a. (المرّة والهيئة) - syntaxes of *Marrah wal Hai'a*

**L – 45; TOTAL HOURS – 45**

**TEXT BOOKS:**

1. Ali Al Jarim & Mustafa Ameen, Al Nahw Al Wadhih (Secondary- Part: I (Second Half)) & Part: II (First Half), Danish Book Depot, Delhi, India

**REFERENCES:**

1. Ahmed Ibn Ibrahim Musthafa Al Hashimi, Al Qawaid al Asaasiya Lillughathil Arabiya, KSA, 2000.

**COURSE OUTCOMES:**

On successful completion of the course, students will be able to

- identify various kinds of verbs and their structures.
- apply the grammatical rules of subject and predicate.
- discuss the kinds of verbs almuqaarabah and rules applicable for Inna Wa Laisa
- recognize rules of possession and declinable and indeclinable nouns
- examine the rules of conditions, swearing and rules of different types of root word

**Board of Studies (BoS) :**

12<sup>th</sup> BoS of SAIS held on 05.07.2021

**Academic Council:**

17<sup>th</sup> AC held on 15.07.2021

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO 10	PO1 1	PO 12	PSO 1	PSO 2	PSO 3
CO1	M			M	L										
CO2	M			M	M										
CO3	M	H		M	M			M							
CO4	H			M	H										
CO5	H			M	H	L				H					

**Note:** L - Low Correlation M - Medium Correlation H - High Correlation

SDG 4: Developing Language skill

Statement: The quality teaching of Arabic language enhances global level communication and skill of the citizens

<b>ISD 1217</b>	<b>ISLAMIC HISTORY: SEERAH AND</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>SDG 11</b>	<b>CALIPHATE PERIOD</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

**COURSE OBJECTIVES:****The course aims to impart**

- early history of Muslim Ummah during the Prophet period
- history of Muslim Ummah during the first Caliph Abubakr
- achievements of second Caliph Umar bin Khattab during his later period
- biography of third Caliph Usman bin Affan and his achievements
- Islamic history during the fourth Caliph Ali ibn Abi talib and political turmoil

**MODULE I LIFE OF MUHAMMAD (PBUH) 9**

Early life of Muhammad (Pbuh) – أوائل الأيام في حياة محمد صلى الله عليه وسلم – Prophethood النبوة  
 – Impact of revelation in the Meccan Society – تأثير الوحي على المجتمع المكي – Migration to  
 Habasha – الهجرة إلى حبشة – Migration to Medina – الهجرة إلى المدينة المنورة – Establishment of  
 Muslim Ummah – تأسيس الأمة الإسلامية – Military conflicts with Quraish, Romans and  
 Persians – الكفاحات العسكرية مع قريش والرومان والفرس – حجة الوداع. Hajjathul Wida.

**MODULE II BEGINNING OF CALIPHATE 9**

Beginning of Caliphate – Selection of Abu Bakr (ra) – انتخاب أبي بكر للخلافة – Brief  
 biography of Abu Bakr (Ra) – الشيم الفائقة – ترجمة موجزة لأبي بكر – Special qualities of Abu Bakr  
 – Usama's Army – جيش أسامة – The War against the Apostates – قتال  
 – جمع القرآن – Compilation of Quran – قتال مع المتنبئين الكذبة – Fight against false prophets – المرتدين  
 – فتوح العراق والشام في زمن أبي بكر (Ra) – Conquests of Iraq and Shaam in the period of Abu Bakr (Ra)  
 – وفاة أبي بكر (Ra) – Demise of Abu Bakr (Ra)

**MODULE III UMAR IBN KHATTAB'S SELECTION AND HIS ACHIEVEMENTS 9**

Selection of Umar Ibn Khattab (Ra) as caliph – Brief  
 biography of Umar Ibn Khattab (Ra) – ترجمة موجزة عمر بن الخطاب رضي الله عنه  
 – إنجازات عمر بن الخطاب – Achievements of Umar Ibn Khattab (Ra). – إنجازات عمر بن الخطاب  
 – Special attributes of Umar Ibn Khattab (Ra) – فتوحات وعدل عمر ابن الخطاب رضي الله عنه  
 – Examples for Justice of Umar Ibn Khattab (Ra) – مزايا خاصة لعمر بن الخطاب رضي الله عنه  
 – Assassination of Umar Ibn Khattab (Ra) – نماذج لعدل عمر بن الخطاب رضي الله عنه  
 – عثمان بن عفان رضي الله كخليفة – Usman Ibn Affan (Ra) as Caliph – اغتيال عمر بن الخطاب رضي الله  
 – مزايا خاصة عثمان بن عفان رضي الله. – Special qualities of Usman Ibn Affan (Ra).

**MODULE IV CALIPH USMAN IBN AFFAN (RA) 9**

Brief biography of Usman Ibn Affan (Ra) – Victories in  
 the period of Usman Ibn Affan (Ra) – فتوحات عثمان بن عفان رضي الله – Trial of Saba –

Spreading of the trial - Siege of Usman Ibn Affan (Ra) – Murder of Usman Ibn Affan (Ra) علي بن أبي طالب كخليفة. – قتل عثمان بن عفان رضي الله عنه

## MODULE V CALIPH ALI BIN ABI THALIB

9

Specialties of Ali Ibn Abi Talib (Ra) مزايا خاصة علي بن طالب – Brief biography of Ali Ibn Abi Talib (Ra) – ترجمة موجزة عالم بن طالب رضي الله عنه – Emergence of Khawarij ظهور الخوارج – Siffin War – معركة الصفين – Killing of Ali Ibn Abi Talib (Ra) قتل علي – Developments during the Caliphate تطورات في زمن الخلافة – Summary of the Caliphate. خلاصة الخلافة.

**L – 45; TOTAL HOURS – 45**

### TEXT BOOKS:

1. Al Mukhtasar Fee Taareekhil Khulafa, Bukhari Aalim Arabic College, 2017.
2. Haykal, Muhammad Husayn, *Ḥayāt Muḥammad (Life of Mohamed by Muhammed-PBUH)*, Tr., Ismā'īl Raḍī A. al- Farūqi, 8<sup>th</sup> Ed., Delhi: Crescent Publishing Co., 1990.

### REFERENCES:

1. Hasan Muhyideen Al Khayyat, Duroos Tareekhil Islami.
2. Jalaluddin As Suyuti, Tareekh Khulafa.

### COURSE OUTCOMES:

At the end of the course, the student is expected to:

- Discuss the early history of Muslim Ummah during the Prophet period
- Analyze the history of Muslim Ummah during the first Caliph Abubakr
- Investigate the history of Initial period of second Caliph Umar bin Khattab
- Describe the biography of third Caliph Usman bin Affan and his achievements
- Criticize the political turmoil during the fourth Caliph Ali ibn Abi talib

### Board of Studies (BoS) :

12<sup>th</sup> BoS of SAIS held on 05.07.2021

### Academic Council:

17<sup>th</sup> AC held on 15.07.2021

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO 10	PO11	PO 12	PSO 1	PSO 2	PSO 3
CO1	M				L		L	L	L						
CO2	M								L						
CO3	M	H						M	L						
CO4	M								L						
CO5	M								L	H					

**Note:** L - Low Correlation M - Medium Correlation H - High Correlation

SDG 11: A study on forming a model community

Statement: A sustainable model community established by the prophet and righteous caliphs

**SEMESTER III**

<b>ISD 2101</b>	<b>ADVANCED COMMUNICATIVE ARABIC</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>SDG: 4</b>		<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

**COURSE OBJECTIVES:**

The course aims to impart/teach:

- The parts of speech: past, present and future.
- To use vocabulary related to school education, certificates, graduate on and various cultures & civilizations.
- Difference between standard Arabic, Arabic local dialogue and globalization of Arabic
- Vocabulary related to personal hygienic and public cleanliness
- Issues of adolescents & young people and the generation gap.

**MODULE I USE OF VERBS 9**

Lesson 1: health care (العناية بالصحة) – expression about various illness and treatment – parts of speech – past, present and future – vocabulary about health (حروف الجر وأقسام الكلمة)

Lesson 2: recreation (الترويح عن النفس) - words related to various games – picnic – interrogative articles (أدوات الاستفهام)

Lesson 3: married life (الحياة الزوجية) – selection of bride and bridegroom – gender (المذكر والمؤنث) - types of sentences (الجملة الاسمية والفعلية) – vocabulary related to marriage.

**MODULE II LEARNING VOCABULARY OF VARIOUS FIELDS 9**

Lesson 4: city life (الحياة في المدينة) – migration from rural to urban – difficulties of city life – comparison of cities – (المفعول به) – vocabulary related to migration - (الماضي والمضارع والأمر)

Lesson 5: knowledge and learning (العلم والتعلم) – vocabulary related to school education – certificates – graduation – discussion about various culture and civilization - (المفرد والمثنى والجمع)

**MODULE III DIALECTS IN ARABIC 9**

Lesson 6: occupation – vocabulary related to employment and unemployment – women employment – earning in Islam – interview – transitive and intransitive verbs (الفعل اللازم) - demonstrative nouns (اسم الإشارة) – plurals (جمع المؤنث السالم) (والمتعدي)

Lesson 7 : arabic language (اللغة العربية) – vocabulary related to learning in different stages – standard arabic – arabic local dialogue – globalization of arabic – school and college admissions – relative pronouns (الأسماء الموصولة) – adjectives (الصفات)

**MODULE IV ARABIC LESSONS 9**

Lesson 8: awards (الجوائز) – vocabulary related to awards, appreciation, international awards, discussion and expressions – plural (جمع المذكر السالم) – science of feminine gender (علامات)

(التأنيث)

Lesson: 9 global village (العالم قرية صغيرة) – words related to communication modern transport – globalization – developed and not developed countries ( وسائل الاتصال والنقل العولمة – العالم المتقدم ) (والنامي)

## MODULE V ARABIC LESSONS

9

Lesson:10 cleanliness (النظافة) - personal hygienic – public cleanliness – dwelling places and public places (النظافة الشخصية والنظافة العامة).

Lesson 11: values of Islam - pillars of Islam (أركان الإسلام) – defending the misunderstanding (دحض افتراءات عن الإسلام)

Lesson 12: young people (الشباب) – issues of adolescents and young people (مشكلات الشباب ) (الفجوة بين الأجيال) - the generation gap (والمراهقين)

**L – 45; TOTAL HOURS – 45**

### TEXT BOOKS:

1. Arabic Language, Third Year, Part 1 & 2, Kilakarai Bukhari Aalim Arabic College, Chennai.

### REFERENCES:

1. Al Arabiyya Baina Yadhaika, Riyadh, Saudi Arabia.

### COURSE OUTCOMES:

At the end of the course, the student is expected to:

- Recognize parts of speech – past, present and future.
- Use vocabulary related to school education, Certificates, Graduation and various cultures & civilization.
- Differentiate between standard Arabic, Arabic local dialogue and globalization of Arabic
- Use vocabulary related to personal hygiene and public cleanliness
- Discuss in Arabic Issues of adolescents & young people and the generation gap.

### Board of Studies (BoS) :

12<sup>th</sup> BoS of SAIS held on 05.07.2021

### Academic Council:

17<sup>th</sup> AC held on 15.07.2021

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4	PSO5
CO1				L									L		
CO2				H									M		
CO3				M									H		
CO4				H									M		
CO5				H									H		

**Note:** L- Low Correlation    M - Medium Correlation    H - High Correlation

SDG 4: Developing English Language skill for communication

Statement: Learning English language at the beginning level enhances global level communication skill of the citizens.



<b>ISD 2122</b>	<b>PROGRESSIVE COMMUNICATIVE ARABIC</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>SDG: 4</b>	<b>LANGUAGE</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

**COURSE OBJECTIVES:**

The course aims to teach:

- Lesson 9 and 10 Complex texts from different genres of Al Mafuool and Al Thamyeez
- Lesson 11 and 12 Texts related to Al Musthasna, Al Fi'lul Mujarrad and Al Fi'lul Mazeed
- Lesson 13 Concept of adding Nunul wiqayah and making Masaadirul Afaal
- Lesson 14 Sentence patterns
- Lesson 15 and 16 rules of Ismil Faa'il and Ismil Maf'ul

**MODULE I LESSON 9 AND 10 9**

Lesson: Al Musawathul Haqqa (المساواة الحقّة) - Lesson: Al Mafuoolul Muthlaq (المفعول المطلق) – Al Mafuool li Ajlihi (المفعول لأجله) – Lesson: Al Rifq Bilhaiwan (الرفق بالحيوان) - Al Thamyeez (التميّز) – Lesson: Anwaaul Hayawanaat (أنواع الحيوانات) – Laa AnNafiyah lil Jins (لا النافية للجنس)

**MODULE II LESSON 11 AND 12 9**

Lesson: Al Amthalul Arabiyyah (الأمثال العربية) - Al Musthasna bi Illa (المستثنى بإلا) – Al Meezanus Sarfi (الميزان الصرفي) - Lesson: Al Khilafathu Azzawjiya (الخلافت الزوجية) - Al Fi'lul Mujarrad (الفعل المجرد) – Al Fi'lul Mazeed (الفعل المزيد)

**MODULE III LESSON 13 9**

Lesson: Al Alaaqaath bainaal Aabaa wal abnaa (العلاقات بين الآباء والأبناء) - Nunul wiqaya (نون الوقاية) – Masaadirul Afaalith thulaathiyyah (مصادر الأفعال الثلاثية)

**MODULE IV LESSON 14 9**

Lesson: Al Maa'u Aslul Hayathi wa Sirruha (الماء أصل الحياة وسرها) - Masaadirul Afa'lur Ruba'ia Wal Khumaasiyyah Was sudhaasiyyah (مصادر الأفعال الرباعية والخماسية والسداسية)

**MODULE V LESSON 15 AND 16 9**

Lesson: Wasiyyathu Ab (وصية أب) - Ismul Faa'il (اسم الفاعل) – Ismul Maf'ool (اسم المفعول) - Lesson: Min Yawmiyathi waleed (من يوميات وليد) – Amalu Ismil Faa'il wa Ismil Maf'ool (عمل اسم الفاعل واسم المفعول)

**L – 45; TOTAL HOURS – 45**

**TEXT BOOKS:**

1. Arabic Language, Fourth Year, Part 1, Kilakarai Bukhari Aalim Arabic College, Chennai.

**REFERENCES:**

1. Al Arabiyya Baina Yadhaika, Riyadh, Saudi Arabia.

**COURSE OUTCOMES:**

At the end of the course, the student is expected to:

- Analyze complex texts from different genres of Al Mafuool and Al Thamyeez
- Comprehend Texts related to Al Musthasna, Al Fi'lul Mujarrad and Al Fi'lul Mazeed
- Communicate using Masaadirul Af'aal and Nunul Wiqaayah
- Discuss sentence patterns in lessons
- Identify rules of Ismil Faa'il and Ismil Maf'ool

**Board of Studies (BoS) :**

12<sup>th</sup> BoS of SAIS held on 05.07.2021

**Academic Council:**

17<sup>th</sup> AC held on 15.07.2021

	PO 1	PO 2	PO 3	PO4	PO 5	PO 6	PO7	PO 8	PO 9	PO10	PSO1	PSO2	PSO3	PSO4	PSO5
CO1				L									L		
CO2				H									M		
CO3				M									H		
CO4				H									M		
CO5				H									H		

**Note:** L - Low Correlation    M - Medium Correlation    H - High Correlation

SDG 4: Developing English Language skill for communication

Statement: Learning English language at the beginning level enhances global level communication skill of the citizens.

<b>ISD 2102</b>	<b>QURAN EXEGESIS: AALA IMRAN &amp; AN NISA</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>SDG: 16</b>		<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**COURSE OBJECTIVES:**

This course aims to teach:

**COB1:** The lessons of the stories the prophets mentioned in the verses 1- 41 of Ala Imran

**COB2:** Commentary of Chapter An-Nisa; Verse no. 1 – 40 (Introduce the issues and laws regarding women, marriage, inheritance.

**COB3:** Commentary of Chapter An-Nisa; Verse no. 41 – 88 (Introduce the issues and laws regarding women, marriage, inheritance, and Rights of women mentioned in the Chapter An Nisa)

**COB4:** Commentary of Chapter An-Nisa; Verse no. 89 – 128 (Provide knowledge of the right way of the Prayers for the travelers and those who are in the battlefield and Shaitans misleading of humans through deceptions and false promises)

**COB5:** Commentary of Chapter An-Nisa; Verse no. 129 – 176

**MODULE I Chapter Āl-i-Imrān 1- 41 12**

Two types of verses on aspect of clarity: Decisive/Commandments vs. Allegorical Verses (المحكمات والمتشابهات) – Different views of Salaf and Khalaf in the interpretation of the verses - Battle Of Badr Fight, Seeing Double in Number - Witness Of Allah That There Is No Deity Except Him, Of Angels And Men Of Knowledge but Standing in Justice - Islam only is acceptable - Allah the king of kings - Allah Chose Adam, Nuh, Family of Ibrahim & Imran Over the Worlds - obedience to the prophet.

**MODULE II Chapter An-Nisa; Verse no. 1 – 40 12**

Introduction to main themes of surah al-Nisa – Family responsibility (مسؤولية الأسرة) - If one cannot do justice, one marriage is enough. Permission is not a license for ill-minded people. It is not a general commandment to do polygamy - Special care of orphans (كفالة اليتيم) - basic principles and details of the Islamic system of inheritance (أحكام الميراث)- Men and women relation with principle of equity and goodness - Rules of marriage - Men and women's property rights (حق الملكية) - Disagreement and reconciliation between husband and wife (نزاعات بين الزوج والزوجة وحلها)

**MODULE III Chapter An-Nisa; Verse no. 41 – 88 12**

Internal and external purity: rules of wudu, ghusl and prayers – Fulfilling promise -

Referring disputes to Allah and His Messenger - Obey God and His messenger - Rejecting Allah's Messenger decisions is hypocrisy (النفاق) - Establishing justice and protecting poor and oppressed (القيام بالعدل وحماية المظلوم) – Attitude of hypocrites to the prophet and believers - Dealing with hypocrites plotting fight – Honoring life of believer (حفظ عرض المؤمن) - Murder and its punishment (جريمة القتل (و الحد

**MODULE IV Chapter An-Nisa; Verse no. 89 – 128 12**

Unity and solidarity among believers (الاتحاد والوفاق بين المسلمين) - Prayer for the travelers and those in the battlefield – Upholding justice and rejecting injustice – Covert council of hypocrites (مكيدة المنافقين)- When you travel you are permitted to shorten the prayer. When in battle, pray in ranks one at a time, one group guarding the other. Shirk: unforgivable sin (الشرك) - Tactics of Shaytān to mislead humans (حيل الشيطان على ابن آدم) -Fear God- Good treatment of orphans (الإحسان) (وحسن المعاملة) - Resolving familial disputes – Maintaining justice and strong adherence to the faith (الإستقامة و الصبر) .

**MODULE V Chapter An-Nisa; Verse no. 129 – 176 12**

Tactics of hypocrites, their characteristics and punishment (النفاق: علاماته وسوء ) (الجزاء) - Allah's wrath against broker of covenant (إبرار القسم والعهد) – Convincing truth in the form of the Quran has come to you; hold fast to God and He will show you the way - The Jesus: Not crucified but saved by Allah – Islam only is the common message of all prophets - Calling people of the book to common points of beliefs (دعوة إلى كلمة سواء بين الناس)

**L – 60; Total Hours – 60**

**TEXT BOOKS:**

- Dr. Muhammad Syed Tanthavi, Tafseer Al Waseeth, Egypt, 1996.
- *Meaning of the Noble Quran – Word for Word*, English Translation, Compiled & Edited: Aftab Alam Khan, Vol. 1-3, New Delhi: Islamic Book Service, 2009.

**REFERENCES:**

1. *The Glorious Quran: Word-For-Word Translation* - 3 Volumes, 1<sup>st</sup> ed., Compiled: Shehnaz Shaikh & Ms. Kausar, New Delhi: Islami Kitab Ghar, 2010
2. *Easy to Read & Understand – The Holy Qur'ān*, Word for Word English Translation, 3 Vol., Compiled: Zaheen Fatima Baig, Karachi: Bai-tul-Quran, 2009

**COURSE OUTCOMES:**

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

**CO1:** Comprehend Commentary of verses from 1 to 41 of Ali Imran

**CO2:** Demonstrate issues in Chapter An-Nisa; Verse no. 1 – 40 (Analyze the issues and laws regarding women, marriage, inheritance, and Rights of women mentioned in the Chapter An Nisa)

**CO3:** Identify the themes in An-Nisa; Verse no. 41 – 88 (Demonstrate the right way of the Prayers for the travelers and those who are in the battlefield and Shaitans misleading of humans through deceptions and false promises.

**CO4:** Commentary of Chapter An-Nisa; Verse no. 89 – 128

**CO5:** Discuss the social issues in Chapter An-Nisa; Verse no. 129 – 176

**Board of Studies (BoS):**

17<sup>th</sup> BoS of SAIS held on  
25.07.2024

**Academic Council:**

22<sup>nd</sup> ACM held on 04.09.2024

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4	PSO5
CO1				L									L		
CO2				H									M		
CO3				M									H		
CO4				H									M		
CO5				H									H		

**Note:** L - Low Correlation    M - Medium Correlation    H - High Correlation

**SDG 16 :** Peaceful and just family institution.

**Statement:** Rights of the husband and wife, parents, distribution of inheritance support for establishing a strong family institution.

<b>ISD 2103</b>	<b>A STUDY ON ABU DAWOOD</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>SDG: 11</b>		<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**COURSE OBJECTIVES:**

The course aims to teach:

- Values, manners from the life of prophet (pbuh)
- Avoiding bad manners, acts, sins and behaviors
- Brotherhood, humbleness, kindness and good relation with others
- Prohibited games and indulgence in calling names and humiliating others
- Miscellaneous issues including important manners, ethics and good thoughts

**MODULE I VALUES 12**

character of the Prophet (pbuh) – Regarding dignity - Regarding suppressing anger - What should be said at the time of anger - Being tolerant– Regarding good interactions with people - Modesty (Al-haya)–Regarding good character - Regarding it being disliked to praise (people)– Regarding gentleness - Regarding gratitude for acts of kindness.

**MODULE II BAD MANNERS 12**

With whom we are ordered to accompany - Opinion based arguing is disliked – Regarding the khutbah - A man who sits between two others without their permission – Slandering - Searching for faults - To beware of people.

**MODULE III BROTHERHOOD 12**

Two who revile one another- Regarding humility - Regarding the prohibition of speaking ill about the dead -Regarding the prohibition of wronging others - Envy - Cursing - One who prays against the one who wrongs him ( الأُخُوَّةُ الإِخْلَاصُ، الوضاعة، الإِنْتِقَامُ، سَبُّ المَوْتَى، الحسد، الثَّنْكَ )

**MODULE IV PROHIBITED GAMES 12**

Swing - Playing backgammon - Playing with pigeons - Mercy - Sincere contact - Helping a Muslim - Change of Names – Nickname ( الترحم، التعاون، اللقب، اللعب و اللهو )  
Surname (Kunyah) – Promise – Joking – Eloquence – Poetry – Visions - Yawing - Sneezing - Sleeping Manner.

**MODULE V MOCKING OTHERS & ETIQUETTES 12**

- Moon sighting ( الوعد، الهزل، الفَصَاحَةُ، التثاؤب، العطس، آداب النوم ) -Going out of Home - Asking Permission - Salutations - Shaking Hands – Embracing - Standing up in Honor of some person - Kissing children (الاستئذان، المُعَانَقَةُ، السلام، والمصافحة)

**L – 60; TOTAL HOURS – 60**

**TEXT BOOKS:**

- 1 Imam Hafiz Abu Dawood Sulaiman bin Ash'ath al Sajasthani, *Sunan Abi Dawood*, Dar al-Hadeeth, 1st edition, 1969.

**REFERENCES:**

- 1 Mohamed Ashraf Siddiqui Azeemabadi, *Awnul Ma'bood*, 1st edition, 2000.

**COURSE OUTCOMES:**

At the end of the course, the student will be able to:

- Discuss the Values, manners from the life of prophet (pbuh)
- Recognize the importance and need of adhering to the ethical guidelines in practical life and its impact on individuals and society
- Practice and implement good character traits
- Discuss the relevance of classical etiquettes, ethics and values in contemporary society
- Critically assess the present day human behavior and activities in the light of ethics exhorted in the Hadīth.

**Board of Studies (BoS):**

12<sup>th</sup> BoS of SAIS held on 05.07.2021

**Academic Council:**

17<sup>th</sup> AC held on 15.07.2021

	PO 1	PO 2	PO 3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4	PSO5
CO1				L									L		
CO2				H									M		
CO3				M									H		
CO4				H									M		
CO5				H									H		

**Note:** L- Low Correlation    M - Medium Correlation    H - High Correlation

SDG 11 : By good characters building better community..

Statement. Sustainable community can be promoted by inculcating values and manners in individuals.

<b>ISD 2104</b>	<b>ISLAMIC FIQH: AL MUAMALATH</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>SDG: 8</b>		<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

**COURSE OBJECTIVES:**

The course aims to teach

- Islamic laws regarding sales, pillars of sales, conditions of sales.
- Sale of the destitute and kinds of prohibited sales
- Rules of loan contract and cropping in Islamic perspective
- Regulation of private and public employee and speculation
- Pre – emption (shuf'ah) and laws regarding abandoned child of unknown parents

**MODULE I SALES: ITS PILLARS AND CONDITIONS 9**

Sale contract: meaning - Pillars of sales - Conditions of sales – Sale of musical instruments - Documentation of the sales contract – Two sales in one sale - Brokerage (عقد البيع: شروط وأركان البيع)

**MODULE II PROHIBITED SALES 9**

Sale of the destitute – Ambiguous sale – Sale of Halāl items for prohibited purpose - Trade in mosque - Trade after call of juma prayer - Selling water - Selling unripe fruits and crops – Fixation of price (بيع الغرر وبيع المضطر، التسعير) Monopoly - Difference between Al'muthathabiyeen - Buying rotten eggs - Abscess warranty – Usury – Rationale behind prohibition of riba – Types of riba - Options (الاختكار، الخيار وأقسامه، الربا وأقسامه)

**MODULE III LOAN, MORTGAGE AND LEASING 9**

Loan contract – Spending and debt before death – Mortgage: definition, legitimacy, terms and conditions for its validity – Agriculture and sharecropping - Revival of disused land – Leasing: rules and termination (القرض والدين، الرهن، الإجارة في الفقه)

**MODULE IV HAWALAH AND PRE-EMPTION 9**

Payment for worship acts – Private and public Employee – case of joint employee – Speculation: definition, ruling and its wisdom – Hawalah: definition - Pre-emption: definition, conditions, ruling and its wisdom (الأجرة، الشفعة، توظيف أو استخدام، المضاربة في الأسواق، الحوالة وأقسامها)

**MODULE V CONTRACTS OF SAFE-KEEPING AND AGENCY 9**

Agency contract: conditions, role of principal and agent – al-Āriyah: rulings - al-Wadīyah- Illegal occupation (al-ghasb) - Stray item (laqtaḥ): rulings (الوكالة: شروط وأقسام، الوديعة، العارية، الغصب، لُقطة و أحكامها)

**L – 45; TOTAL HOURS – 45**



**TEXT BOOKS:**

- Syed Sabiq, *Fiqh al-Sunnah*, Darul Fath, Cairo 1999.

**REFERENCES:**

1. Shawkani, *Nail al-Awtaar*, Dar Al Fikr, Beirut, 2000.
2. Burhanuddin Al Murgheenani, *Al-Hidayah*, Makthabah Ashrafiya, Deoband, India.

**COURSE OUTCOMES:**

**At the end of the course, the student is expected to:**

- Illustrate the Sales- Pillars of sales- Conditions of sales.
- Explain the Sale of the destitute and kinds of prohibited sales
- Classify Loan- Loan contract and Agriculture
- Explain the regulatory of Private and public Employee and Speculation
- Discuss about the Pre-emption (Shuf'ah) and abandoned child of unknown parents who is found by somebody

**Board of Studies (BoS) :**

12<sup>th</sup> BoS of SAIS held on 05.07.2021

**Academic Council:**

17<sup>th</sup> AC held on 15.07.2021

	PO1	PO2	PO3	PO4	PO5	PO 6	PO 7	PO 8	PO 9	PO10	PSO1	PSO2	PSO3	PSO4	PSO5
CO1				L									L		
CO2				H									M		
CO3				M									H		
CO4				H									M		
CO5				H									H		

**Note:** L - Low Correlation    M - Medium Correlation    H - High Correlation

SDG 8 : Islamic values of business transactions.

Statement. Islamic values of business transactions pave the way for a fare economic growth.

<b>ISD 2105</b>	<b>PRINCIPLES OF JURISPRUDENCE: AL ADILLAH</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>SDG: 4</b>		<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

### **COURSE OBJECTIVES:**

This course aims to teach:

- Developments of Jurisprudence, its principles and classical & modern methodologies
- Language of Qur'an, uniqueness of expression and legislation
- Hadith & Ijmā'(consensus) as the second and third source of Sharī'ah.
- Analogy as the fourth source of Sharī'ah, its applications, pillars & illah.
- The later six legislative sources of Sharī'ah, their validity.

### **MODULE I INTRODUCTION 9**

Introduction - Definition of fiqh – Jurisprudence – Usul al-fiqh - Principle of Jurisprudence (الفقه وأصوله): objectives, two methodologies - Sources of Shariah and their orders (الأدلة).

### **MODULE II I SOURCE : QURAN 9**

Daleel - the Holy Quran as the 1<sup>st</sup> source – Specialities - Definitive indications (الدلالات القطعية) - Indefinite speculative indications (الدلالات الظنية) – I'jaz - Classification of Shariah rulings (الأحكام).

### **MODULE III II & III SOURCES :SUNNAH & IJMAH 9**

Definition of Sunnah – Classification: qatayiah, dhanniyah (القطعي والظني) - Definition of Ijma (الإجماع) - Consensus as a third source - Four Pillars of Ijma' - Possibility and Viability of Ijma - two types of Ijma.

### **MODULE IV IV SOURCE: ANALOGY AND ILLAH 9**

Analogy (القياس) as the fourth source of shariah, definition, examples, proof from holy Quran, sunnah, companions. Logical proof and pillars principles of analogy. Definition of illath (العلة), the cause on which Sharī'ah's rulings are based.

### **MODULE V SIX LATER SOURCES 9**

al-Isthihsan (الاستحسان) (Juristic preference): its debates between Shafii and Hanafi - The common interest as a source of legislation (المصلحة المرسلّة) - Customs and practice (العرف والعادة) - the Sharia of Previous nations - Opinion of Sahabah.

**L – 45; TOTAL HOURS – 45**

**TEXT BOOKS:**

1. Abdul Wahhab Khallaf, *Ilm Usool Al Fiqh*, Cairo, 2002.

**REFERENCES:**

1. Abu Zuhra, *Usool Al Fiqh*, Demascas, II Edition, 1998.
2. Wahba al Zuhaili, *Al Wajeez fee Usulil Fiqh*, Darul Fikr, Damascus.

**COURSE OUTCOMES:**

At the end of the course, the student is expected to:

- Differentiate between jurisprudence and its principles and the two methodologies.
- Describe legal texts of Quran and Hadith in terms of definite and indefinite denotation and sources of legislation.
- Define the Consensus of Sahabah and its practicality in today's scenario.
- Demonstrate analogy as one the sources of legislation for new issues within the frameworks of Quran and Sunnah.
- Defend arguments on the necessity of adoption and consideration of the six later sources of Sharī'ah legislation.

**Board of Studies (BoS) :**

12<sup>th</sup> BoS of SAIS held on 05.07.2021

**Academic Council:**

17<sup>th</sup> AC held on 15.07.2021

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4	PSO5
CO1				L									L		
CO2				H									M		
CO3				M									H		
CO4				H									M		
CO5				H									H		

**Note:** L- Low Correlation M - Medium Correlation H -High Correlation

SDG 4 : Principles of Islamic jurisprudence based on research and logical thinking.

Statement. Principles of Islamic jurisprudence ensure the quality research and education.

<b>ISD 2106</b>	<b>ISLAMIC HISTORY: Umayyads and</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>SDG: 11</b>	<b>Abbasids Period</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

**COURSE OBJECTIVES:**

This course aims to teach/impart:

- Emergence and fall of Umayyad and Abbasid dynasties
- The administration, expansion of great Muslim empires, important contributions in various fields during Umayyad and Abbasid period
- Infrastructural, social & cultural development, establishment of new cities and changes in system of administration
- Specific academic contributions and establishment of Intellectual academies
- Downfall of Abbasids and its reasons

**MODULE I EARLY INFLUENCE OF Umayyads - Sufyānids: 661 - 9  
684 CE**

Influence of people of Umayyads at pre-Islamic era- Umayyads in era of Muhammad PBUH and Caliphate - Caliphate of Uthman - Uthman's assassination- Declaration of Mu'āwīyah ibn Abī Sufyān (RA) as Amīr in Syria- Assassination of 'Alī (RA) - Treaty of Ḥasan Bin Ali RA with- Mu'āwīyah RA - Mu'āwīyah (RA) Emerged as full-fledged Amīr (661– 680 CE): Administration & Conquest & Important Events during his Regime, Appointment of Yazīd ibn Mu'āwīyah as His Successor - Ḥasan, Ḥusayn, Abdullah ibn Zubayr on Yazīd's Imārat- Opposition & Conflict; The Disaster at Karbalā- Martyrdom of Ḥusayn (RA), The Siege of Makkah & Yazīd's Death (683 CE); Conquest during his Reign; Abdullah Ibn Zubayr: Important events of his caliphate, Martyrdom of ibn Zubayr; Regime of Mu'āwīyah ibn Yazīd (683-84).

**MODULE II MARWĀNIDS: 684 – 750 CE 9**

Abdul malik ibn marwān (685–705 ce); significant incidents in his regime - Hajjāj ibn yūsuf & Abdur Rahman Ibn muhammad - Introducing of Islamic currency - Walīd ibn abdul malik; Conquests in his regime - Important soldiers of his regime - (Muhammad ibn qasim thaqafi - quthaiba bin muslim al bahili- musa ibn nasir - maslama bin abdul malik bin Marwan) sulayman ibn abdul malik; Umar ibn Abdul 'Aziiz: his piety & reform initiatives, one of the greatest umayyad caliph, his administration & regime; Yazīd ibn abdul malik: his regime, conspiracy of the abbasīds; walīd ibn yazīd, yazīd b. Walīd, ibrahīm b. Walīd, marwān b. Muḥammad (the last umayyad caliph), a summary of umayyad caliphate, reasons for its downfall

**MODULE III EARLY ABBASĪDS PERIOD 9**

Abbasid Revolution (750–751) Massacre of umayyad by abbasīds, abu muslim al-khurāsāni; abbasids dynasty: abul abbās saffāh abu ja'far mansūr; The first change

made by the Abbasids- the revolt by alawītes, building of baghdād & compilation of knowledge; revolt of nafs zakīyah & others; mahdī ibn mansūr: important events & change of administration, roman expedition; hadi ibn mahdi; abu ja'far ḥarūn rashīd, Abbasid Golden Age (775–861) Rule of Harun Rashid and important achievements and conquests - some revolts & unrest, his regime, conquest; barmuk family & their downfall; the romans; conflict amīn & mamūn ibn rashīd; caliph amīn

#### **MODULE IV GOLDEN PERIOD OF ABBASĪDS**

**9**

Caliph mamūn rasheed: Abbasid civil war - internal conflict - Wars with byzantian empire- revolts & unrests; ibrahim ibn mahdi caliphate & his arrest; insurrection in africa; important events; academic development; mu'taṣim billāh: his regime, revolts; battle of rome; wāthiq billāh; mutawakkil alallāh: invasion on roman empire; muntaṣir billah & other billahs: their regime; mu'tamid Allah: revolts, battles & conquest; the roman war; mu'tazilites movement

#### **MODULE V DOWNFALL OF ABBASIDS**

**9**

Mu'tadid billah; Campaigns against the Zanj and the Tulunids - muktafi billah; Role of the vizier al-Qasim - muqtadir billah: qarāmtah, origin of fatmīd dynasty - qahir billah: buwayhid dynasty; raḍi billah, muttaqi lillah, mustakfi billah; muti' lillah; tāi lillah; qadir billāh; qayem bi-amrillah; summary of buwayhid dynasty - Beginning of seljuq dynasty: from muqtadi bi-amrillah to mu'tasim billah; fall of abbasids; mongol invasion; a general study of umayyad & abbasid caliphate

**L – 45; TOTAL HOURS – 45**

#### **TEXT BOOKS:**

- 1 Najeebabadi, Akbar Shah, *The History of Islam*, Vol. 2, Riyadh: Darussalam Publications, 2011

#### **REFERENCES:**

1. Fidai, Rafi Ahmad, *A Concise History of Muslim World*, Vol. II, Karachi: International Islamic Publishers, 1<sup>st</sup> Ed., 1984
2. Ibn Kathīr, *The Caliphate of Banu Umayyah*, (abridged English translation of the classic work: *Al-Bidayah wan Nihayah*) Riyadh: Darussalam, 2012
3. Bennison, Amira K., *The Great Caliphs: The Golden Age of the 'Abbasid Empire*, New Haven, Conn.: Yale University Press, 2010
4. Hitti, Philip K, *History of Arab*, 10<sup>th</sup> Ed., Palgrave Macmillan, 2002

#### **COURSE OUTCOMES:**

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

- Analyze Muslim history from various perspectives.
- Identify the factors led to fall of various Muslim dynasties.

- Critically examine merits and demerits of Muslim regime.
- Discuss the contributions and achievements of Muslim dynasties in different fields during Ummayyad & Abbasid period.
- Analyze the reasons of Downfall of Abbasids.

**Board of Studies (BoS) :**12<sup>th</sup> BoS of SAIS held on 05.07.2021**Academic Council:**17<sup>th</sup> AC held on 15.07.2021

	PO1	PO 2	PO 3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO 1	PSO 2	PSO3	PSO4	PSO5
CO1				L									L		
CO2				H									M		
CO3				M									H		
CO4				H									M		
CO5				H									H		

**Note:** L- Low Correlation    M - Medium Correlation    H -High Correlation

SDG 11 : Sustainable civilization established by Umayyad's and Abbasids.

Statement. The civitation established by the Umayyad's and Abbasids are examples of sustainable cities and communities.

GED 2102	APTITUDE AND INTERPERSONAL SKILLS	L	T	P	C
SDG: 8		0	0	2	1

**COURSE OBJECTIVES:**

**COB1:**To enhance problem solving skills

**COB2:**To train the students to face competitive examination

**COB3:**To recognize communication barriers and act accordingly

**COB4:**To learn the nuances of Group discussion and basic Etiquettes.

**MODULE I GENERAL MENTAL ABILITY 8**

Problems on Age - Time & Work – Speed, Distance & Time – Problems on Train - shortcut techniques - Simple & Compound Interest.

**MODULE II QUANTITATIVE APTITUDE AND REASONING 7**

Percentage - Profit & Loss – Ratios and Proportions –Verbal Reasoning: Direction, Blood relations, Calendar and Clocks

**MODULE III COMMUNICATION AND INTERPERSONAL SKILL 7**

Communication skill - Effective listening skills – Problem Solving – Positive Attitude – Maintaining Trust.

**MODULE IV PERSONALITY DEVELOPMENT 8**

Presentation skills - Group Discussion techniques - Grooming Basics – Etiquettes - Body Language.

**P – 30 ; TOTAL HOURS - 30**

**REFERENCES:**

1. Bhattacharya. Indrajit (2008). An Approach to Communication Skills, DhanpatRai& Co., (Pvt.) Ltd. New Delhi.
2. Swan, Michael (2005). Practical English Usage, Oxford University Press.
3. Tyra .M, Magical Book On Quicker Maths, BSC Publishing Company Pvt. Limited, 2009
4. R. S. Aggarwal , Quantitative Aptitude for Competitive Examinations, S. Chand Limited, 2017
5. R. S. Aggarwal , A Modern Approach to Verbal & Non-Verbal Reasoning , S. Chand Limited, 2010
6. KhattarDinesh , The Pearson Guide to Quantitative Aptitude for Competitive Examinations, 3e, Pearson India , 2016.

7. Bhattacharya. Indrajit, An Approach to Communication Skills, DhanpatRai& Co., (Pvt.) Ltd. New Delhi, 2008
8. Swan, Michael, Practical English Usage, Oxford University Press, 2005
9. P.A. Anand , Wiley's Quantitative Aptitude, 1st Edition,Wiley,2015
10. InduSijwali, A New Approach to Reasoning Verbal & Non-Verbal, Arihant Publications India limited, 2018
11. DishaExperts , Shortcuts in Reasoning (Verbal, Non-Verbal, Analytical & Critical) for Competitive Exams 2nd Edition, Disha Publication, 2018
12. Jaikishan, Premkishan, How to Crack Test Of Reasoning, Arihant Publications India limited, 2018.

### **COURSE OUTCOMES:**

**CO1:** Apply the concept of aptitude in competitive examination

**CO2:** Identify simple methods and solutions on problem solving

**CO3:** Break the glass ceiling and the hurdles of communication barriers

**CO4:** Present them self positively and master the art of Group discussion and basic etiquettes.

### **Board of Studies (BoS) :**

13<sup>th</sup>BoS of Department of English held on 17.6.2021

### **Academic Council:**

17<sup>th</sup> AC held on 15.07.2021

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1					L				L	
CO2					M					
CO3								M		
CO4								M		

**Note:** L - Low Correlation    M - Medium Correlation    H - High Correlation

### **SDG 8:**

Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all.

This Course offers the employability and creates decent working environment.



**SEMESTER IV**

<b>ISD 2211</b>	<b>ARABIC LANGUAGE: PROSE AND POETRY</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>SDG: 4</b>		<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

**COURSE OBJECTIVES:**

The course aims to teach:

- Classical Arabic prose in pre-Islamic period.
- Classical Arabic prose in the Umayyad period.
- Arabic prose in the Abbasid period.
- Modern Arabic prose of 19<sup>th</sup> and 20<sup>th</sup> century
- Prominent classical Arabic poets and their contributions
- Prominent modern Arabic poets and their contributions

**MODULE I DEVELOPMENT OF THE CLASSICAL PROSE 8**

Pre-Islamic – samples from Qis bin Saida, Amr Bin Kulthum – Sahban bin wayil - Abu Talib Bin Abdul Muttalib Islamic period – Prophet Muhammd Sallallahu Alaihi Wasallam – Seyyuduna Abu Bakr Radiyallahu Anhu – Seyyuduna Ali Rdiyallahu Anhu-

**MODULE II DEVELOPMENT OF THE CLASSICAL PROSE -UMAYYID PERIOD – 7**

sample from umar bin abdul aziz – hajjaj bin Yousuf – hasan al basari

**MODULE III DEVELOPMENT OF THE CLASSICAL PROSE -ABBASID PERIOD 8**

Samples from Ibn AL mukaffa – Jahidh – Ibnu Khaldoon – khathib bagdadi

**MODULE IV DEVELOPMENT OF THE CLASSICAL PROSE - MODERN PERIOD 7**

Story writing – drama writing – Samples from Thaha Hussain – Tawfeeq al hakeem – Manfalooti

**MODULE V DEVELOPMENT OF THE CLASSICAL POETRY 8**

Introductions poetry pre-Islamic, Islamic, Umayyad, Abbasid and modern periods  
Samples from saba muallakat- diwan hassan and kab bin zuhair- farazdaq- Jareer Ahkthal – al buhatari – Khalil ahmad al farahidi - shafi,

**MODULE VI MODERN POETS 7**

Ahmad shawqi – hafiz Ibrahim – Khalil jibran – Baroodi – mikhaeel nayeema-

**L – 45 ; TOTAL HOURS - 45**

**TEXT BOOKS:**

1. Prose and poetry – kilakarai bukhari alim Arabic college

**REFERENCES:**

1. Tharik Adab Al Arabi, Ahmed Hasan Zayyath . Darul Ma'arifa , Lebanon – 2006
2. Fajrul Islam and Duhal Islam – Ahmad Ameen, Darul kuthubul Ilmiya – 2006

**COURSE OUTCOMES:**

At the end of the course, the student is expected to:

- Demonstrate classical Arabic prose in pre-Islamic period.
- Discuss about the classical Arabic prose in the Umayyad period.
- Analyze the Arabic prose in the Abbasid period.
- Illustrate the modern Arabic prose of 19<sup>th</sup> and 20<sup>th</sup> century
- Discuss about the prominent classical Arabic poets and their contributions
- Debate on the prominent modern Arabic poets and their contributions

**Board of Studies (BoS) :**

12<sup>th</sup> BoS of SAIS held on 05.07.2021

**Academic Council:**

17<sup>th</sup> AC held on 15.07.2021

	PO 1	PO 2	PO 3	PO4	PO5	PO6	PO7	PO8	PO9	PO 10	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1				L									L		
CO2				H									M		
CO3				M									H		
CO4				H									M		
CO5				H									H		

**Note:** L- Low Correlation    M - Medium Correlation    H - High Correlation

SDG 4: Developing Language skill

Statement: The quality teaching of Arabic language enhances the communication skill of the citizens.

<b>ISD 2221</b>	<b>ADVANCED ARABIC LANGUAGE:</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>SDG:4</b>	<b>PROSE AND POETRY</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

**COURSE OBJECTIVES:****The course aims to teach / impart:**

- Certain samples of Arabic prose found in Quran, Hadith and Companions of Prophet (PBUH)
- Certain samples of Arabic prose during the period of thabiyeen and Abbasids
- Certain samples of 2<sup>nd</sup> generation Prose
- Classical Arabic poetry composed during the 9, 8, 7 & 6th Centuries with memorization
- Classical Arabic poetry composed during the 5, 4, 3, 2 & 1st Centuries with memorization

**MODULE I QURAN, HADITH AND COMPANIONS OF PROPHET (PBUH) 9**

Introduction to Arabic Literature- Introduction to Mukhtaaraat min Adab al Arab-  
Lesson: (عباد الرحمن) – Lesson: (سيدنا موسى) – Lesson: (جوامع الكلم) – Lesson: (الخطابة المعجزة) –  
Lesson: (مقتل) – Lesson: (ابتلاء كعب بن مالك) – Lesson: (كيف هاجر النبي ص) – Lesson: (في بني سعد)  
(عمر بن الخطاب)

**MODULE II ARABIC PROSE DURING THE PERIOD OF THABIYEEN AND ABBASIDS 8**

– Lesson: (بين سيدة زبيدة) – Lesson: (وصف الزاهد) – Lesson: (إخوان الصفا) – Lesson: (أخلاق المؤمن) –  
Lesson: (كيف كان معاوية) – Lesson: (القميص الأحمر) – Lesson: (بين قاض وقور وذباب جصور) – Lesson: (والمأمون  
يقضي يومه).

**MODULE III PROSE OF 2<sup>ND</sup> GENERATION 8**

Lesson: (حديث) – Lesson: (رسالة عتاب) – Lesson: (أشعب والبخيل) – Lesson: (استقامة الإمام أحمد) –  
Lesson: (ولو) – Lesson: (وفاة السلطان صلاح الدين الأيوبي) – Lesson: (في سبيل السعادة واليقين) – Lesson: (الناس  
الهمة) – Lesson: (سيد التابعين سعيد بن المسيب).

**MODULE IV POETRY OF 9<sup>TH</sup> - 6<sup>TH</sup> CENTURIES 10**

9, 8, 7 & 6th Centuries: Poems of Hafiz Bak Ibrahim (رجعت لنفسي) - Poems of Abdulla  
Basha Fikri (إذا نام غر) - Poems of Ayesha Thaimooriyah (بيد العفاف) - Poems of Salahuddin  
Khaleel (الجد في الجد) - Poems of Safiyuddin (لا يمتطي المجد) – Poems of Ibn Sayeed al  
Maghribi (سواي يهاب الموت) – Poems of Ibn Sina al Malik (أودعك الرحمن) – Poems of Abu  
Mohamed al Yamani (ولا تحتقر) – Poems of Hareeri (سامح أخاك) - Isma' Akhi: Hareeri (اسمع  
أخي).

**MODULE V POETRY OF 5<sup>TH</sup> - 1<sup>ST</sup> CENTURIES****10**

5, 4, 3, 2 & 1st Centuries: Poems of Shareef Abbasi (من عرف الله) - Poems of Abul Ala al Ma'rri (ألا في سبيل المجد) - Poems of Abul Ala al Ma'rri (وإني وإن كنت) - Poems of Muthanabbi (الرأي قبل شجاعة الشجعان) - Poems of Abu Thammam (لك القلم) - Maa fil Maqaami: Imam Shafi (ما في المقام لذي عقلٍ وذو أدب) - Poems of Bashshar bin Burdh (إذا بلغ الرأي) - Poems of Abdullah bin Jafar (إذا كنت في حاجة) - Poems of Hassan bin Thabith (لساني وسيفي).

**L – 45 ; TOTAL HOURS - 45****TEXT BOOKS:**

1. Syed Abul Hasan Ali Nadwi, Mukhtaaraat min Adab al Arab, Lucknow, India.
2. Mohamed Sharif Saleem, Majmua min al Nadhm, Maktabah Nadwiyah, Lucknow, India.

**REFERENCES:**

1. Hasan Zayyat, Tareekhul Adabil Arabi, Darul Hikmah, Lebanon.

**COURSE OUTCOMES:**

At the end of the course, the student will be able to:

- Discuss the Classical Prose in Arabic Literature
- Recognize Arabic prose text found in Quran, Hadith and Companions of Prophet (PBUH)
- Review the samples of Arabic prose during the period of thabiyeen (Successors) and Abbasids
- Reproduce and translate some samples of Arabic poetry composed during the 9, 8, 7 & 6th Centuries
- Reproduce and translate some samples of Arabic poetry composed during the 5, 4, 3, 2 & 1st Centuries

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	PO 1	PO 2	PO 3	PO 4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4	PSO5
CO1				L									L		
CO2				H									M		
CO3				M									H		
CO4				H									M		
CO5				H									H		

**Note:** L- Low Correlation M - Medium Correlation H - High Correlation

SDG 4: Developing Language skill

Statement: The quality teaching of Arabic language enhances the communication skill of the citizens.

<b>ISD 2212</b>	<b>QURAN EXEGESIS:</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>SDG: 3</b>	<b>MUMINOON, NOOR AND HAJURAAH</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**COURSE OBJECTIVES:**

The course aims to teach:

- The proper interpretation of the Quran on fundamentals of Faith, Tawheed, Prophet hood, Resurrection and the supreme judgment of Allah in the Chapter- Al Mu'minoon.
- Allah's power over the world of existence and irresistibility of His command over the entire universe.
- Interpretation of chapter An Noor on illegal sexual relationship, rules related to gender relationship.
- Knowledge that Allah is the light of heavens and earth, and he to whom Allah has not granted light for him there is no light.
- Moral and ethical teachings of the chapter Al Hujurath.

**MODULE I CHAPTER AL MU'MINOON (VERSE NO.: 1 – 75) 12**

The believers and their Qualities (صفات المؤمنين وميزاتهم) - Different signs of knowing Allah – Creation of Universe as sign for the existence of God (آيات الله في الكون) - Wonderful system of the world of creation, such as the sky, the earth and the creation of man, plants and animals (نظام خلق السماوات والأرض والإنسان والنباتات والحيوانات) - The biography of some of the great prophets such as Noah, Hud, Moses and Jesus (peace be upon them) (سير أعلام الأنبياء والرسل مثل نوح وهود وموسى وعيسى)

**MODULE II CHAPTER AL MU'MINOON (VERSE NO: 76 – 118) 12**

Concise discussions on the subject of Resurrection (مناقشة موجزة عن يوم القيامة) - Allah's Sovereignty over the world of existence - The Resurrection, the weighing of deeds (البعث والميزان) - Irresistibility of Allah's command over the entire universe - The reward for those who do right and the punishment for those who do wrong (الأجر للصالحين والعذاب للكفار).

**MODULE III CHAPTER AN NOOR (VERSE NO: 1 – 34) 12**

Punishment of zina/fornication (حد الزنا) - adulterer shall not marry any but adulteress or idolatress - kazf/false witness and its punishment 80 Lashes (حد القذف) - lian, accusing wife, procedure, buhtan, slander, rumors (اللعان والبهتان) - unclean things are for unclean ones (الخبائث للخبثين), entering permissions in houses (الاستئذان لدخول البيوت), parda, guarding private part and adornment (حفظ الفرج), mixing with opposite sex (مخالطة الجنسين) - marry your widows, singles and slaves.

**MODULE IV CHAPTER AN NOOR (VERSE NO; 35 – 64) 12**

Allah is the light of heavens and earth, layers of darkness (This is often referred to as "the Light Verse") (الله نور السماوات والأرض) - he to whom Allah has not granted light for him there is no light, all creation tasbih/glorify god, clouds and rain (يسبح الرعد بحمده) - (خلق كل شيء من ماء) - Allah has created every living creature from water (والملائكة من خيفته) - permission to enter in privacy, etiquette of eating, no blame on eating out from other than your own house - believers will be rewarded.

**MODULE V CHAPTER AL HAJURAAH (VERSE NO: 1 – 18) 12**

Respect of the Prophet - Commandment Not to Speak Loud In Front of prophet, Etiquettes Of Calling And Meeting Prophet When He Is In Private Life - Proper manner of dealing with reports - Relations among the Believers (إنما المؤمنون إخوة) - Moral and ethical teachings to keep group harmony and solidarity (إصلاح بين الناس) - Relations with groups and tribes. Faith is a favor of Allah to the Believers - God Created You From One Soul, The Most Noble Is The Most Righteous, Bedouins/Wandering Arabs Say We Believed, Infact They Only Submitted - No Ihsan/ Favor On Prophet If You Have Accepted Islam.

**L – 60 ; TOTAL HOURS - 60****TEXT BOOKS:**

1. Al Hafiz IbnKatheer, Tafseer Ibn Katheer, Beirut, Lebanon, 2nd Edition 1998.

**REFERENCES:**

1. Mohammed Ibn Ahmad Al Qurtubi, Tafseer Al Qurtubi, DarulKutubul Arab, Beirut, 2002.
2. Abdullah Yusuf Ali, Meanings of the Quran, Amana Corp., Maryland, USA, 1983.

**COURSE OUTCOMES:**

At the end of the course, the student is expected to:

- Debate the interpretation of fundamentals of Faith, Tawheed, Prophethood, Resurrection and the supreme judgment of Allah in the Chapter Al Muminoon..
- Summarise the debates about both Allah's Sovereignty over the world of existence and irresistibility of His command over the entire universe.
- Recall the interpretation of chapter An Noor on illegal sexual relationship, rules related to gender relationship.
- Demonstrate that Allah is the light of heavens and earth, layers of darkness; and He to whom Allah has not granted light for Him there is no light, all creation tasbih / glorify god.
- Analyze the Moral and ethical teachings of the chapter Al Hujurath.

**Board of Studies (BoS) :**

12<sup>th</sup> BoS of SAIS held on  
05.07.2021

**Academic Council:**

17<sup>th</sup> AC held on 15.07.2021

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4	PSO5
CO1				L									L		
CO2				H									M		
CO3				M									H		
CO4				H									M		
CO5				H									H		

**Note:** L- Low Correlation    M - Medium Correlation    H - High Correlation

SDG 3 : Faith in God and righteousness.

Statement. The human wellbeing is achieved with faith in God and righteousness.



<b>ISC 2213</b>	<b>HADEETH: SUNAN AT-TIRMIDHĪ</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>SDG : 3</b>		<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

### **COURSE OBJECTIVES:**

This course aims to teach:

- Ḥadīths related to food and drinks (their etiquettes and manners, being Ḥalāl or Ḥarām)
- Meanings and inferences from the ḥadīth to argue
- How to make compatibility (taṭbīq) between seemingly contradictory ḥadīths
- Comparing various ḥadīths on a topic and understand the rulings and opinions of jurists accordingly
- Ḥadīth text and the proper way of deriving its meanings

### **MODULE I THE BOOK ON FOOD (CHAPTER 1 - 12) 12**

What the prophet ate upon - eating meats of various kinds of animals - eating from utensils of disbelievers, the mouse that dies in cooking fat, prohibition of eating and drinking with left hand, licking fingers (after meal) - fallen morsel - dislike of eating from middle of food (أبواب الأطعمة عن رسول الله صلى الله عليه وسلم)

### **MODULE II THE BOOK ON FOOD (CHAPTER 13 - 24) 12**

Eating garlic and onion - permission to eat cooked garlic - vessels and extinguishing torches and fires prior to sleeping - dislike of taking two dates at once - recommending dates - praising allāh for food after eating - food for one is sufficient for two.

### **MODULE III THE BOOK ON FOOD (CHAPTER 25 - 37) 12**

Eating chicken - bustard and roasted meat - dislike of eating while reclining - prophet liking for sweets and honey - increasing (water in) broth - virtue of tharīdh - tearing meat (with teeth) - permission to cut meat with a knife - which meat prophet used to like most - eating melon with fresh dates - eating snake cucumber with fresh dates.

### **MODULE IV THE BOOK ON FOOD (CHAPTER 38 - 48) & THE BOOK ON DRINKS 12**

Wuḍū - washing hand before meals and afterwards - not performing wuḍū before eating - thasmiah for eating - eating gourd and olive oil - eating with slaves and dependants - virtues of feeding others - virtue of al-'ashā - thasmiah over food - dislike of spending night with smell on hand. Every intoxicant is unlawful - nabīdh prepared in earthenware containers - preparing nabīdh` and its kinds - preparing nabīd in a water-skin - grains (and berries) from which khamr` is derived - mixing unripe dates and dates.

**MODULE V THE BOOK ON DRINKS****12**

Drinking from gold and silver vessels - Prohibition of drinking while standing ( أبواب الأشرية )  
 (عن رسول الله صلى الله عليه وسلم) - Permission of drinking while standing - Breathing into the  
 vessel - Drinking with two breaths - The prohibition of bending the mouths of water-skin  
 - The right have more right to the drink - The one providing water for people is the last  
 of them to drink - The most beloved drink of the messenger of Allah.

**L – 60 ; TOTAL HOURS - 60****TEXT BOOKS:**

1. At-Tirmidhī, Abu Eīsā Muḥammad ibn Eīsā, *English Translation of Jami' at-Tirmidhī*, Vol. 3, 1<sup>st</sup> Ed. Tr. Abu Khaliyl, Riyadh, KSA: Darussalam, 2007.

**REFERENCES:**

1. Al-Mubarakpuri, Abdur Rahmān, *Tuhfat al-Ahwadhī bi-Sharh Jami' al-Tirmidhī*, Vol. 5, Beirut: Dar al-Fikr, 2009.

**COURSE OUTCOMES:**

At the end of the course, the student will be able to:

- Explain the etiquette and manners in the light of the ḥadīth
- distinguish between compulsory sunnah and optional sunnah
- Interpret and derive the proper meanings from the ḥadīth
- Understand and study the rulings and opinions of jurists within context of the ḥadīth
- Gain mastery in understanding the texts of the ḥadīth with its apparent and inner meanings

**Board of Studies (BoS) :**12<sup>th</sup> BoS of SAIS held on 05.07.2021**Academic Council:**17<sup>th</sup> AC held on 15.07.2021

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO 3	PSO 4	PSO 5
CO1				L									L		
CO2				H									M		
CO3				M									H		
CO4				H									M		
CO5				H									H		

**Note:** L - Low Correlation M - Medium Correlation H - High Correlation

SDG 3 :Good food habit and eating mannars.

Statement.Prophetic guidenace on food habit and eating mannars ensures good health and wellbeing.

<b>ISD 2214</b>	<b>MUSLIM PERSONAL LAW:</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>SDG: 10</b>	<b>INHERITANCE AND WAQF</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

**COURSE OBJECTIVES:**

The course aims to teach:

- Islamic laws of inheritance described by the Quran.
- Rules and procedures of inheritance distribution between Ashabul Furoodh, Wal Asabah.
- Rules and procedures of inheritance distribution between Dhavil Arhaam, devolution of vested inheritance.
- Rules and procedures of inheritance distribution between Mafqood , Gharqaa, Hundha, Haml, Murthdthu
- Institution of the waqf and its various types.

**MODULE I INHERITANCE IN QURAN 8**

Introduction – Quranic verses on inheritance (الميراث في القرآن) – System of inheritance in Islam (نظام التوريث في الإسلام) - Introduction of Shares defined in the Holy Quran (الأسهام المقدرة في القرآن)

**MODULE II ASHABUL FUROODH & ASABAH 10**

Rules and procedures of inheritance distribution between Ashabul Furoodh (أصحاب الفروض), Wal Asabah (العصبات)

**MODULE III DISTANT KINDRED & DEVOLUTION OF VESTED INHERITANCE 10**

Rules and procedures of inheritance distribution between Distant Kindred (ذوي المناسبات), Rules of devolution of vested inheritance (الأرحام)

**MODULE IV MAFQOOD -GHARQAA -HUNDHA- HAML- MURTHDTHU 10**

Inheritance of Al Mafqood (المفقود) - Al Gharqaa (الغرقى)- Al Hundha(الخنثى)-Al Haml (الحمل)-Al Murthdthu (المرتد)

**MODULE V WAQF AND ITS TYPES 7**

Waqf: meaning, wisdom & evidence; characteristics & conditions; types of waqf: religious, philanthropic and family waqf; categories of waqf in fiqh .

**L – 45 ; TOTAL HOURS - 45**

**TEXTBOOK:**

1. Mohamed Ali al Sabooni, Al Mawaareeth fi al shareeathil Islamiyyh, 3<sup>rd</sup> Edition, Aalam al Kutub, Bairut, 1989.

**REFERENCES:**

1. Shaykh Siraajuddin al Sajawandi, AL SIRAJI FIL MEERAS, Maktaba Bushra, Deoband, 2000
2. Sayyid Sabiq, Fiqhus Sunnah, Darul Fath, Cairo, 1999.

**COURSE OUTCOMES:**

At the end of the course the student will be able to:

- Describe the Islamic laws of inheritance described by the Quran.
- Analysis of rules and procedures of inheritance distribution between Ashabul Furoodh, al asabah.
- Apply the rules of Al Munasakhaat and inheritance distribution between dhavil arhaam, al mafqood, al gharqaa, al hadhma.
- Apply the rules of inheritance distribution between Mafqood , Gharqaa , Hundha, Haml, Murthadh.
- Identify the institution of the Waqf and its various types.

**Board of Studies (BoS) :**

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**Academic Council:**

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	PO 1	PO 2	PO 3	PO 4	PO 5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4	PSO5
CO1				L									L		
CO2				H									M		
CO3				M									H		
CO4				H									M		
CO5				H									H		

**Note:** L - Low Correlation    M - Medium Correlation    H - High Correlation

SDG 10 : Law of inheritance in islam .

Statement. Law of inheritance in islam aims at reducing inequality in the family and society.

<b>ISD 2215</b>	<b>PRINCIPLES OF JURISPRUDENCE:</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>SDG: 4</b>	<b>AL QAWAYID</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

**COURSE OBJECTIVES:**

The course aims to impart:

- Basic principles of interpretation of texts of Quranic and Hadith.
- Four types of clear texts, four types of unclear texts and methods of extracting indications from them
- Texts of homonyms, General and specific.
- Forms of absolute, Qualified, Order and prohibition
- Abrogating and abrogated, and objectives of Shariah (Maqasid Shariah)

**MODULE I INTRODUCTION OF BASIC PRINCIPLES 9**

Dhalalah (الدلالة) : textual implication and its four types - 1) explicit meaning - 2) alluded meaning - 3) inferred meaning - 4) required meaning ( عبارة النص، وإشارة النص، ودلالة النص، ( واقتضاء النص).

**MODULE II CLASSIFICATION OF TEXTS FOR INTERPRETATION 9**

Classification of clear and unclear indications of texts: the manifest (الظاهر), the explicit (النص), the unequivocal, (المفسر) and perspicuous (المحكم) -Classification of unclear indication of words. The obscure (الخفي), the difficult (المشكل), ambivalent (المجمل), the intricate (المتشابه).

**MODULE III DEBATES ON HOMONYM, GENERAL & SPECIFIC 9**

Terminology of homonyms (المشترك), terminology of general (العام) and specific (الخاص). Three types of aam, examples from Quran and hadith texts - divergent meaning of words (مفهوم المخالفة).

**MODULE IV ABSOLUTE TEXTS, QUALIFIED TEXTS & ORDER FORMS 9**

Definition of absolute (المطلق) and the qualified (المُقَيَّد) and the difference between the absolute (المطلق) and general (العام). Definition and classification of order (الأمر). The immediate effect and deferred effect of the prohibition form of (النهي).

**MODULE V OBJECTIVES OF SHARIAH 9**

Definition and discussion of abrogating text and abrogated text (الناسخ والمنسوخ). Abrogation by Quranic text and hadith text. Al maqasid (مقاصد الشريعة): objectives of shariah. Five fundamental principles of shariah objectives ( الضروريات، والحاجيات، ( والتحسينات).

**L – 45 ; TOTAL HOURS - 45**

**TEXT BOOKS:**

1. Wahba Al Zuhaili, Usool Al Fiqh Al Islami, 2nd edition, Damascas, 1998.

**REFERENCES:**

1. Abdul Wahhab Khallaf, Ilm Usool Al Fiqh, Cairo, 2002. Usool Al Shashi by Al Khamseen, Kutub Khana, Deoband, India.

**COURSE OUTCOMES:**

At the end of the course, the student is expected to:

- Demonstrate basic principles of interpretation of Quranic and Hadeeth texts.
- Distinguish all types of clear and unclear expression in Quranic verses and Hadeeth texts.
- Recognize texts of general, specific in terms of interpretation
- Interpret Quran or Hadith texts which are in the form of absolute/ qualified.
- Recognize objectives of law giver in major legislations and rulings of Shariah.

**Board of Studies (BoS) :**

12<sup>th</sup> BoS of SAIS held on 05.07.2021

**Academic Council:**

17<sup>th</sup> AC held on 15.07.2021

	PO 1	PO 2	PO 3	PO4	PO 5	PO 6	PO 7	PO 8	PO 9	PO10	PSO1	PSO2	PSO3	PSO4	PSO5
CO1				L									L		
CO2				H									M		
CO3				M									H		
CO4				H									M		
CO5				H									H		

**Note:** L - Low Correlation    M - Medium Correlation    H - High Correlation

SDG 4 : Principles of Islamic jurisprudence based on research and logical thinking.

Statement. Principles of Islamic jurisprudence ensure the quality research and education.

<b>ISD 2216</b>	<b>DEVELOPMENT OF ISLAMIC RELIGIOUS</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>SDG: 4</b>	<b>SCIENCES: TAFSEER AND HADITH</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

**COURSE OBJECTIVES:**

The course aims to teach:

- Quranic science: Usool Al Tafseer and Science of Hadith: Usool Al Hadith and basic themes of Quran classified into five points (Al Uloom al Khamsah)
- Comprehensive understanding about the various types of Qur'anic verses.
- Various aspects and importance of sciences of prophetic traditions
- Comprehensive understanding of classifications of prophetic traditions
- Importance of compilations of Hadeeth: Bukhari, Muslim and Sihah Sitha

**MODULE I INTRODUCTION 9**

Five sciences (العلوم الخمسة) – The science of debate (علم الجدل) – Debate of the Quran with polytheists, Jews, Christians and hypocrites

(الجدل القرآني مع المشركين واليهود والنصارى والمنافقين واليهود والنصارى والمنافقين) - The residual of the five sciences

(بقية العلوم الخمسة) - Description of the existence of accuracy and concealment in the meanings of the Noble Qur'an – (بيان وجود الدقة والخفاء في معاني نظم القرآن) (الكريم)

**MODULE II VARIOUS ASPECTS OF QURANIC VERSES 9**

Gharib al-Quran (غريب القرآن) - Al Nasikh wal Mansookh (المنسوخ والمنسوخ)

Asbabu al Nuzool (أسباب النزول) - Baqiyah al Mabahis (بقية المباحث) - Al-Muhkam wal Muthashabih wal Qinayah wal Tha'reedh wal Majaz al-Aqali (المحكم

أسلوب القرآن) - Metaphors of the Holy Quran (والمتشابه والكنائية والتعريض والمجاز العقلي)

(البيدع) – The arrangement of the Holy Quran and the pattern of chapters (ترتيب القرآن الكريم وأسلوب السور) – Segmentation of chapters and recurrence of verses in the Quran (تقسيم السور إلى الآيات الظاهرة والتكرار في القرآن الكريم)

**MODULE III INIMITABILITY OF THE QURAN 9**

Manifestations of Inimitability of the Quran (وجوه الإعجاز في القرآن الكريم) - proficiency of exegesis (فنون التفسير) – various interpreters of the Quran and their methodologies (أصناف المفسرين ومناهج تفسيرهم)

– peculiarities of glorious Qur'an (غرائب القرآن الكريم) – interior and exterior aspects of the Quran. (القرآن ويطنه)

**MODULE IV INTRODUCTION TO SCIENCE OF HADEETH 9**

Al Hadeeth & Al Sunnah (الحديث والسنة)- The chain of Narration & Text ( السند والحديث القدسي والحديث )- Al Hadeeth al Qudsi & Al Hadeeth al Nabawi (والمتن النبوي)- The Companion & The Successor (الصحابي والتابعي)- Definition of Science of Hadeeth -تعريف علم الحديث- Writing of Hadeeth -كتابة الحديث- Compiling of Hadeeth -جمع الحديث- Narration of Hadeeth word by word ( رواية لفظية في الحديث)

**MODULE V TYPES OF HADEETH AND THEIR STATUS 9**

Mass Transmitted Hadith (المتواتر)- singular (الأحاد)- Al Ghareeb (الغريب)- Al Azeez (العزیز) - Al Mash-hoor (المشهور) - Al Isnaad: al Aali, al Naazil (الإسناد العالي) - The raised chain and halted chain - المرفوع والموقوف - severed chain - المقطوع - Al Hadeeth al Saheeh (Definition) -تعريف الحديث الصحيح - The Books of Hadeeth: Bukhari, Muslim والمسلم ، البخاري ، كتب الحديث ، Al Hadeeth al Hasan -الحدیث الحسن - Weak مقدمة لكتب سنن الأربعة - الضعيف - An Introduction to Four Sunans - المدلس Concealed – Hurried - المرسل - Suspended - المنقطع - Problematic - المعضل - Disrupted – المضطرب - Anomalous – الشاذ - interpolated - المدرج - Defective. المعطل.

**L – 45 ; TOTAL HOURS - 45**

**TEXT BOOKS:**

- Shah Waliullah al Dehlawi, Al Fawz al Kabeer, Dar al Sunnah, Luknow, India.
- Dr. Hammam Abdur Raheem, Al Thamheed fee Uloom al Hadeeth, Dar Al Basheer, Dantha, 4<sup>th</sup> Edition, 1999, Egypt.

**REFERENCES:**

1. Dr. Nisar Ahmad, Dhiraasat fee Uloom Al Tafseer wal Hadeeth Al Nabawi, Chennai, India.
2. Ibn Hajar al Asqalaani, Nukhbah al Fikr, Deoband, India.

**COURSE OUTCOMES:**

At the end of the course the student will be able to:

- Classify the Quranic science – Usool Al Tafseer and Science of Hadith – Usool Al Hadith and the basic sciences of Quran and Hadiths
- Analyze the five points which are considered as basic themes of Holy Quran
- Identify the various time span and reasons of revelations and inimitability of the quran
- Explain the various kinds of authenticated and unauthenticated Hadiths
- Address the various classification of Hadith due to isnaad and matan



**Board of Studies (BoS) :**12<sup>th</sup> BoS of SAIS held on 05.07.2021**Academic Council:**

17th AC held on 15.07.2021

	PO 1	PO 2	PO 3	PO4	PO5	PO 6	PO 7	PO 8	PO9	PO10	PSO1	PSO2	PSO3	PSO4	PSO5
CO1				L									L		
CO2				H									M		
CO3				M									H		
CO4				H									M		
CO5				H									H		

**Note:** L- Low Correlation    M - Medium Correlation    H - High Correlation

SDG 4 : The religious sciences based on research and logical thinking .

Statement: A logical study on structural aspects of the Quran and Hadiths.

<b>GED 2204</b>	<b>APTITUDE AND WORKPLACE SKILLS</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>SDG: 8</b>		<b>0</b>	<b>0</b>	<b>2</b>	<b>1</b>

**COURSE OBJECTIVES:**

**COB1:** To enlighten students with the basic logical reasoning concept

**COB2:** To prepare the students to face competitive examination

**COB3:** To efficiently make use of goal setting and to inculcate the elements of being a good leader and a team member

**COB4:** To prepare the students holistically to face the Personality Test

**MODULE I GENERAL MENTAL ABILITY 8**

Probability- Permutations & Combinations - Allegations and mixture –Data interpretation.

**MODULE II ANALYTICAL AND LOGICAL REASONING 7**

Order & Ranking – Seating Arrangements – Statement and Conclusions – Letter and alpha numeric series – Venn Diagram – Logical Puzzles – Coding and Decoding

**MODULE III MANAGEMENT SKILLS 7**

Goal setting - Leadership styles – Team Building – Teamwork – Time Management – Stress Management

**MODULE IV INTERVIEW SKILLS 8**

Interview Preparation – CV's and Resume building - Preparation of Self Introduction- Facing Personal Interview – Mock interview

**P - 30; TOTAL HOURS –30**

**REFERENCES:**

1. Tyra .M, Magical Book on Quicker Maths, BSC Publishing Company Pvt. Limited, 2009.
2. R. S. Aggarwal, Quantitative Aptitude for Competitive Examinations, S. Chand Limited, 2017.
3. R. S. Aggarwal, A Modern Approach to Verbal & Non-Verbal Reasoning, S. Chand Limited, 2010.
4. Khattar Dinesh, The Pearson Guide to Quantitative Aptitude for Competitive Examinations, 3e, Pearson India, 2016.
5. Rajesh Verma, Fast Track Objective Arithmetic Paperback, Arihant Publications (India) Limited, 2018.

6. Arun Sharma Teach Yourself Quantitative Aptitude Useful for All Competitive Examinations, McGraw Hill Education (India) Pvt. Limited, 2019.
7. Bhattacharya. Indrajit, An Approach to Communication Skills, Dhanpat Rai & Co., (Pvt.) Ltd. New Delhi, 2008.
8. Swan, Michael, Practical English Usage, Oxford University Press, 2005.
9. P.A. Anand, Wiley's Quantitative Aptitude, 1st Edition, Wiley, 2015.
10. InduSijwali, A New Approach to Reasoning Verbal & Non-Verbal, Arihant Publications India limited, 2018.
11. Disha Experts, Shortcuts in Reasoning (Verbal, Non-Verbal, Analytical & Critical) for Competitive Exams 2nd Edition, Disha Publication, 2018.
12. Jaikishan, Premkishan, How to Crack Test of Reasoning, Arihant Publications India limited, 2018.

#### **COURSE OUTCOMES:**

**CO1:** Apply and solve the difficult problems of logical reasoning

**CO2:** Solve aptitude problems efficiently

**CO3:** Become a Leader or an effective team member and manage time and stress effectively

**CO4:** Face the Personality Test / Interview with confidence

#### **Board of Studies (BoS):**

13<sup>th</sup> BoS of Department of English  
held on 17.6.2021

#### **Academic Council:**

17<sup>th</sup> AC held on 15.07.2021

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO 10
CO1							L		M	
CO2					H					
CO3								L		
CO4								H		

**Note:** L- Low Correlation    M -Medium Correlation    H -High Correlation

**SDG 8:** Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all.

This course helps to learn the skills such as active listening, collaboration, presenting ideas, effective communication and employability skills which are highly valued in the modern workplace.

**SEMESTER V**

<b>ISD 3101</b>	<b>SHARIAH RULINGS IN CHAPTER AL MAIDAH</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>SDG:3</b>		<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**COURSE OBJECTIVES:**

The course aims to teach:

- Shariah rulings mentioned in the Chapter Al Ma'idah and Reminding the Believers of the Bounty of the Message and Islam – Warning against the errors of the Jews.
- Quranic guidance from the story of the two children of Adam, Habil (Abel) and Qabil (Cain).
- Knowledge with the characters and attitudes of Jews and Christians in the light of the Quran.
- Rules and regulations from the verses applicable in day to day life.
- Quranic guidance on Prohibition of Intoxicants & Gambling and its effect on individuals and society.

**MODULE I CHAPTER AL MA'IDAH: VERSE NO. 1 – 19 12**

Introduction to Surah Al Maidah - Explaining the Lawful and the Unlawful Beasts - توضيح الحلال والحرام - The Necessity of Preserving the Sanctity and Safety of those who intend to Travel to the Sacred House - Islam Has Been Perfected for Muslims - Clarifying the Lawful الحلال - بيان الحلال - Rules related to Performing Wudu (Ablution) - الأحكام المتعلقة بالوضوء والتيمم - Reminding the Believers of the Bounty of the Message and Islam - إنذار لضلالات اليهود - Warning against the errors of the Jews - تذكير نعمة الدين

**MODULE II CHAPTERAL MA'IDAH: VERSE NO. 20 – 43 12**

The story of Musa (PBUH) and the Jews related to the Holy land قصة ذهاب موسى وبني - قصة قابيل وهابيل - The Story of Habil (Abel) and Qabil (Cain) - اسرائيل إلى الأرض المقدسة - Human Beings Should Respect the Sanctity of Other Human Beings - Commanding Taqwa, Wasilah, and Jihad الأمر بالتقوى والوصية والجهاد - The Necessity of Cutting off the Hand of the Thief قطع يد السارق .

**MODULE III CHAPTER AL MA'IDAH: VERSE NO. 44 – 63 12**

Chastising the Jews for Their Evil Lusts and Desires, While Praising the Tawrat مدح - ذكر عيسى ومدح الإنجيل - Praising the Quran; Allah Mentions `Isa and Praises the Injil - التوراة - The Command to refer to the Quran for Judgement مدح القرآن الكريم - The Prohibition of Being Loyal Friends with Disbelievers – Bad attitudes of Jews.

**MODULE IV CHAPTER AL MA'IDAH: VERSE NO. 64 – 88 12**

The People of the Scriptures Deserve the Worst Torment on the Day of Resurrection

منع الشرك والتعدي على الحدود - Criticizing Rabbis and Learned Religious Men for Giving up on Forbidding Evil والأحبار والربانيين - نذم الربانيين والأحبار - Isa is Allah`s Servant and His Mother is a Truthful Believer – The Prohibition of Shirk (Polytheism) and Exaggeration in the Religion .

#### **MODULE V CHAPTER AL MA`IDAH ; VERSE NO. 89 – 120 12**

Expiation for Breaking the Oaths- Prohibiting Khamr (Intoxicants) and Maysir (Gambling) - تحريم الخمر والميسر - Prohibiting Hunting Game in the Sacred Area and During the State of Ihram - Unnecessary Questioning is Disapproved of - لا تسئلوا عن أشياء - One is Required to Reform Himself First - Reminding `Isa of the Favors that Allah Granted him - Sending Down the Ma`idah إنزال المائدة - Only Truth will be of Benefit on the Day of Resurrection.

**L - 60; TOTAL HOURS –60**

#### **TEXT BOOKS:**

1. Dr. Muhammad Syed Tanthavi, Tafseer Al Waseeth, Egypt, 1996.

#### **REFERENCES:**

1. Abu Muhammad Al Hussain Al Baghavi, TafseerAl Baghavi, Riyadh, K.S.A.
2. Abdullah Yusuf Ali, Meanings of the Quran, Amana Corp, Maryland, USA,1983.

#### **COURSE OUTCOMES:**

At the end of the course, the student is expected to:

- Describe the Shariah rulings mentioned in the chapter Al Ma`idah and discuss about the reminding the Believers of the Bounty of the Message and Islam – Warning against the errors of the Jews.
- Explain the Quranic teachings on the story of the two children of Adam Habil (Abel) and Qabil (Cain).
- Distinguish between the basic doctrines and principles of Jews and Christians.
- Demonstrate rules and regulations from the verses applicable in day to day life.
- Recall the Quranic guidance on Prohibition of Intoxicants & Gambling and its effect on individuals and society.

#### **Board of Studies (BoS):**

13<sup>th</sup> BoS of SAIS held on 16.02.2022

#### **Academic Council:**

18<sup>th</sup> AC held on 24.02.2022

	PO 1	PO 2	PO 3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4	PSO5
CO1				L									L		
CO2				H									M		
CO3				M									H		
CO4				H									M		
CO5				H									H		

**Note:** L - Low Correlation    M - Medium Correlation    H - High Correlation

SDG 3: Intoxiation and Gambling affect health and wellbeing

Statement: Awareness about the intoxication, narcotic issues and Gambling will promote health and well-being.

<b>ISD 3102</b>	<b>A SPECIAL STUDY ON SAHEEH MUSLIM</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>SDG: 16</b>		<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**COURSE OBJECTIVES:**

This course aims to explain:

- Methodology of compiling of Hadith by Imam Muslim
- Turmoil of the Last Day and Emergence of Yājuj & Mājūj, Bloodshed among People.
- Dajjāl, Signs of the Hour and descent of 'Eīsa (PBUH) etc.
- Piety, purification, heart-softening and the relevant ḥadīths
- State of steadfastness during periods of turmoil as a trial of believer and teachings of goodness, honesty and kindness to practice in life and society.

**MODULE I      BIOGRAPHY OF IMAM MUSLIM AND INTRODUCTION TO      12**  
**SAHIH MUSLIM**

A life sketch of Imam Muslim Introduction to Ṣaḥīḥ Muslim: its salient Features, Arrangement of Themes & Chapters -: Methodology of compiling the Ḥadīth and Classification. (جمع وتدوين الحديث) Chapter 1: Approach of Tribulation and The Opening of The Barrier of Ya'juj and Ma'juj - Chapter – 2. Swallowing up Army of Attacking Ka'bah (باب الخسف بالجيش الذي يؤم البيت) - Chapter – 3. Onset of Tribulations Like Rainfall - Chapter – 4. Muslims Confront with Each Other (باب إذا تواجه المسلمان بسيفيهما) Chapter – 5. Killing One Another.

**MODULE II      BOOK: SIGNS OF THE LAST HOUR – I (كتاب الفتن)      12**

Chapter – 6. Prophetic prediction about the Last Day - Chapter (باب إخبار النبي فيما يكون إلى) Chapter 7. Continuum of tribulations - Chapter 8. The hour will not Begin until the Euphrates uncovers a mountain of Gold - Chapter 9. The conquest of Constantinople, the emergence of the dajjal and the descent of prophet Jesus (PBUH) - Chapter 10. The hour will begin when the Byzantines are the most prevalent of people - Chapter 11. Fighting the Byzantines, and a great deal of killing when ad-dajjal emerges (باب إقبال الروم في كثرة القتل عند خروج الدجال) - Chapter 12. Conquests of the Muslims before the appearance of ad-dajjal - Chapter 13. Signs of the Hour - Chapter 14. Fire Emission from Land of Ḥijāz - Chapter 15. High Population of Madīnah - Chapter 16. Mayhem situation of the East - Chapter 17. Worship of Dh-ul Khalsah by Daus (باب لا تقوم الساعة حتى تعبد دوس ذا) - Chapter 18. Wish of a Passer-by to be in Grave Due to Calamity - Chapter 19. Story of ibn Ṣayyād .

**MODULE III      BOOK: DISORDER AND SIGNS OF THE LAST HOUR – III      12**

Chapter 20. Dajjāl& His falsehoods - Chapter 21. Madinah is forbidden to him; he will kill a believer and bring him back to life (باب في صفة الدجال وتحريم المدينة عليه وقتله المؤمن وإحيائه) - Chapter 22. Ad-dajjal is very insignificant before Allah - Chapter 23. Dajjāl Appearance,

His Stay On Earth, Descent of 'Eīsa to Kill Him, Death of People of Goodness and Faith, Survival of the Wicked People and Idol Worship, Trumpet Blow and Resurrection of Dead - Chapter 24. Spy of Dajjāl - Chapter 25. Other Ḥadīths about Dajjāl ( باب في بقیة من ) (أحاديث الدجال) - Chapter 26. Virtue of Worship in Mayhem situation (باب فضل العبادة في الهرج).

**MODULE IV BOOK: ASCETICISM AND HEART-SOFTENING - I ( كتاب الزهد 12 (والرفائق)**

Chapter 27. the approach of the day of judgment - Chapter 28. Interval Between (Trumpet) Blows (باب ما بين النفختين) - World as Prison for Believer and Paradise for Disbeliever - Chapter 1. Prohibition of Entering Upon People Committed Offense Upon Themselves But Weepingly - Chapter 2. Good Treatment to Widows, Orphans and the Poor - Chapter 3. Virtue of Building Masājid (باب فضل بناء المساجد) - Chapter 4. Charity to the Poor and Wayfarers - Chapter 5: Prohibition on Showing Off (باب تحريم الرياء).

**MODULE V BOOK: ASCETICISM AND HEART-SOFTENING– II 12**

Chapter 6: Safeguarding of Tongue (باب حفظ اللسان) - Chapter 7: Punishment for Non-Practicing Who Enjoins Good and Forbids Evil - Chapter 8: Prohibition of Disclosing One's Sins (باب النهي عن هتك الإنسان ستر نفسه) - Chapter 9: Disliking 'Tashmīt' to One Who Sneezes and Yawn Without Saying 'Ḥamd' - Chapter 10: Miscellaneous Ḥadīths - Chapter 11: Mice: a Transformed Race - Chapter 12: Believer Not to be Stung Twice from One Hole - Chapter 13: Believer's Affairs is all Good (باب المؤمن أمره كله خير) - Chapter 14: No to do Exaggeration of Praise for Anyone As It may Cause Fitnah - Chapter 15: Preference for Older .

**L - 60; TOTAL HOURS – 60**

**TEXT BOOKS:**

1. Muslim ibn al-Ḥajjāj, Abul Ḥusayn, Ṣaḥīḥ Muslim: Arabic, Riyadh: Darussalam, 2018.

**REFERENCES:**

1. Al-Nawawi, AbūZakarīyāYaḥyā ibn Sharaf, al-Minhājī-SharḥṢaḥīḥ Muslim ibn al-Hajjāj, Vol. 7, Cairo: Mu'assisahQurtubah, 2009
2. Al-Hurarī, Muhammad al-Amīn, SharḥṢaḥīḥ Muslim, 8<sup>th</sup> Ed., Jeddah: Dār al-Minhāj Publishers, 2017

**COURSE OUTCOMES:**

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

- Discuss about Ṣaḥīḥ Muslim, its feature and methodology of Ḥadīth collection
- Identify and explain various aspects and events about period of turmoil
- Outline the signs of the last day of the world



- Interpret meaning of the hadith related to asceticism and simplicity in life without indulgence in exaggeration and approaching extreme
- Demonstrate skill of developing good habits like guarding tongue, respecting others in the light of ethical teachings of the holy prophet.

**Board of Studies (BoS):**13<sup>th</sup> BoS of SAIS held on 16.02.2022**Academic Council:**

18th AC held on 24.02.2022

	PO 1	PO 2	PO 3	PO4	PO 5	PO 6	PO 7	PO 8	PO9	PO10	PSO1	PSO2	PSO3	PSO4	PSO5
CO1				L									L		
CO2				H									M		
CO3				M									H		
CO4				H									M		
CO5				H									H		

**Note:** L- Low Correlation    M - Medium Correlation    H - High Correlation

**SDG 16 :** Self accountability through remembrance of Death and Hereafter.

**Statement:** Self accountability through remembrance of Death and Hereafter for peace of mind and social disciplines.

<b>ISD 3103</b>	<b>MUSLIM FAMILY LAW</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>SDG: 10</b>		<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

**COURSE OBJECTIVES:**

**The course aims to teach / impart:**

- Rules and conditions of Marriage and prohibited things in marriage.
- The Women unlawful to be married and Marital Rights
- Shariah rules of Engagement, Mahr and Rulings of Thalaq
- Rejoinable Thalaq & Final version of Thalaq
- Shariah rules of Khula, Faskh and Iddah.

**MODULE I MARRIAGE AND ITS TYPES & CONDITIONS 9**

Introduction to Marriage باب النكاح – Case Studies related to Divorce and maintenance particularly in India – Prohibited types of Marriage - الأنكحة التي هدمها الإسلام - Encouraging for Marriage – Marriage Contract عقد الزواج - Conditional Contract- Conditions for correct Marriage شروط صحة الزواج - شروط لزوم عقد الزواج

**MODULE II PROHIBITED WOMEN FOR MARRIAGE 9**

Prohibited women for marriage المحرمات من النساء - Marriage with women of book and Sayibah الحقوق الكتاب أهل الكتاب – Custodian of marriage الوكالة في الزواج – Marital Rights الحقوق الزوجية – Duties and rights of the couple الحقوق والواجبات للزوجين

**MODULE III ENGAGEMENT, MAHR AND RULINGS OF THALAQ 9**

Dowry given by bride المهر – Engagement before marriage (الخطبة قبل الزواج) - Marriage Feast الوليمة – Thalaq الطلاق - Types of Thalaq Divorce – Traditional Innovative way of Thalaq الطلاق السني والبدعي

**MODULE IV REJOINABLE THALAQ & FINAL VERSION OF THALAQ 9**

Number of thalaq عدد الطلاق – rejoinable Thalaq – Final version of Thalaq (الطلاق الرجعي) – thalaq of patient at the death (الطلاق عند مرض الموت) – Authorization for divorce (التفويض والتوكيل في الطلاق)

**MODULE V KHULA, FASKH AND IDDAH 9**

Demand of seperation by wife (الخلع) - Ill treatment of men - Dhihar (الظهار) – Legal seperation of couple – Seperation by Liaan (التفريق باللعان) - waiting period of divorced women (العدة)

**L - 45; TOTAL HOURS – 45**

**TEXT BOOKS:**

1. Syed Sabiq, Fiqh Al Sunnah, Darul Fath, Cairo, 1999.

**REFERENCES:**

1. Imam Mohammed Abu Zahra, Al Ahwal Al Shakhsiyya, Egypt.
2. Burhanuddin al Murgheenani, Hidayah, Maktabah Ashrafiya, Deoband, India.

**COURSE OUTCOMES:**

At the end of the course, the student is expected to:

- Explain the Rules and conditions of Marriage and prohibited things in marriage.
- List the pre-conditions allowed and the Women unlawful to be married and Marital Rights
- Demonstrate the Shariah rules of Engagement, Mahr and Rulings of Thalaq
- Demonstrate the Shariah rules of Rejoinable Thalaq & Final version of Thalaq
- Discuss the Shariah rules of Khula, Faskh and Iddah.

**Board of Studies (BoS):**

13<sup>th</sup> BoS of SAIS held on 16.02.2022

**Academic Council:**

18<sup>th</sup> AC held on 24.02.2022

	PO 1	PO 2	PO 3	PO 4	PO 5	PO6	PO7	PO8	PO9	PO10	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1				L									L		
CO2				H									M		
CO3				M									H		
CO4				H									M		
CO5				H									H		

**Note:** L- Low Correlation    M - Medium Correlation    H - High Correlation

**SDG 10:** Reduced Inequality

**Statement:** Family system and law in Islam ensures empowering women, gender equality and reduce inequality within the family.

<b>ISD 3104</b>	<b>COMPARATIVE FIQH</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>SDG: 3</b>		<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

**COURSE OBJECTIVES:**

The course aims to teach:

- Ablution, its evidence and difference of opinions among Imams
- Root cause of difference on Mash, bathing, Tayammum & breakers
- Types of purity and prayers and debates on the evidences
- Prayers, Conditions & Cleanliness
- Types of Prayers and debates on evidences.

**MODULE I INTENTION IN ABLUTION AND ITS DEBATE 9**

Opinion of Imams if the intention (Niyah) is one of the conditions in ablution (Udhou) and in all compulsory religious activities? Their evidence from Quraan and Hadeeth for their claim - أدلتهم من القرآن والحديث - Opinion of Imams on washing forehands before putting them into the ablution water - The reasons for their differences - Opinion of Imams on washing inside of mouth and nose - The reasons for their differences أسباب الاختلاف فيما بينهم .

**MODULE II MASH ,THAYAMMUM & BREAKERS OF ABLUTION 9**

Opinion of Imams on the limit of head for Mas'h -inclusion of both ears - The reasons for their differences أسباب الاختلاف فيما بينهم - type of washing legs - evidence from Quran أدلتهم من القرآن - doing the acts of Udhu in order - Their justification from Quraan for their claims - touching the socks مسح الخفين (Mushul Khuffain) with water in the time of ablution and Bath - evidence from Quraan and Hadith - Their proof from Hadith- Kinds of water to be used for religious purifying - More water and less water. Different definitions. Ablution Breakers. نواقض الوضوء (Navaaqil –ul- Ulou)- the (Ghusl) compulsory bath- evidence.

**MODULE III TYPES OF PURITY AND PRAYERS 8**

The rules of Isthihaala مسائل الاستحاضة (disorder in menstruation period for female) - Janaabath (Major Impurity) and Hadath (minor Impurity). Number of compulsory prayers. Opinion of Imams on it. on whom the prayers are compulsory?

**MODULE IV PRAYERS, CONDITIONS & CLEANLINESS 9**

Eight conditions of prayers ثمانية شروط للصلاة - Different opinions of Imams on them. The times that the prayer is prohibited. The conditions for Muathin شروط للمؤذن - Qiblah and its related matters. Body portion of man and woman that should be covered. (Aurath). Cleanliness of body and dress طهارة البدن واللباس. Places where one can pray on them.

**MODULE V TYPES OF PRAYERS 10**

Congregational prayers ( Salaathul Jamaa,ath). Qualification of Imam أهلية الإمام . Who is

Imam and who is Ma,umoom? The duty of a Ma,umoom while following the Imam. Jumaa prayer and on whom it is obligatory? Travelers prayer (Salaathul Musaafir) - Combined prayers صلاة الجمع (salaathul Jam,u) concessional prayer صلاة القصر - Sujoodus sahvو سجود السهو - Witru prayer- صلاة الوتر

**L - 45; TOTAL HOURS – 45**

**TEXT BOOKS:**

1. Muhammad bin Ahmad bin Rushd Al qurthubi, Bidayathul Mujthahid va Nihaayathul Muqthasid, Volume 1.

**REFERENCES:**

1. Burhanuddin Al murghinanai, Al Hidayah, Volume 1.
2. Zainuddin Makhdoom, Al ponnani Al Malabari, Fathul Muieen, Vol. 1.

**COURSE OUTCOMES:**

At the end of the course, the student is expected to:

- Discuss about the Ablution, its evidence and difference of opinions
- Analyse the Root cause of difference on Mash, bathing, Tayammum & breakers
- Demonstrate the types of purity , prayers and debates on the evidences
- Illustrate the Prayers, Conditions & Cleanliness
- Classify The types of Prayers and debates on evidence.

**Board of Studies (BoS):**

13<sup>th</sup> BoS of SAIS held on 16.02.2022

**Academic Council:**

18<sup>th</sup> AC held on 24.02.2022

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4	PSO5
CO1				L									L		
CO2				H									M		
CO3				M									H		
CO4				H									M		
CO5				H									H		

**Note:** L- Low Correlation M - Medium Correlation H -High Correlation

SDG 3: Ensuring healthy lives, promoting well-being

Statement: Awareness about cleanliness and personal hygenic are necessary to good health and well being.

<b>ISD 3105</b>	<b>HISTORY OF ISLAMIC THOUGHT</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>SDG: 4</b>		<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

**COURSE OBJECTIVES:**

The course aims to teach:

- Islamic revolution in the field of education.
- Islamic knowledge growth in cities like Makkah, Medina.
- Different sects and schools of thoughts like Kawariji, Shia
- Establishment of institutions, debate centers and libraries inside the Masjids and Biography of Imams: Imam Abu Haneefa, Imam Malik and their contributions to the Islamic jurisprudence
- Development of Philosophy, Medicine and Mathematics, contributions of Raazi and Ghazzali.

**MODULE I INTRODUCTION 9**

Importance of seeking knowledge in Islam -Islamic revolution in the field of education - Mecca and madina before islam and after islam – Mawaali (الموالي).

**MODULE II CENTERS OF KNOWLEDGE 9**

Development of Knowledge centers (المراكز التعليمية) -Major Cities (Mecca , Medina, Iraq, koofa - Basara, Damascus and Egypt) - History of its teachers and students.

**MODULE III RELIGIOUS GROUPS 9**

sectarian divisions in islam - Ideology and principles of Khawariji (الخوارج وأفكارها) - Shia and their ideological developments (الشيعة وأفكارها) - Murji'ah-Mutazilah (المرجئة والمعتزلة) - Imam Hasan Basari and Imam Ash'ari.

**MODULE IV RELIGIOUS SCIENCE AND FOUR IMAMS 9**

schools of jurisprudence-Kuttab - Masaajid (المساجد والكتّاب) - Debate centers (مراكز المناظرة) - Library-Imaam Abu Haneefa - Imaam Malik - ImaamShaafi - Imaam Ahmed bin Hanbal (الأنمة الأربعة ومساهماتهم الفقهية والأصولية).

**MODULE V PHILOSOPHY AND SCIENCE 9**

Astronomy - Medicine and mathematics (الفلك والطب) - biography of Raazi - Faraabi - Ghazzali – Ibnu Seena and Al bairuni (ترجمة الرازي والغزالي وابن سينا والبروني ومساهماتهم).

**L - 45; TOTAL HOURS – 45**

**TEXT BOOKS:**

1. Tareekh al Fiqr al Islami, Bukhari Aalim Arabic College, 2009

**REFERENCES:**

1. Ahmad Ameen, Fajr al Islam, DarulKutubul Arabi, Beirut, 1975.
2. Umar Farrookh, Taareekh al Fikr Al Arabi, Beirut, 3rd edition, 1981.

**COURSE OUTCOMES:**

At the end of the course, the student is expected to:

- Outline the historical Islamic revolution in the field of education.
- Summarise the Islamic knowledge growth in cities like Makkah, Medina.
- Classify the different sects and schools of thoughts like Kawariji, Shia
- Clarify the establishment of institutions, debate centers and libraries inside the Masjids and Discuss the biography of Imams: Imam Abu Haneefa, Imam Malik and their contributions to the Islamic jurisprudence
- Scrutinize the development of Philosophy, Medicine and Mathematics, contributions of Raazi and Ghazzali.

**Board of Studies (BoS):**

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**Academic Council:**

18<sup>th</sup> AC held on 24.02.2022

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4	PSO5
CO1				L									L		
CO2				H									M		
CO3				M									H		
CO4				H									M		
CO5				H									H		

**Note:** L - Low Correlation    M - Medium Correlation    H - High Correlation

SDG 4: Knowledge on development of History of Islamic thought

Statement: The knowledge in this field promotes the human to sustainable development and cultural diversity.

<b>ISD 3106</b>	<b>BUSINESS ARABIC AND TRANSLATION</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>SDG: 4</b>		<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

**COURSE OBJECTIVES:**

The course aims to impart

- Writing letters, notes, paragraphs in Arabic language
- Modern Arabic newspapers and journalism
- Modern Arabic used in Contracts, agreements and appointments
- Translation of data related to passport, visa and travel documents
- Selecting corresponding Arabic words to English and vice-versa

**MODULE I      COMPREHENSION – LETTER WRITING      9**

Introduction to business Arabic - paragraph writing, story writing, developing hints - Personal, Official & Commercial letters. ( التعرف على المصطلحات ، كتابة الفقرات والقصص والرسائل )  
( المختلفة باللغة العربية )

**MODULE II      ARABIC LANGUAGE OF JOURNALISM      9**

Reading newspapers- analyzing language of journalism - Translation of news headlines - - Vocabularies and examples of usage.

( قراءة الجرائد اليومية ، والتعرف على أساليب اللغة الصحافية ، وترجمة عناوين الأخبار اليومية، والمصطلحات )

**MODULE III      CONTRACTS AND AGREEMENTS IN ARABIC      9**

Reading and writing sample contracts/ agreements- marriage affidavits - Translation of agreements and affidavits from Arabic to English and vice versa - Introduction to related terminology.

( قراءة نماذج العقود والاتفاقيات ، وشهادات الزواج، وترجمة مثل هذه المستندات ، والتعرف على المصطلحات )

**MODULE IV      DOCUMENTAL ARABIC      9**

Reading, writing and translating travel documents such as passport, visa, immigration, tourism- writing bio-data - analyzing related terminology in Arabic

(قراءة المستندات الخاصة بالرحلات والسياحات مثل جواز السفر والتأشيرات وترجمة هذه المستندات ، وكتابة البيانات الشخصية ، والتعرف على المصطلحات )

**MODULE V      INTRODUCTION TO TRANSLATION      9**

Techniques of translation, Arabic to English and vice versa. ( طرق الترجمة واختبار المرادفات )

**L - 45; TOTAL HOURS – 45**

**TEXT BOOKS:**

1. Arabic for professionals and translation practice, Bukhari Aalim Arabic College, 2013.



**REFERENCES:**

1. Haneef Palliyath, *Secretarial Practice in Arabic*, Darul Huda Book Stall, Calicut, 1996.

**COURSE OUTCOMES:**

At the end of the course, the student is expected to:

- Write various types of letters in Arabic
- Analyze Arabic terminology used in newspapers and journals
- Draft agreements, appointments and affidavits in Arabic
- Translate data related to passport, visa and travel documents
- Use corresponding Arabic words to English and vice-versa

**Board of Studies (BoS):**

13<sup>th</sup> BoS of SAIS held on 16.02.2022

**Academic Council:**

18<sup>th</sup> AC held on 24.02.2022

	PO 1	PO 2	PO 3	PO4	PO 5	PO 6	PO 7	PO 8	PO 9	PO10	PSO1	PSO2	PSO3	PSO4	PSO5
CO1				L									L		
CO2				H									M		
CO3				M									H		
CO4				H									M		
CO5				H									H		

**Note:** L- Low Correlation    M - Medium Correlation    H - High Correlation

SDG 4: Translation skill development

Statement: Translation skill development provides employment opportunities.

<b>ISD 3126</b>	<b>ADVANCED BUSINESS ARABIC AND</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>SDG:4</b>	<b>TRANSLATION</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

**COURSE OBJECTIVES:**

The course aims to impart

- Introduction to business Arabic and writing commercial texts in Arabic
- Business and administrative communication in Arabic
- Drafting agreements, appointments and affidavits in Arabic
- Translation of data related to passport, visa and travel documents
- Selecting corresponding Arabic words to English and vice-versa

**MODULE I COMPREHENSION – LETTER WRITING 9**

Introduction to business Arabic - News headlines - translation of news headlines - sentence patterns - paragraph writing, story writing, developing hints - Personal, Official & Commercial letters.

( العربية المتداولة في مجال المعاملات التجارية المعاصر ، عناوين الجرائد اليومية وترجمتها ، كتابة الفقرات والقصص القصيرة بالعربية ، وكتابة الرسائل المختلفة.)

**MODULE II BUSINESS SITUATIONAL COMMUNICATION 9**

Reading, writing & practicing in commercial field, administrative field. Vocabularies and examples of usage. (ممارسة الكتابة في مجال الإدارة والتجارة، والتعرف على المصطلحات)

**MODULE III CONTRACTS AND AGREEMENTS 9**

Writing indent letters- writing work orders - writing rental agreement, appointment order, marriage affidavit- Translation of these documents from Arabic to English and vice versa. ( تحرير العقود وأوامر التشغيل وعقود الإيجار وشهادات الزواج واتفاقيات التفاهم وترجمة المستندات )

**MODULE IV FORMS 9**

Terminologies related to passport, visa, immigration, tourism, bio-data, etc.

(مصطلحات الجوازات والهجرة والسياحة ، وصيغ البيانات الشخصية)

**MODULE V INTRODUCTION TO TRANSLATION 9**

Techniques of translation, Arabic to English and vice versa. ( طرق الترجمة واختبار المرادفات )

**L - 45; TOTAL HOURS – 45**

**TEXT BOOKS:**

1. Arabic for professionals and translation practice, Bukhari Aalim Arabic College, 2013.

**REFERENCES:**

1. Haneef Palliyath, *Secretarial Practice in Arabic*, Darul Huda Book Stall, Calicut, 1996.

**COURSE OUTCOMES:**

At the end of the course, the student is expected to:

- Write various types of letters in Arabic
- Discuss matters related to the fields of administration, trade etc. in Arabic
- Draft agreements, appointments and affidavits in Arabic
- Translate data related to passport, visa and travel documents
- Use corresponding Arabic words to English and vice-versa

**Board of Studies (BoS):**

13<sup>th</sup> BoS of SAIS held on 16.02.2022

**Academic Council:**

18th AC held on 24.02.2022

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4	PSO5
CO1				L									L		
CO2				H									M		
CO3				M									H		
CO4				H									M		
CO5				H									H		

**Note:** L- Low Correlation    M - Medium Correlation    H - High Correlation

SDG 4: Translation skill development

Statement: Translation skill development provides employment opportunities.

<b>ISD 3107</b>	<b>INDIAN CONSTITUTION: MINORITY RIGHTS</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>SDG: 16</b>		<b>1</b>	<b>0</b>	<b>0</b>	<b>1</b>

### **COURSE OBJECTIVES:**

The course aims to teach / impart:

- The status of equality before law and Religious Freedom.
- The rights of minorities to establish and administer educational institutions.

### **MODULE I                      EQUALITY & RELIGIOUS FREEDOM                      9**

**Article 14 - 16:** Equality before law - The equality cannot be denied by any state - Prohibition of discrimination on the grounds of religion, race, caste, sex or place of birth - Equality of opportunity in matters of public employment.

**Article 21 - 28:** Protection of life and personal liberty - Freedom of conscience and free profession, practice and propagation of religion - Freedom to manage religious affairs - Freedom to payment of taxes for promotion of any particular religion - Freedom as to attendance at religious instruction or religious worship in certain educational institutions.

### **MODULE II                      RIGHTS OF MINORITIES                      6**

**Article 29 - 30:** - Protection of interests of minorities - Rights of Minorities to establish and Administer Educational Institutions of their choice - Prohibition from discriminating in granting aid - National Commission for Minority Act, 1992.

**L - 15; TOTAL HOURS – 15**

### **TEXT BOOKS:**

1. Minority rights in Indian constitution, Sodhganga, New Delhi.

### **REFERENCES:**

1. Saika Sabir, Constitutional rights of minorities: A critical Analysis.

### **COURSE OUTCOMES:**

At the end of the course, the student is expected to:

- Discuss the Equality of all the people before law and their religious freedom.
- Analyze the rights of minorities to establish and administer educational institutions.

### **Board of Studies (BoS):**

13<sup>th</sup> BoS of SAIS held on 16.02.2022

### **Academic Council:**

18<sup>th</sup> AC held on 24.02.2022

	PO1	PO2	PO3	PO4	PO 5	PO 6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4	PSO5
CO1				L									L		
CO2				H									M		
CO3				M									H		
CO4				H									M		
CO5				H									H		

**Note:** L- Low Correlation    M - Medium Correlation    H -High Correlation

**SDG16:** Justice for all and peaceful Indian society

**Statement:** Imparting knowledge of constitution especially Minority Rights aims at promoting Justice for all and peaceful Indian society.

**SEMESTER VI**

<b>ISD 3211</b>	<b>THEMATIC STUDY OF QURAN</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>SDG: 16</b>		<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**COURSE OBJECTIVES:**

The course aims to teach:

- Different types of Tafsir and Introduction to the Thematic tafseer, contents and themes of Chapter Al Ra'd
- Contents and themes of chapter An Nahl
- Main themes and sub themes of Chapters: Al Kahf & Al Shu'arah.
- Messages of Chapters: Luqman & Yaseen based on the thematic exegesis
- Allah's signs and His bounties and the Resurrection from Chapters: Al Rahman & Al Waqia' & Main themes and sub themes of Chapters: Al Mulk & AlNaba'

**MODULE I Chapter: Al Ra'd 12**

Introduction to the contents of chapter al ra'd (سورة الرعد) - Allah's signs in nature, Allah know everything-the whole universe praises him- those who have eyes can see the truth, the truth has an abiding power - the faithful and unfaithful - their characters and their ends - prophet muhammad is the messenger of Allah.the witness is Allah and all those who have the knowledge of the scriptures of Allah.

**MODULE II Chapter al Al Nahl 12**

Introduction to the contents of chapter al nahl (سورة النحل). The whole creation points to Allah - the truth is that there is only one god. The mission of the last prophet - warnings to non-believers. Prohibition against shirk (الشرك) - warnings about the last hour - prophet muhammad is a witness over all witnesses. Every soul will be paid in full what it has earned. Halal and haram are the authority of Allah.

**MODULE III Chapters: Al Kahf & Al Shu'arah 12**

Introduction to the contents of the chapters (سورة الكهف والشورى) - the companions of the cave - the proof of resurrection -the parable of an ungrateful person and a grateful person - satan and his progeny they are the open enemies of human beings. Prophet mooses' search for a teacher - the pious ruler dhul qarnain (ذو القرنين). Gog and magog -the real losers and winners - Allah has power to bring down the mightiest sign. This wonderful creation is a sign itself - prophets ibrahim noah, hud, saleh - lot & shu'aib peace be on them and their people.

**MODULE IV Chapters: Al Luqman & Al Yaaseen 12**

Introduction to the contents of chapters of luqman& yaaseen (سورة لقمان ويس). Qur'an is a

book of guidance and mercy for all people. The advises of luqman, the wise man - let not the things of this world deceive you - the truth of the qur'an and the truth of prophet muhammad - peace be upon him - Allah's messengers were sent to other people. Allah's signs in nature to remind about the day of resurrection.

**MODULE V Chapters: Al Rahman & Al Waqia' & Al Mulk & Al Naba' 12**

Introduction to the contents of chapters alrahman & al waqia' (سورة الرحمن والواقعة) - the various bounties of Allah, everything is finite, but Allah is infinite -the reality will come to pass. The humanity will be in three camps - the reward of the believers, the guilty and their punishment. Arguments about the tawhid and akhirah (التوحيد والآخرة) - reminder about death - divine judgment and the reward and punishment - contents of chapters al Mulk & al Naba' (سورة الملك والنبأ) - the greatness of Allah and beautiful universe that he has created - it speaks about Allah's angels who take the souls at the time of death – Power of Allah to resurrect people after their death.

**L - 60; TOTAL HOURS – 60**

**TEXT BOOKS:**

1. Sheik Mohammed Ghazzali., Nahwa Tafseer Mawdhuyi li Suwar Al Quran,( نحو التفسير (الموضوعي لسور القرآن لكريم، الشيخ محمد الغزالي (Text prepared by Bukhari Aalim Arabic College, 2012).

**REFERENCES:**

1. Selected chapters of Tafseer, At Tafseerul Mawdooyi Li Suwar Al Quran Al Kareem, University of Sharjah.

**COURSE OUTCOMES:**

At the end of the course, the student is expected to:

- Outline the different types of Tafaasirs, including the thematic tafseer, contents and themes of chapter ArRa'd.
- Explain the themes and sub themes of chapter An Nahl
- Discuss the main themes and sub themes of chapters: Al Kahf & Al Shu'arah.
- Illustrate the messages of chapters: Luqman & Yaseen based on the thematic exegesis
- Summarise the signs of Allah and His bounties and the resurrection from chapters given in Al Rahman & Al Waqia' & Interpret the main themes and sub themes of chapters: Al Mulk & Al Naba'

**Board of Studies (BoS):**

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18<sup>th</sup> AC held on 24.02.2022

	PO1	PO2	PO3	PO4	PO5	PO 6	PO 7	PO 8	PO 9	PO10	PSO1	PSO2	PSO3	PSO4	PSO5
CO1				L									L		
CO2				H									M		
CO3				M									H		
CO4				H									M		
CO5				H									H		

**Note:** L- Low Correlation    M - Medium Correlation    H -High Correlation

**SDG16:** Peace, justice and strong community.

**Statement:** Quranic verses of these chapters profess examples of sound personalities with peace and justice.



<b>ISD 3212</b>	<b>A SPECIAL STUDY ON SAHEEH AL BUKHARI</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>SDG: 16</b>		<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**COURSE OBJECTIVES:**

The course aims to teach:

- Biography of the author imam al Bukhari and the significance of the method adopted by him in Sahih Al Bukhari & Wahi- Revelation and experience of the Prophet at the time of revelation
- Faith and Action, branches of faith and the signs of hypocrite
- Branches of faith: prayer, fasting and zakath
- Importance of seeking knowledge in Islam with special reference to journey of Moosa (Pbuh) and questioning for religious learning.
- Teaching learning process, Prophet's methodology and adaptation of companions

**MODULE I BOOK OF REVELATION 12**

Introduction to Saheeh al Bukhari – biography of the author, imam Mohamed Ismail al Bukhari (rah) – collection of hadith – methodology – special features.(كتاب الوحي). Starting of revelation revealed to prophet muhammad (sal) – types of revelation – revelation and good righteous dreams – event of waraqa bin naufal with prophet.

**MODULE II BOOK OF BELIEF (IMAN) 12**

Revelation in starting prophet period – revelation with great stress and hardness. Islam and five principles – invocation and faith (كتاب الإيمان) – deeds of faith – the feed is a part of iman – love the messenger from the faith – sweetness of faith-Love the ansar from Iman – to run away from al – fitan – the grades in superiority of the believers. Al Haya: self respect, modesty(الحياء) – faith and action – to greet is a part of iman – Zulm (الظلم والإيمان) and iman – the signs of hypocrite – in Allah's cause is a part of faith

**MODULE III BRANCHES OF FAITH 12**

.Observe fasting and faith – religion is very easy – offering prayer is a part of faith – faith increase and decrease (الإيمان يزيد وينقص)– Zakath and iman – accompany the funeral procession from faith – dialogue between prophet and Jibril about Iman (الإيمان والإسلام والاحسان) Superiority of knowledge

**MODULE IV SEARCH FOR KNOWLEDGE 1 12**

Raising questions and voices for knowledge – Imam questioning his companion- testing of knowledge – religious talk to students – comprehend (faiqh) in religion – comprehending knowledge – knowledge and wisdom. Journey of prophet moosa ( قصة موسى عليه السلام مع خضر عليه السلام) – to go out in search of knowledge.

**MODULE V SEARCH FOR KNOWLEDGE 2****12**

Religious knowledge and ignorance- superiority of knowledge (فضائل العلم) – rotation for learning knowledge – knowledge from religious preacher – repeating knowledge for understanding – man teaching to his family – eagerness to learn the prophetic hadith – convey knowledge to absentees – writing of knowledge – memorization – questioning for religious learning – shy while learns.

**L - 60; TOTAL HOURS – 60****TEXT BOOKS:**

1. Imam Bukhari, Sahih al Bukhari, Maktaba Asriya, Beirut, 2001.

**REFERENCES:**

1. Imam Ibn Hajar al Asqalani, Fat-hul Baari, Maktaba Ashrafiya, Deoband, India.

**COURSE OUTCOMES:**

At the end of the course, the student is expected to:

- Describe the biography of author imam al Bukhari and the significance and method of Sahih Al Bukhari & Demonstrate the beginning of Wahi Revelation and experience of the Prophet at the time of revelation
- Explain the faith and action, branches of faith and the signs of hypocrite
- Classify the branches of faith: prayer, fasting and zakath
- Summarize the importance of seeking knowledge in Islam with special reference to journey of Moosa (Pbuh) and questioning for religious learning.
- Analyze the teaching learning process, Prophet's methodology and adaptation of companions

**Board of Studies (BoS):**13<sup>th</sup> BoS of SAIS held on 16.02.2022**Academic Council:**

18th AC held on 24.02.2022

	PO 1	PO 2	PO 3	PO4	PO 5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4	PSO5
CO1				L									L		
CO2				H									M		
CO3				M									H		
CO4				H									M		
CO5				H									H		

**Note:** L- Low Correlation M - Medium Correlation H -High Correlation

**SDG16:** Peaceful life with justice

**Statement:** Chapters of Hadeeth illustrate the examples of peaceful life.

<b>ISD 3213</b>	<b>QURAN AND MODERN ISSUES</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>SDG: 16</b>		<b>2</b>	<b>0</b>	<b>0</b>	<b>2</b>

**COURSE OBJECTIVES:**

This course aims to teach:

- Evaluating family issues of divorce and maintenance
- Knowledge and right perception on different school of thoughts & Inter-faith relation
- An insight into modern medical issues under Qur'ānic teachings
- Examining modern financial transactions under Qur'ānic guidelines
- Analyzing contemporary Gender Issues in the light of Qur'ānic teachings

**MODULE I INTRODUCTION & MODERN FAMILY ISSUES 6**

Methodology of finding solutions from Quana and Sunnah – Application of Qiyas, Istihsan, Masaalih Mursala to modern issues ( القياس، والاستحسان، والمصالح المرسله لإستنباط ) Triple Talaq and court judgement - Muslim personal Law and its application in Indian courts. (الطلاق والنفقة، الطلاق الثلاث والمحكمات الهنديةام). (الفتاوى المعاصرة)

**MODULE II INTER-FAITH TOLERANCE 6**

Different school of thoughts (المذاهب الفقهية) – following Madhahib (اتباع المذاهب والتقليد)  
Common values of all religions- universality of prophethood - all prophets are equal- freedom of religion- respecting every religion.

**MODULE III MODERN MEDICAL & BIOETHICAL ISSUES 6**

Brain death- alcohol based medication- medicine with haram ingredients, milk bank- blood bank (بنوك الدم)- sperm bank- family planning & abortion (الإجهاض)- contraception & sterilization, surrogacy- test tube baby (أطفال الأنابيب)- cloning (الاستنساخ)- stem cell- euthanasia- organ donation and transplant.

**MODULE IV MODERN BANKING TRANSACTIONS & INSURANCE 6**

Interest based banking transactions (ربا البنوك)- insurance (التأمين)- modern cases of gambling, modern cases of gharar & frauds in business (الغرر والميسر) and qur'ānic injunctions - qur'ānic guidelines as a solution to modern financial crises.

**MODULE V CONTEMPORARY GENDER ISSUES 6**

Gender equality- chastity, physical relation with free consent (اختلاط الجنسين)- polygamy, veil & Hijāb (الحجاب والنقاب)- feminism and homosexuality.

**L - 30; TOTAL HOURS – 30**

**TEXT BOOKS:**

- *Qur'ān and Modern Issues*, Text book of Kilakarai Bukhari Aalim Arabic College, 2017

**REFERENCES:**

1. Yūsuf Al-Qaraḍāwī, *Fatāwa Mu'āsirah*, Vol. 1 & 2, Cairo: Maktabah Wahbah, 2019
2. Al-Mausūat-ul Fiqhīyah, Wazārat al-Auqāf, Kuwait, 2008
3. Fatawa Majma' al-Fiqh al-Islami al-Duwali, Jeddah, 2018

**COURSE OUTCOMES:**

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

- Apply shariah sources for finding solutions for family issues
- Discuss interfaith relations and different school of thoughts
- Debate on modern medical issues and their solution as per Shariah
- Critically examine modern financial transactions and problems under Qur'ānic guidelines
- Evaluate modern gender related issues and Qur'ānic stand

**Board of Studies (BoS):**

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**Academic Council:**

18<sup>th</sup> AC held on 24.02.2022

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4	PSO5
CO1				L									L		
CO2				H									M		
CO3				M									H		
CO4				H									M		
CO5				H									H		

**Note:** L- Low Correlation    M - Medium Correlation    H -High Correlation

**SDG16:** Peaceful life with justice

**Statement:** Chapters illustrate how to face the problems and modern issues and lead a peaceful life.

<b>ISD 3214</b>	<b>DAWA'H AND COMPARATIVE RELIGION</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>SDG: 10</b>		<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

**COURSE OBJECTIVES:**

The course aims to teach:

- Concept of comparative religion, the similarities and differences between religions.
- Doctrines of Judaism and its movements.
- Christianity, its doctrines and the differences from Islam
- Hinduism and its beliefs, Vedas, Upanishads, Puranas and Ithihas.
- Harmony and peaceful coexistence in the perspective of Islam.

**MODULE I INTRODUCTION TO COMPARATIVE RELIGION 10**

Introduction to comparative religion (مقارنة الأديان)- definition of religion- various types of people and religions in current scenario - semitic and non semitic religions -Judaism – definition and its origin - beliefs in judaism (مبادئ المعتقدات في التوراة) - Jewish scriptures – a brief study - the characters and behavior of jews - goals and objectives of today's Jews - Mention of prophet Muhammad (pbuh) in Jewish scriptures (البشارة بخاتم الأنبياء في التوراة)

**MODULE II JEWISH MOVEMENTS 9**

Freemasonry - Objectives and activities of Masons - proving that masonic religion is a part of Judaism - Zionism : origin - evolution of Zionism and its goals - introduction to christianity and its nature - Relation of Judaism with Christianity.

**MODULE III CHRISTIANITY 9**

Christianity - Origin - beliefs of Christianity - concept of Trinity (التثليث)- sects of Christianity. -differences between Quran and Bible - Prophet Muhammad (PBUH) in Bible (البشارة بخاتم الأنبياء في الإنجيل) - Similarities between Islam and Christianity

**MODULE IV HINDUISM 9**

Introduction to Hinduism - beliefs - concept of god - scriptures: vedas, upanishads, puranas and ithihas - prophet muhammad (pbuh) in hindu scriptures- similarities between Islam and Hinduism - comparison: prophet and sages, angels and devas.

**MODULE V PLURALISM & PEACEFUL SOCIETY 8**

Pluralism, Harmony and peaceful co-existence in Islam (التسامح والتعايش السلمي). Guidance from Quran and Seerah of the Prophet. Case study in the period of Sahaba.

**L - 45; TOTAL HOURS – 45**

**TEXT BOOKS:**

1. Mukhtasarul Bayan Fee Muqaranathil Adyaan, Kilakarai Bukhari Aalim Arabic

College, 2013.

### REFERENCES:

1. Nasir bin Abdullah Qaffari & Nasir bin Abdul Kareem, Al Mujaz fee al Adhyan wal Madhahib al Muaasirah, 1st edition, Riyadh, 1992.
2. Mohamed Abu Zahrah, Muqaranah Al Adhyan, Cairo, 1974.
3. Sandeela, Islam, Christianity and Hinduism, Taj Publishers, 1998.

### COURSE OUTCOMES:

At the end of the course, the student is expected to:

- Compare Islam with other religions in broader vision.
- Clarify prophecy of Prophet Mohammad in both Testaments.
- Identify basic similarities and differences between Islam, Judaism and Christianity.
- Summarise the basic beliefs in Hinduism and Vedas
- Interpret Islamic point of view on pluralism, harmony and peaceful coexistence.

### Board of Studies (BoS):

13<sup>th</sup> BoS of SAIS held on 16.02.2022

### Academic Council:

18th AC held on 24.02.2022

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4	PSO5
CO1				L									L		
CO2				H									M		
CO3				M									H		
CO4				H									M		
CO5				H									H		

**Note:** L- Low Correlation    M - Medium Correlation    H -High Correlation

**SDG 10:** Reduces social and religious Inequality.

**Statement:** Study about religious and its comparison helps to understand difrent faiths and lead a harmonious life.

<b>ISD 3215</b>	<b>HISTORY OF MODERN ARABIC LITERATURE</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>SDG: 4</b>		<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

**COURSE OBJECTIVES:****The course aims to teach / impart:**

- Arab renaissance and its impact on modern Arabic in 19th century
- Modern Arabic prose, prominent modern Arabic writers and their Contribution to modern Arabic prose and drama.
- Development of Modern Arabic Poetry
- Contribution of Contribution of Poets of new generation
- Diaspora Arab poets and their contribution to Modern Arabic Poetry

**MODULE I THE ERA OF RISING OF THE MODERN ARABIC 9**

The era of rising of modern arabic (النهضة العربية الحديثة) - Raf'a Tahtawi as pioneer of renaissance of Modern Arabic literature - emergence of printing and journalism - Impact of French Revolution - Modern Arabic in 19th century - Impact of french writing works in modern Arabic literature - Emergence of Novels, Drama and short story writings - gradual replacement of classical Arabic - Contribution of Shaik Muhammad Abduhu to modern Arabic (الأسلوب المرسل) – Reforms and contributions of Jamaluddin Afghani. Pan-Islamism and Afghani.

**MODULE II MODERN ARABIC PROSE & PROMINENT MODERN ARABIC WRITERS 9**

Modern Arabic prose writing (النثر العربي الحديث) - Mustafa Manfluthi and his writings - Mustafa Saadiq Rafi - Hussain Haikal - Ahmed Lutfi Syed and their contribution to Modern Arabic prose - Contribution of Dr. Thaha Husain (مساهمة الدكتور طه حسين) - Thoufeeq Hakeem (المسرحية الحديثة). contribution of Qasim Ameen to modern prose- contribution of Aisha Taymur to modern arabic literature - works of Mustafa kamil.

**MODULE III DEVELOPMENT OF MODERN ARABIC POETRY 9**

Development of Modern Poetry (تطور الشعر العربي الحديث) Neoclassicism (التيار الكلاسيكية المحدثه) – conservative poets - الشعراء المعتدلون Moderate conservative poets (الشعراء المحافظون) - Romantic poetry (شعر الرومانتيكية) - contribution of Shua'ira Nahdha: Ahmed Shouqi - Hafiz Ibraheem - Khaleel Mutran - (شعراء النهضة).

**MODULE IV CONTRIBUTION OF POETS OF NEW GENERATION 9**

Contribution of Jeel Jadeed (الجيل الجديد) - New trend of modern poetry. - Diwan Movement (حركة ديوان) - Abbas Mahmmmod Al Aqqad- Abdur Rahman Al Shukri - Ibrahim Abdul Qadir Al Mazini- Theoretical criticism and practical criticism - Apollo Movement (حركة أبولو) - Ahmad zaki abu shadi - independent poetry (شعر الحر) - Narrative poetry (الشعر القصصي)

dramatic poetry الشعر التمثيلي

**MODULE V IMPACT OF DIASPORA OF VARIOUS POETS IN MODERN ARABIC LITERATURE 9**

Mahjar literature أدب المهجر - Mikayil Naeema (ميخائيل نعيمة) Contribution of new romantic trend in poems of Shua'ra Al Mahjar (شعراء المهجر) Pen association (جمعية الرابطة القلمية) - Gibran Khalil Gibran (جبران خليل جبران) - Naseeb Areeda - (نسيب عريضة)

**L - 45; TOTAL HOURS – 45**

**TEXT BOOKS:**

1. History of Modern Arabic literature by Bukhari Aalim Arabic College, 2008.

**REFERENCES:**

1. Showqi Dhaif, Thareekh al Adabil Arabi, Dar al ma'arif, Cairo, 1960.

**COURSE OUTCOMES:**

At the end of the course, the student is expected to:

- Illustrate the Impact of Arab renaissance on Modern Arabic in 19th century
- Summarize the development of Modern Arabic prose, prominent modern Arabic writers and their Contribution to modern Arabic prose and drama
- Analyze the Development of Modern Arabic Poetry and the contribution of Shuara an Nahda.
- Define the contribution of Al Jeel Al Jadeed in renewing the poetry trend and the Contribution of Poets of new generation
- Explain the Modernization of Arabic Poetry by Shuara al Mahjar (Diaspora).

**Board of Studies (BoS):**

13<sup>th</sup> BoS of SAIS held on 16.02.2022

**Academic Council:**

18<sup>th</sup> AC held on 24.02.2022

	PO 1	PO 2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4	PSO5
CO1				L									L		
CO2				H									M		
CO3				M									H		
CO4				H									M		
CO5				H									H		

**Note:** L- Low Correlation M - Medium Correlation H -High Correlation

**SDG 4:** Developing Language skill and History

**Statement:** The quality teaching of Arabic language and history enhances the skill development.



<b>ISD 3216</b>	<b>FIQH METHODOLOGY OF IMAMS</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>SDG:4</b>		<b>2</b>	<b>0</b>	<b>0</b>	<b>2</b>

**COURSE OBJECTIVES:**

The course aims to impart:

- Life history of Imam Malik and Fiqh Methodology
- Life history of Imam Abu Hanifa and Fiqh Methodology
- Life of Imam Shafi and Imam Ahmad bin Hanbal and Fiqh Methodology

**Module I****8**

Life of Imam Malik bin Anas - Imam Malik's way of life and relationship with the rulers - Imam Malik's Fiqh and his methodology - Fundamental Principles of Malik's Fiqh: The Quran, Explicit texts (Nass) and apparent texts (dhahir), The Sunnah, Opinion and Hadith, Fatwas of the followers, Consensus (Ijma), The practice of the people of Madinah, Analogy (Qiyas), Istihsan (Discretion), Masalih Mursala (Consideration of Public Interest), The principle of al Dharaai, The principle of Common Usage (Aadat) and Custom (Urf).

**Module II****8**

Birth and lineage of Imam Abu Hanifa - Political views of Imam Abu Hanifa - The Fiqh of Imam Abu Hanifa - The fundamental principles of his fiqh: The book, The Sunnah, Fatwas of the Companions, Consensus, Analogy, istihsan (Discretion), Custom (Urf).

**Module III****14**

Birth and lineage of Imam Shafi - The Fiqh of Imam Shafi - The fundamental principles of his fiqh: The Quran, Amm and Khass in the Quran, The Sunnah, Consensus, Analogy, The invalidation of istihsan (Discretion), Statements of Companions.

The Life of Ahmad bin Hanbal, Hadith and Fiqh of Imam Ahmad bin Hanbal - The fundamental principles of his fiqh: The Book, The Sunnah, Fatwas of the Companions, Fatwas of the Tabiun, Consensus (Ijma), Analogy, Istishaab (Presumption of Continuity), Masalih (Public interest), The principle of al Dharaai (Judgements of the means).

**L - 30; TOTAL HOURS – 30****TEXT BOOKS:**

1. Abu Zahra, Muhammad – Selected Parts of The Four Imams\_ Their Lives, Works, and Schools of Thought, Dar Al Taqwa Ltd., London.

**REFERENCES:**

1. Abu Zahra, Muhammad - The Four Imams\_ Their Lives, Works, and Schools of

Thought, Dar Al Taqwa Ltd., London.

### COURSE OUTCOMES:

At the end of the course, the student is expected to:

- Analyze the life and Fiqh Methodology of Imam Malik
- Discuss the life and Fiqh Methodology of Imam Abu Hanifa
- Assess the life and Fiqh Methodology of Imam Shafi and Imam Ahmad bin Hanbal

### Board of Studies (BoS):

13<sup>th</sup> BoS of SAIS held on 16.02.2022

### Academic Council:

18th AC held on 24.02.2022

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4	PSO5
CO1				L									L		
CO2				H									M		
CO3				M									H		
CO4				H									M		
CO5				H									H		

**Note:** L- Low Correlation    M - Medium Correlation    H -High Correlation

### SDG 4: Quality Education

**Statement:** Understanding the methodology of Imams leads understand how they derive the rulings from the sources.

**ELECTIVES FOR SEMESTER III**

<b>ISDX 01</b>	<b>ART OF QURAN RECITATION AND</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>SDG: 16</b>	<b>MEMORIZATION</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

**COURSE OBJECTIVES:**

The course aims to teach

- Recitation of Qur'ān through proper tajwīd and correct pronunciation
- Use of proper *makhraj* in recitation
- Qur'an recitation and memorization with understanding of tajwīd rules and phonetic

**MODULE I INTRODUCTION: IMPORTANT SIGNS & INDICATION 10**

Qur'ānic markings: round zero, round zero over alif, wā & yā; standing oblong zero; sukūn; small letters in the middle *etc.* Signs of stopping (waqf); prostrations of reading; levels of reading Qur'an: al-tahqīq, al-ḥadr, al-tadwīr; al-lihan (mistakes in correctness while reciting): obvious & hidden (lahn jali wa khafī) (أحكام الوقف – اللحن الجلي والخفي)

**MODULE II QUR'AN RECITATION WITH TAJWĪD RULES 10**

Examples for various tajwīd rules from Qur'ānic verses: rule of rā, qalqalah, ghunnah, al-idghām, al-izhār, al-ikhfā, al-iqlāb *etc.*; practice & repetition to internalize the rules (القلقلة والغنة والإدغام والإظهار والإخفاء والإقلاب)

**MODULE III QUR'ĀN MEMORIZATION I 13**

Chapter yāsīn; chapter al-wāqiah, identification of important tajwīd rules; recognition of words with madd (elongation), hamzah and līn letters *etc.* (حفظ بعض السور القرآنية مع التجويد)

**MODULE IV QUR'ĀN MEMORIZATION II 12**

20 chapters from juz 'amma with tajweed

**L – 45; TOTAL HOURS – 45**

**TEXT BOOKS:**

1. Czerepinski, Kareema Carol, *Tajweed Rules of Qur'ān* (Part 1-3), Jeddah: Dār al-Khair Publications, 2015.

**REFERENCES:**

1. Asim, Muhammad Idrees, al-Qāidah al-Qur'ānīyah (Introduction to Tajweed), Tr., Nasiruddin Khattab, Riyadh: Maktabah Darussalam, 2014
2. The Holy Quran: Arabic - English (with Tajweed), Rayiha Publication, 2007

**COURSE OUTCOMES:**

At the end of this course, the student will be able to:

- Get rid of improper and wrong recitation of Qur'ān
- Demonstrate skill of pronouncing Qur'ānic letters through proper *makhraj*
- Memorize various Qur'ān chapters and correctly recite with proper tajwīd rules

**Board of Studies (BoS):**

13<sup>th</sup> BoS of SAIS held on 16.02.2022

**Academic Council:**

18<sup>th</sup> AC held on 24.02.2022

	PO 1	PO 2	PO 3	PO4	PO5	PO 6	PO 7	PO 8	PO9	PO10	PSO1	PSO2	PSO3	PSO4	PSO5
CO1				L									L		
CO2				H									M		
CO3				M									H		
CO4				H									M		
CO5				H									H		

**Note:** L- Low Correlation    M - Medium Correlation    H - High Correlation

**SDG 16:** Peace justice strong institutions

**Statement:** A Quranic study promotes peace, justice and strong community.

<b>ISDX 02</b>	<b>ARABIC RHETORIC</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>SDG: 4</b>		<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

**COURSE OBJECTIVES:**

The course aims to teach:

**COB1:** Significance of rhetoric in Arabic language and its impact on Arabic literature

**COB2:** Understand the simile and its types

**COB3:** Explore the metaphors and its usages

**COB4:** Explore the science of stylistics, its usages and types

**COB5:** Understand the modes of expressions and use of statements

**MODULE I Introduction to Arabic Rhetoric 9**

Introduction to Arabic rhetoric (البلاغة) – Components and classifications of Rhetoric – impact of Balagha – Al Fasaha (الفصاحة) – Styles of expression (الأسلوب) Types (أقسام الأسلوب) Ilm al Bayan (علم البيان) – Simile (تشبيه): its pillars and kinds – Muakkad & Mursal (المؤكد والمرسل) – Mujmal and Mufassal (المجمل والمفصل) Baleegh and Maqloob (المقلوب والبليغ) - assimilative simile (التشبيه التمثيلي) - Implicit simile (التشبيه الضمني)

**MODULE II Ilm al Bayan - Simile 9**

Purpose of simile (أغراض التشبيه) - Lexical allegory (المجاز اللغوي) – Metaphor (المجاز) Declarative & Cognitive metaphor (الاستعارة التصريحية والمكنية) – Classification of metaphor: plain, absolute and cliché metaphor (المرشحة والمجردة) (والمطلقة)

**MODULE III Metaphors - Istiaarah 9**

Assimilative metaphor (الاستعارة التمثيلية) Plain Metonymy (المجاز المرسل) and its relations (علاقات) – Logical metonymy (المجاز العقلي) – Antonomasia (الكناية)

**MODULE IV Ilm Al Badeea 9**

Introduction to science of stylistics (علم البديع) – Lexical embellishments (المحسنات) (اللفظية): paronomasia (الجناس), quotation (الاقْتِباس) – rhyme (السجع) – Semantic embellishments (المحسنات المعنوية): double entendre (التورية), antithesis (الطباق) -

Collation (المقابلة) – Pleasant Invented Reason (حسن التعليل) – Asteism ( تأكيد المدح بما )  
 يشبه الذم والعكس – Evasion style (أسلوب الحكيم) – Examples of rhetoric from Qur’ān and  
 Ḥadīth

### MODULE V Ilm al Maani

9

Introduction to Ilm Al Maani (علم المعاني) - Isnad (الإسناد: المسند والمسند إليه) - Khabar  
 and Insha : Types (الخبير والإنشاء وأقسامهما) - Amr and Nahy (الأمر والنهي) - Istifham,  
 Tamanni and Nida (الاستفهام والتمني والنداء) - Purposes of statements (أغراض إلقاء الخبر)  
 - Modes of Statement (كيفية إلقاء الخبر) - Contexts of Satements (مقتضى الحال) - Fasl  
 and Wasl (الفصل والوصل) - Eijaz, Itnab and Musawat (الإيجاز والإطناب والمساواة) -  
 Taqdeem and Taakhir (التقديم والتأخير) – Hadhf and Dhikr (الذكر والحذف).

**L – 45; Total Hours – 45**

#### TEXT BOOKS:

1. Ali Jarim & Mustafa Amin, *al-Balāghat-ul Wāḍiḥah*, Deoband, India, Ashrafi  
 Book Depot.

#### REFERENCES:

1. al-Jurjānī, Abdul Qāhir, *Asrar-ul Balaghah* by, Beirut: al-Maktabah al- Asriyyah,  
 2. Hasan, Mohammed Nadwi *Al-Balagat-ul Quraniyyah*, Deoband, Ittihad Book  
 Depot

#### COURSE OUTCOMES:

At the end of the course, the student is expected to:

**CO1:** Explored Significance of rhetoric in Arabic language and its impact on Arabic  
 literature

**CO2:** Explored the usages of similie and its types

**CO3:** Explored the metaphors and its usages

**CO4:** Explore the science of stylistics, its usages and types

**CO5:** Understood the modes of expressions and use of statements

#### Board of Studies (BoS):

17<sup>th</sup> BoS of SAIS held on 25.07.2024

#### Academic Council:

22<sup>nd</sup> ACM held on 04.09.2024

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4	PSO5
CO1				L									L		
CO2				H									M		
CO3				M									H		
CO4				H									M		
CO5				H									H		

**Note:** L - Low Correlation    M - Medium Correlation    H - High Correlation

**SDG 4 :** Developing Language skill.

**Statement:** The quality teaching of Arabic language and Rhetoric enhances global level communication and skill of the citizens.

<b>ISD X03</b>	<b>ARABIC MORPHOLOGY</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>SDG 4</b>		<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

**COURSE OBJECTIVES:**

The course aims to teach:

- Significance of Morphology in Arabic language and history
- Classifications and types of word into noun, verb and particle
- Significance of Cases of Imperfect
- Scales of verbs and its derivation
- Different derivations of root word

**MODULE I Introduction to Arabic Morphology 9**

Introduction to Arabic Morphology (علم الصرف) – Definition, History of Morphology, beginning, improvement, father of Morphology. – Relation with Grammar (علم النحو) – Sources for Morphology (مصادر الصرف) - Types of word: Noun (اسم) Verb (فعل) Particle (حرف)

**MODULE II Types of Verbs 9**

Divisions of Verb: Perfect (الفعل الماضي) Imperfect (الفعل المضارع), Imperative (فعل الأمر) – Formation of Imperfect from Perfect (اشتقاق المضارع من الماضي) – Formation of Imperative (بناء الأمر) – Formation of negative commands (النهي) – Active & Passive verbs (المعروف والمجهول)

**MODULE III Mood and Cases of Imperfect 9**

Cases of imperfect verb: Nominative (مرفوع) Accusative (منصوب) & Genitive cases (مجروم) – Derivation and changes of verb due to moods (الأفعال المرفوعة والمنصوبة والمجزومة) – Forms and examples of derivation (تصريف الأفعال) – Example of verbs with Particles of Nasab (الأفعال مع أدوات النصب) - Example of verbs with Particles of Jazm (الأفعال مع أدوات الجزم)

**MODULE IV Scales of Verbs 9**

Scales of verb (أوزان الفعل) – Three letter verbs (ثلاثي), Four letter verbs (رباعي) – Five letter verbs (خماسي) – Six letter verbs (سداسي) – Seven letter verbs (سباعي) – Sound verbs (الأفعال الصحيحة) & Weak verbs (الأفعال المعتلة) - Transitive & Intransitive (اللازم والمتعدي من الأفعال)

**MODULE V Morphological Derivations 9**

Derivations from root word: Perfect (الماضي) , Imperfect (المضارع) , Imperative (الأمر), Prohibition (النهي) , Participles (اسم الفاعل واسم المفعول) , Nouns place & time (اسم الزمان والمكان),



Comparative & superlative nouns (اسم التفضيل), Like adjectives (الصفة المشبهة), Roots (المصادر والمصدر الميمي)

**L – 45; Total Hours – 45**

**TEXT BOOKS:**

1. Ahmed Muhamed Al Hamlawi, *Shatha Al Arf Fi Fanni Al Sarf*, Riyadh, KSA: Dar Al Kayan

**REFERENCES:**

1. Ibrahim Shamsuddin, *Mawsooat Al Sarf wa Al Nahw*,

**COURSE OUTCOMES:**

At the end of the course, the student is expected to:

- Describe the significance of Morphology and history.
- Define the classifications and types of word into noun, verb and particle.
- Illustrate the moods and cases of Imperfect.
- Explain the Scales of verbs and its derivation.
- Demonstrate the important rules of derivations of root word.

**Board of Studies (BoS):**

13<sup>th</sup> BoS of SAIS held on 16.02.2022

**Academic Council:**

18<sup>th</sup> AC held on 24.02.2022

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4	PSO5
CO1				L									L		
CO2				H									M		
CO3				M									H		
CO4				H									M		
CO5				H									H		

**Note:** L- Low Correlation M - Medium Correlation H -High Correlation

**SDG 4:** Developing Language skill

**Statement:** Understanding the roots of language and morphology enhances the true understanding of the language and develop the language Skill.

<b>ISDX 04</b>	<b>FUNDAMENTALS OF ISLAMIC FINANCE</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>SDG: 8</b>		<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

**COURSE OBJECTIVES:**

This course aims to teach:

- The major prohibitions in Sharī'ah regarding contracts and business transactions
- Various contracts and conditions for validity and rulings from Sharī'ah perspective
- The application of various classical contracts into modern Islamic finance and Sharī'ah concerns
- Sharī'ah principles and laws related to profit and loss sharing contracts like Muḍārabah and Mushārahah
- Sharī'ah principles and rulings related to fixed return bearing contracts like Ijārah and Murābahah predominantly used in modern Islamic finance.

**MODULE I BASIC PRINCIPLES & MAJOR PROHIBITIONS 9**

Basic Principles of Islamic Finance - Riba (Interest): Definition and Classification; Gharar (Ambiguity/ Uncertainty): Definition and Classification; Maysir & Qimar (Gambling): Definition and Classification; Some Examples of Modern Contracts involving Gharar, Gambling etc. Speculation in Shari'ah Perspective.

**MODULE II EXCHANGE & GRATUITOUS CONTRACT 9**

General Principles of contracts; Conditions of sale contract; Elements of contracts – An Overview; Classification of contracts – Contracts of Exchange & Gratuitous Contracts - hawalah, kafalah, ariyah, hibah, rahn, qard etc., - Trust Sale: Types - Credit Sale: Difference in Spot & Deferred Price

**MODULE III PROFIT & LOSS SHARING (PLS) CONTRACTS 9**

Musharakah: Definition - Kinds: Sharikat-al-Milk – Sharikat al Aqd – Conditions - Dissolution; Mudharabah: Definition - Kinds: Restricted & Unrestricted – Conditions - Dissolution of Mudharabah

**MODULE IV FIXED INCOME BEARING CONTRACTS 9**

Murabaha (cost plus sale): Definition - Legitimacy - Conditions of Murabaha - Modern application of Murabaha - Ijarah (leasing): Definition – Legitimacy - Kinds: Ijarah al-Ashya & Ijarah al-Ashkhas - Modern application of Ijarah – Dissolution

**MODULE V OTHER CONTRACTS 9**

Definition – Legitimacy – Salam and Istisna, Conditions for validity; Modern

application and rulings - Glossary of Islamic Finance

**L- 45; Total Hours – 45**

**TEXT BOOK:**

- Mansuri, M. Tahir, *Islamic Law of Contracts and Business Transactions*: New Delhi: Adam Publishers, 2010

**REFERENCES:**

1. Tr. Mahmoud A. El-Gamal, *Financial Transactions in Islamic Jurisprudence* (Az-Zuhaili, Wahbah, *al-Fiqh al-Islāmī wa Adillatuhu*), Vol. I & II, Beirut: Dār al-Fikr, 2007
2. Usmani, M. Taqi, *An Introduction to Islamic Finance*, New Delhi: Idara Ishaat-e-Diniyat, 2007.

**COURSE OUTCOMES:**

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

- Discuss the prohibitions related to contracts and business transactions and provide solutions to eliminate prohibited elements
- Analyze the rulings and conditions related to validity of various contracts
- Critically assess the laws related to adapted classical contracts into modern Islamic finance and their application
- Evaluate Sharī'ah principles and laws related to profit and loss sharing (PLS) contracts used as a financing technique in modern Islamic finance
- Assess Sharī'ah rulings and identify Sharī'ah concern about income-bearing contracts like Ijārah and Murābahah predominantly used by Islamic banks

**Board of Studies (BoS):**

13<sup>th</sup> BoS of SAIS held on 16.02.2022

**Academic Council:**

18<sup>th</sup> AC held on 24.02.2022

	PO 1	PO 2	PO 3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO 1	PSO2	PSO3	PSO4	PSO5
CO1				L									L		
CO2				H									M		
CO3				M									H		
CO4				H									M		
CO5				H									H		

**Note:** L- Low Correlation M - Medium Correlation H - High Correlation

**SDG 8 :** Islamic values of Finance.

**Statement:** Islamic values of finance pave the way for a fare economic growth.

<b>ISDX 05</b>	<b>ISLAMIC BANKING: PRODUCTS</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>SDG: 8</b>	<b>AND SERVICES</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

**COURSE OBJECTIVES:**

This course aims to teach:

- The concepts, origins and development of Islamic banking products
- The difference between the practices of conventional banks and Islamic banks
- Basic functioning and working of Islamic banks and financial institutions
- A wider range of Islamic banking products and services as financing instruments and their structure
- Islamic credit card structure based on various Islamic contracts

**MODULE I INTRODUCTION 8**

Conventional banks: kinds, types of account, functions; Islamic banks: features & characteristics; conventional vs Islamic banks: similarities & differences

**MODULE II DEPOSIT PRODUCTS IN ISLAMIC BANKS 8**

Islamic banks deposits: current account, saving account, investment deposit account: general investment deposit account, special investment deposit account; deposit management

**MODULE III CARD PRODUCTS IN ISLAMIC BANKS 8**

Islamic credit cards in the market: bai-al inah credit card structure, tawarruq credit card structure, ijarah credit card structure, ujarah credit card structure, kafalah credit card structure; Islamic covered card

**MODULE IV ISLAMIC MODES OF FINANCING - I 12**

Equity based products: musharakah, mudarabah; deferred sale financing – bai muajjal & murabahah; advance sale financing product – salam & parallel salam; AAOIFI Shariah Standards

**MODULE V ISLAMIC MODES OF FINANCING - II 12**

Financing asset under construction: istisna & parallel istisna; lease based product – ijarah & ijarah muntahiyah bit-tamleek; services based products: wakalah (agency) & kafalah (guarantee); bai- al 'inah & twarruq : financing for liquidity management; AAOIFI Shariah Standards

**L - 45; Total Hours – 45**

**TEXT BOOKS:**

1. Ayub, Muhammad, *Understanding Islamic Finance*, 1st Ed. USA: Wiley, 2007

**REFERENCES:**

1. Usmani, M. Taqi, *An Introduction to Islamic Finance*, New Delhi: Idara Ishaat-e-Diniyat, 2007
2. Usmani, Muhammad Imran Ashraf, *Meezan Bank's Guide to Islamic Banking*, 1<sup>st</sup> Ed., Karachi: Darul Ishaat, Pakistan, 2007
3. Islamic Banking and Finance: Natalie Schoon, Spiramus Press, UK, 2010
4. Obaidullah, Mohammed, *Islamic Financial Services*, Jeddah: Scientific Publishing Centre, King Abdulaziz University, 2005.

**COURSE OUTCOMES:**

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

- Differentiate between conventional and Islamic finance products
- Demonstrate an understanding of resource mobilization and resource utilization of Islamic Banks (operating Structure of Islamic bank)
- Understand and analyze the structure of various Islamic financing techniques and their application used by modern Islamic banks like Mudarabah, Musharaka, Diminishing Musharaka, Murabaha, Ijara, Salam and Istisna etc.
- Identify the Sharī'ah concern and risks related to Islamic financing instruments
- evaluate implications of debt-like and equity-like Islamic finance techniques

**Board of Studies (BoS):**

13<sup>th</sup> BoS of SAIS held on 16.02.2022

**Academic Council:**

18<sup>th</sup> AC held on 24.02.2022

	PO 1	PO 2	PO 3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4	PSO5
CO1				L									L		
CO2				H									M		
CO3				M									H		
CO4				H									M		
CO5				H									H		

**Note:** L - Low Correlation    M - Medium Correlation    H - High Correlation

**SDG 8 :** Economic growth.

**Statement:** Islamic Banking system control and guide to the growth of Economy.

<b>ISDX 06</b>	<b>ISLAMIC PHILOSOPHY</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>SDG: 16</b>		<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

**COURSE OBJECTIVES:**

This course aims to impart:

- Concept of Islamic philosophy, theology and doctrines
- Understanding of remembering death and related issues
- Rationale and logic behind death and description of death of the prophet and four caliphs, the case of grave *etc*
- Life after death, resurrection, Paradise & Hell and matter of unseen *etc*.
- Concept of Divine Decree & Will and God's Reliance Relationship between faith and action,

**MODULE I INTRODUCTION 8**

Islamic philosophy & ilm-al kalām (الفلسفة وعلم الكلام): meaning & sources- stages of development in islamic philosophy- pros and cons of ilm-al kalām: a critical appraisal, revelation and reason (الوحي والعقل): a moderate approach- intellectual and spiritual dimensions of islamic thought, diagnosis of self & Lord (معرفة النفس (والرب).

**MODULE II OPTIMISM 7**

Merits of remembrance of death- mode of thinking of death- pangs of death: three terrors of death, to have good thought about God (حسن الظن بالله)- what is death- its meaning- causes of change of condition at death.

**MODULE III RELEASE OF SOUL 8**

The death of the holy prophet (pbuh)- the death of Abu Bakar (raa), the death of 'Umar (raa), the death of 'uthmān (raa), the death of 'alī (raa)- conditions in grave- talk of grave towards a dead man- punishment of grave & questions of munkar & nakīr- soul is like mirror.

**MODULE IV END OF LIFE 10**

Blowing of trumpet (نفخ في الصور)- descriptions of resurrection (يوم القيامة)- perspiration, fearful events of the day- questions to the sinners- balance, retribution & recompense: the bridge, intercession, fountain, paradise, hell, Divine vision- God's mercy. Belief in Divine decree & will (القضاء والقدر)- God as agent of action- freedom of will: its meaning-.

**MODULE V RELIANCE ON GOD 12**

God reliance (التوكل على الله): meaning & stages- three classes of God reliant man-

man's action: subject to four conditions, causes & God's reliance. Faith & deed: branches of faith- faith & sinful acts- repentance (التوبة): its four principles, its merits, conditions of acceptance of tawbah- tawbah from minor & major sins: classes of sins- punishment & reward in next world.

**L - 45; Total Hours – 45**

**TEXT BOOKS:**

1. Al-Ghazālī, Abū Ḥāmid Muḥammad, *Iḥyā' 'Ulūm al-Dīn*, Beirut, 1999
2. Sheik Muhammad Al Ghazzali, *Aqeedah al Muslim*, 8th edition, Jeddah 1996.

**REFERENCES:**

1. Shah Waliullah Dehlavi, *Hujjathullahil Baaliga*, Maktaba Deoband, New Delhi.

**COURSE OUTCOMES:**

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

- Grasp concept of Islamic philosophy & theology and its justifications
- Asses the benefits of remembering the death and its various aspects
- Identify the logic behind life and death and discover the justification of grave life and punishment
- Discuss the case of life after death, resurrection and unseen matters with logic and proofs
- Explain the issue of Divine Will and decree and human freedom, his actions and God's reliance, and issue of faith, action , sins, repentance and its acceptance etc.

**Board of Studies (BoS):**

13<sup>th</sup> BoS of SAIS held on 16.02.2022

**Academic Council:**

18<sup>th</sup> AC held on 24.02.2022

	PO1	PO2	PO 3	PO4	PO5	PO 6	PO 7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4	PSO5
CO1				L									L		
CO2				H									M		
CO3				M									H		
CO4				H									M		
CO5				H									H		

**Note:** L- Low Correlation    M - Medium Correlation    H - High Correlation

SDG 16 : Promoting Peace and Justice

Statement: Study of Islamic Philosophy advocates a commitment to deal with all beings with an optimistic approach, ensure peace & justice for all here and expect salvation of souls hereafter .



<b>ISDX 07</b>	<b>ISLAMIC INSURANCE (TAKĀFUL)</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>SDG: 8</b>		<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

**COURSE OBJECTIVES:**

This course aims to teach:

- Principles and basics of conventional insurance and Islamic Insurance
- Sharī'ah concern and reservation on conventional insurance and concept of Islamic insurance vis-à-vis conventional insurance
- Basic concept of Takāful and its distinguishing features
- Structure and development of Takāful products and market
- Various models of Takāful used by Takāful companies worldwide

**MODULE I INTRODUCTION 5**

Islamic Insurance (Takāful): Definition, Concept, Principles & Unique Characteristics; Major Goals of Takāful System; The Origins of Takāful: Historical Background; Takāful System in Islamic Era: Al-'Āqilah, Diyah, Tabarru'; Takaful Terminologies.

**MODULE II CONVENTIONAL INSURANCE 10**

Insurance: Definition, Concept of Risk, Perils & Hazards – Classification of Risk; Moral Hazard & Adverse Selection; Basic Principles of Insurance; Types of Insurance - General & Life; Terms & Glossaries.

**MODULE III TAKĀFUL VS. CONVENTIONAL INSURANCE 8**

Comparison of Takāful with Conventional Insurance; Prohibited Elements in Conventional Insurance: Ribā, Gharar, Maysir & Qimār *etc.* (Interest, Ambiguity & Gambling); Risk Sharing versus Risk Transfer; Takāful vs Mutual Insurance: Similarities and Differences.

**MODULE IV SHARĪ'AH ELEMENTS IN TAKĀFUL 8**

Sharī'ah Mechanism of Takāful; Definitions & Concept of Waqf, Wakālah, Hibā & Tabarru' used in Takāful; Sharī'ah Ruling and Principles applied to Takāful; AAOIFI Takāful Standards.

**MODULE V TAKĀFUL MODELS, TYPE & STRUCTURE 14**

Structure and Operation of Takāful; Different Models of Takāful: Wakālah Model, Waqf Model, Muḍārabah Model, Hybrid Model, Surplus Distribution Mechanism in all Models; Type and Products of Takāful Business: General Takāful (General Insurance), Family Takāful (Life Insurance); Sharī'ah

Concerns in Various Models & Modification.

**L - 45; Total Hours – 45**

**TEXT BOOKS:**

1. Kassār, Khaled, Omar Clark Fisher, *et al.*, *What's Takāful - A Guide To Islamic Insurance*, Beirut: BISCGroup, 2008.

**REFERENCES:**

1. Khorshid, Aly, *Islamic Insurance: A Modern Approach to Islamic Banking*, 1<sup>st</sup> Ed., UK: Routledge, 2007
2. Ma'sum Billah, M., *Islamic and Modern Insurance (Principles and Practices)*, Sdn Bhd, Malaysia: Ilmiah Publishers, 2003
3. Mulhim, Ahmed Salem, Ahmed Mohammed Sabbagh, *The Islamic Insurance: Theory and Practice*, 2010.

**COURSE OUTCOMES:**

At the end of the course, students will be able to:

- Demonstrate an understanding of nature and principle of Islamic insurance (Takāful) and Sharī'ah framework of Islamic insurance;
- Explain Takāful and its rationale as an alternative to conventional insurance
- Explain why traditional insurance is prohibited from the Sharī'ah perspective;
- Discuss the main features of Islamic insurance vis-à-vis conventional insurance;
- Explain the operational framework of Takāful, its different types and way out used for underwriting and managing the investments of the Takāful fund

**Board of Studies (BoS):**

13<sup>th</sup> BoS of SAIS held on 16.02.2022

**Academic Council:**

18th AC held on  
24.02.2022

	PO1	PO2	PO3	PO4	PO5	PO6	PO 7	PO 8	PO 9	PO10	PSO1	PSO2	PSO3	PSO4	PSO5
CO1				L									L		
CO2				H									M		
CO3				M									H		
CO4				H									M		
CO5				H									H		

**Note:** L- Low Correlation    M - Medium Correlation    H -High Correlation

**SDG 8** : Decent work and Economic growth.

**Statement:** Islamic Insurance system guides to the right compensation of the loses in Economy.

<b>ISDX 08</b>	<b>ISLAMIC CAPITAL MARKET</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>SDG: 8</b>		<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

**COURSE OBJECTIVES:**

The course aims to teach:

- Conventional capital market and shariah concerns
- Structure of Islamic Financial Market, its nature and distinguishing features
- Shariah screening of stocks
- Securitization, its processes and benefits
- Various sukuk structures – Mudarabah, Musharakah, Ijarah, Murabahah, Salam & Istisna etc.

**MODULE I INTRODUCTION 9**

The Capital Market: Definition, Nature, Functions and Objectives; A Brief Overview of the Capital Market in India; Risk Return Principle in Islam: Cost of Capital, Choice between Capital and Debt Financing - Agency Problem; Sharī'ah Principles for Capital Market.

**MODULE II STRUCTURE OF SHARIAH COMPLIANT STOCK 8**

Equity Shares and Equity Funds; Business and Structure of Islamic Enterprise: Indebtedness of the Enterprise, Earnings from Impermissible Activities, Cash and Receivables / Payables.

**MODULE III SHARI'AH SCREENING IN CAPITAL MARKET 10**

Business and Financial Screening, Suitability of Market Cap; Dividend Purification and Zakah, Shariah Index: AAOIFI; Dow Jones Islamic Investment Criteria; Securities Exchange Commission (SEC) Malaysia Norms; FTSE; S & P and MSCI, NCB, DFM and TESIS India.

**MODULE IV ISLAMIC BONDS (SUKUK) 8**

Sukuk: Definition and Classifications, Features, Common Uses and Benefits, Securitization, SPV and its Role, Sukuk Players, Return and Risks in Sukuk, Sukuk Vs Conventional Debt Securities (Bonds)

**MODULE V SUKUK STRUCTURE 10**

Musharakah & Mudarabah Sukuk, Murabahah & Ijarah Sukuk, Salam & Istisna Sukuk, Hybrid Sukuk, AAOIFI Shariah Standards related to Sukuk Issuance.

**L - 45; Total Hours – 45**

**TEXT BOOKS:**

1. Krichene, Nouredine, *Islamic Capital Markets: Theory and Practice*, John Wiley & Sons, 1<sup>st</sup> edition, January 2013

**REFERENCES:**

1. Azhar Muhammad, Haider Junaid, *Islamic Capital Market*, LAP Lambert Academic Publishing (April 2012)
2. Rahail Ali, *Sukuk and Islamic Capital Markets: A Practical Guide*, Globe Law and Business (March 2011)
3. Azmi Omar, Muhamad Abduh, et al., *Fundamentals of Islamic Money and Capital Markets*, Wiley; 1st edition (April 2013)

**COURSE OUTCOMES:**

At the end of the course, students will be able to:

- Discuss conventional capital markets and its instruments
- Assess shari'ah viewpoints on stocks, bonds and debt certificates
- Analyse different financial ratios for screening of stocks
- Explain the concept of securitization, its process, SPV, sukuk and bonds
- Explain the various structures of sukuk

**Board of Studies (BoS):**

13<sup>th</sup> BoS of SAIS held on 16.02.2022

**Academic Council:**

18<sup>th</sup> AC held on 24.02.2022

	PO 1	PO 2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4	PSO5
CO1				L									L		
CO2				H									M		
CO3				M									H		
CO4				H									M		
CO5				H									H		

**Note:** L- Low Correlation    M - Medium Correlation    H -High Correlation

**SDG 8 :** Decent work and Economic growth.

**Statement:** Islamic Capital Market structurizes the inversment Criteria on the Islamic perspective.

<b>ISDX 09</b>	<b>ADVENT OF ISLAM IN SOUTH INDIA</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>SDG: 4</b>		<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

**COURSE OBJECTIVES:**

The course aims to:

- Locate South India and Recall the coming of Aryans, Muslims and Sufism
- Understand the origin of South Indian Languages and its spread
- State the spread of Islam in Tamil Nadu and Coromandel Coast. State the Contribution of Marakayar, Labbais, Mappilas and Nawayathis.
- Underline the contributions of Marakayars and Makhdooms as well as the History of Islam in Kerala and Malabar Coast.
- Recognize the contributions of Tippu, Nizams, The Bahmani Sultanate and Mughals.

<b>MODULE I</b>	<b>BOUNDARIES OF SOUTH INDIA &amp; ADVENT OF ISLAM</b>	<b>10</b>
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Definition and Boundaries of South India. - Invasion of Aryans and decline of Indus Valley civilization - Islam in India – Invasion of Ibn Qasim - Spread of Islam in Coastal borders - Advent of Sufism- Major Groups of Sufism – Qadiri, Chisty, Rifaee.

<b>MODULE II</b>	<b>SOUTH INDIAN LANGUAGES</b>	<b>8</b>
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South Indian Languages and its spread : Hindi - Urdu – Dravidian languages – Tamil – Malayalam – Telugu- Kannada etc.

<b>MODULE III</b>	<b>ISLAM IN TAMIL NADU</b>	<b>9</b>
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Islam in Tamil Nadu, Coromandel Coast and its connection with Arabs – Marakayar – Labbais - Mappilas – Nawayathis.

<b>MODULE IV</b>	<b>ISLAM IN KERALA</b>	<b>9</b>
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Advent of Islam in Kerala 700-1200 – Growth of Islam in Kerala 1201-1500 - Malabar Coast and Maabar Coast –Marakayars- Makhdooms and their contributions.

<b>MODULE V</b>	<b>ISLAM IN CARNATIC</b>	<b>9</b>
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Advent of Islam in Carnatic- Tippu and Mysore – Nizams - The Bahmani Sultanate Muslims in Deccan – Contributions of Mughals.

**L - 45; Total Hours – 45**

**TEXT BOOKS:**

1. Spread of Islam in South India, Bukhari Aalim Arabic College

**REFERENCES:**

1. Tayka Shu'ayb Aalim, Arabic, Arwi, and Persian in Sarandib and Tamil Nadu, Colombo, 1993
2. Annemarie Shimmel, Islam in the Indian Sub-continent, Palgrave Macmillan Publishers, 1980.
3. Origin and Early history of the Muslims in Keralam AD 700-1600, JBP More, Other books, 2011.
4. Muhammad Yousuf Kokkan Umari, Arabic and Persian in Carnatic.

**COURSE OUTCOMES:**

At the end of the course, the student is expected to:

- Understand the boundaries of South India and recognize the Invasions of Aryans, Muslims and advent of Sufism.
- Recall the origin of South Indian and Dravidian Languages and its spread
- Understand the spread of Islam in Coromandel Coast and the Contributions of Marakayar, Labbais, Mappilas and Nawayathis.
- Understand the spread of Islam in Kerala and Malabar Coast.
- Recognize the real contributions of Tippu, Nizams, The Bahmani Sultanate and Mughals.

**Board of Studies (BoS):**

13<sup>th</sup> BoS of SAIS held on 16.02.2022

**Academic Council:**

18<sup>th</sup> AC held on 24.02.2022

	PO1	PO2	PO3	PO4	PO5	PO 6	PO 7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4	PSO5
CO1				L									L		
CO2				H									M		
CO3				M									H		
CO4				H									M		
CO5				H									H		

**Note:** L- Low Correlation M - Medium Correlation H -High Correlation

**SDG 11:** Social development in south India.

**Statement:** Advent of Islam in south india highlights the contribution of Islam for social development in south India.

<b>ISDX 10</b>	<b>HISTORY OF ANDALUSIA (SPAIN)</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>SDG: 11</b>		<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

**COURSE OBJECTIVES:**

The course aims to:

- Locate the boundaries of Andalusia as well as the Moorish Caliphate.
- State the contributions of Independent Emirate of Umayyad and Cordoba Caliphate.
- Illustrate the rule of Tawaif and Moorish Principalities as well as their contributions in Knowledge, Art and Infrastructure.
- Underline the contributions of Almoravids and Almohads in Spain.
- Recognize the ways of 'Reconquista' and reasons of Decline of Andalusia.

**MODULE I DEPENDENT ANDALUSIA (711- 756) 9**

Iberia before Muslim Invasion – Visigoths - Walid bin Abdul Malik (وليد بن عبد الملك) - Musa bin Nusayr (موسى بن نصير) – Invasion led by Tariq bin Ziyad (طارق بن زياد) – Abdul Aziz bin Musa (714-716) – Peace Treaty between Abdul Aziz & Theodemir - Crossing of Pyrenees (بيرنية) - Al-Samh bin Malik Al Khawlani (719-721) Captured Narbonne (أربونة) - Battle of Tours (معركة بلاط الشهداء) - Rulers of Moorish Caliphate.

**MODULE II INDEPENDENT UMAYYAD EMIRATE (756-1031) 9**

Abdul Rahman Al Dakhil / عبد الرحمن الداخل (756-788) - Umayyad Emirate of Cordoba-Hisham I (788-796)- Al Hakam I (796-822) – Abdul Rahman II (822-852) – Muhammed I (852-886) – Al Mundhir (886-888)- Abdullah (888-912) - Abdul Rahman III / عبد الرحمن الناصر (912-929) - Umayyad Caliphate of Cordoba (929-1017 & 1023 -1031) Hammudid Caliphate of Cordoba (1016 -1023) – Centers of Knowledge – Coexistence in Muslim Spain - Ibn Hazm al-Andalusi (ابن حزم)

**MODULE III PERIOD OF TAWAIF (1031-1086) 9**

Fragmentation of Spain into several principalities: Zaragoza (سرقسطة), Toledo (طليطلة), Badajoz (بطلوس) and the Seville (إشبيلية) - Granada (غرناطة) Valencia (بلنسية) – Abbadid dynasty of Seville - Jawharid Dynasty of Cordoba - Zirid dynasty of Granada – Banu Hud of Zaragoza – Banu Razin of Albarrazin - Dhunnunid dynasty of Toledo - Aftasid dynasty of Badajoz – Abulcasis (الزهرأوي)

**MODULE IV ALMORAVIDS (1086-1145)& ALMOHADS (1145-1212) 9**

Abdullah bin Yasin & Marrakesh - Rulers of Moravid Dynastry - Yusuf Tashfin – Ibn Tumart (ابن تومرت) – Abdul Mumin - Rulers of Almohad dynasty. – Battle of Azzallaqah - Battle of Bairen. Abu-Hayyan al-Gharnati (أبو حيان) - Averroes (ابن رشد)



**MODULE V DECLINE OF MUSLIM SPAIN ( 1130- 1492)****9**

Reconquista – Causes of decline – Fall of Toledo — Battle of Las Navas de Tolosa (1212) - Granada War (1492) - Treaty of Granada bishop – Ban of Arabic Language and lifestyle. Expel of Moriscos (1609).

**L - 45; Total Hours – 45****TEXT BOOKS:**

1. History of Andalusia, Bukhari Aalim Arabic College

**REFERENCES:**

1. Ibn Hayyan Al Qurtubi (ابن حيان القرطبي), Al Muqtabas Min A Anbaa Ahl Al Andalus (المقتبس من أنباء أهل الأندلس)
2. Taha Abdul Maqsood Ubayya, A Brief History of Andalusia from the Islamic conquest to the fall of Granada.
3. Abū al-'Abbās Aḥmad ibn 'Iḡārī al-Marrākushī, Kitāb al-bayān al-mughrib fī āḡhbār mulūk al-andalus wa'l-magħrib
4. ربيع الأندلس، محمد ماهر .
5. عمارة المساجد في الأندلس : قرطبة ومساجدها

**COURSE OUTCOMES:**

At the end of the course, the student is expected to:

- Understand the extents of Andalusia and period of Moorish Caliphate.
- Recall the contributions of Independent Emirate and Cordoba Caliphate in Spain.
- Recall the rulers of Tawaif and their principalities as well as their contributions in Knowledge, Art and Infrastructure.
- Recognize the contributions of Almoravids and Almohads in Spain.
- Realize the ways of 'Reconquista' and reasons of Decline of Andalusia.

**Board of Studies (BoS):**13<sup>th</sup> BoS of SAIS held on 16.02.2022**Academic Council:**18<sup>th</sup> AC held on 24.02.2022

	PO 1	PO 2	PO 3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO 1	PS O2	PSO3	PSO4	PSO5
CO1				L									L		
CO2				H									M		
CO3				M									H		
CO4				H									M		
CO5				H									H		

**Note:** L - Low Correlation M - Medium Correlation H - High Correlation

**SDG 11:** Social development in Andalusia - Spain

**Statement:** History of Andalusia (Spain) focuses on the contribution of Islam for social development in Spain.

<b>ISDX 11</b>	<b>ARABIC TRANSLATION AND SAP</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>SDG: 4</b>		<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

**COURSE OBJECTIVES:**

This course aims to teach:

- Development of Modern Journal Arabic in various fields
- Introduction to Translation skill
- Techniques of translation from Arabic to English and vice versa
- Technical translation in the field of civil, automobile, air travel and Law
- Introduction to SAP, Quality management and production planning-HR process.

**MODULE I DEVELOPMENT OF MODERN ARABIC 9**

Historical background of modern Arabic- News clippings: Political- Educational- Sports fields -

(تطور اللغة العربية في المجالات الحديثة من الصحافة، والسياسة، والتعليم، والرياضة)

**MODULE II INTRODUCTION TO TRANSLATION SKILL 9**

Arabic translations types and levels - modern day's requirements for Arabic translation- techniques of translation- Problems in translating Arabic text into English and vice versa- nouns-proverbs- verbs- various tenses and other patterns like active voice and passive voice

( أنواع الترجمة ودرجاتها - المشاكل في ترجمة النصوص المعاصرة من العربية إلى الإنجليزية وبالعكس - قواعد الترجمة العربية وأساليبها - التركيز في مشاكل الترجمة في الأفعال والأسماء والضمائر )

**MODULE III TRANSLATION TECHNIQUES OF VARIOUS FIELDS 9**

Translation of legal texts - medical texts - banking and internet related texts- Difference of language flow in these fields between Arabic and English - Terminology and usage.

( ترجمة النصوص القانونية والنصوص الطبية والنصوص المتعلقة بالبنوك والشبكة الإلكترونية ، والمصطلحات )

**MODULE IV TECHNICAL TRANSLATION 9**

Technical translation - Translation of text- translation of work field communications related to civil- automobile, air travel - terminology and usage.

( الترجمة الفنية ، ترجمة النصوص وترجمة الحوار في مجال الهندسة المدنية والميكانيكية والرحلات ، وترجمة المصطلحات )

**MODULE V INTRODUCTION TO SAP & TECHNICAL TRANSLATION PRACTICE 9**

Introduction to SAP (Systems, Applications & Products in Data Processing), ERP (Enterprises Resources Planning) - SAP modules - company requirements - service provider's proposal- SAP modules material management (MM)- quality management

(QM)- production planning (PP)- accessibility-book printing - Workflow process- project preparation phase- go live support - basic HR process and payroll.

**L - 45; Total Hours – 45**

**TEXT BOOKS:**

1. Dr. P.S. Syed Masood, Arabic - English translation: techniques and practices Bukahri Aalim Arabic College, 2020

**REFERENCES:**

1. SAP Translation, Arabic – English, Saudi Arabia.
2. Dr. Izzuddeen Mohamed Najeeb, Translation, Maktaba Saayi, Riyad,2005

**COURSE OUTCOMES:**

At the end of the course, the students will be able to:

- Demonstrate Development of Modern Journal Arabic in various fields
- Recognize Translation skills in certain fields.
- Analyze Techniques of translation from Arabic to English and vice versa
- Translate Arabic texts of various fields into English and vice versa.
- Demonstrate SAP, Quality management and production planning - HR process.

**Board of Studies (BoS):**

13<sup>th</sup> BoS of SAIS held on 16.02.2022

**Academic Council:**

18<sup>th</sup> AC held on 24.02.2022

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4	PSO5
CO1				L									L		
CO2				H									M		
CO3				M									H		
CO4				H									M		
CO5				H									H		

**Note:** L- Low Correlation M - Medium Correlation H -High Correlation

**SDG 4:** Quality Education by Arabic Translation skill development

**Statement:** Arabic Translation & SAP supports the development of bilingual language and translation skill.

<b>ISDX 12</b>	<b>MUSLIMS IN INDIA AND PLURAL</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>SDG: 11</b>	<b>SOCIETY</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

**COURSE OBJECTIVES:**

The course aims to teach:

- Role of Muslims in Indian culture. Impact of Arabic Language and Islamic Culture in India
- Major contribution of Muslim intellectuals to various fields including Arabic language, Intellectual Heritage of Muslim Scholars in India.
- Educational system, Centers of Education and stages of education and methodology of the system. Modern schools and Universities in India.
- Role of Muslims in Indian Independence Movement – Indian National Congress – Khilafath Movement – Jamiyatul Ulama.
- Concept of Plural Society in Islamic Perspective with historical evidences

**MODULE I MUSLIM CULTURE IN INDIA 9**

Role of Muslims in Indian Culture – Medical Services – Intellectual Heritage of Muslim Scholars in India and Importance of Arabic Language – Prominent Scholars among Indian Muslims.

**MODULE II ARABIC LANGUAGE AND IMPACT 9**

The Impact of Arabic Language on Indian Languages - Islamic Culture in India – Elements for Shaping the Culture – Three Abrahamic Characteristics. Meditation – Thawheed: Global Characteristic – Human Equality and Dignity.

**MODULE III EDUCATIONAL SYSTEM OF MUSLIM INDIA 9**

Education system - Centers of Education: Sind, Multan, Delhi, Lahur, Gujarat, Lucknow – Different stages of Educational System. Salient Features of Methodology – Centers of knowledge and Islamic Culture in India: Darul Uloom Deoband Seminary, Salafi Madrasa, Banaras - .Modern schools and Universities: Aligarh Muslim University, Jamia Millia, Usmania University, Nadwatul Ulama, Madrasatul Islah - Sufism in India and Its impact on the Society.

**MODULE IV ROLE OF MUSLIMS IN INDEPENDENCE MOVEMENT 9**

Role played by Muslims in Indian Independence Movement – Indian National Congress – Khilafath Movement – Jamiyatul Ulama.

**MODULE V PLURAL SOCIETY 9**

Plural society in Islamic perspective: rights – duties – historical evidence – doubt clearing

**L - 45; Total Hours – 45****TEXT BOOKS:**

1. Syed Abul Hasan Ali, Al Muslimoona Fil Hind, Nadwatul Ulama, Lucknow, 1986.

**REFERENCES:**

1. Dr. Yusuf Qardhawi, Ghair al Muslimeen fil Mujtama' al Islami, Beirut, 2nd edition, 1983.

**COURSE OUTCOMES:**

At the end of the course, the student is expected to:

- Summarize the role of Muslims in Indian culture and Arabic Language in Indian culture.
- Recall contributions of Muslim intellectuals to various fields
- Interpret the educational system and Centers of Education as well as methodology of the system.
- Define role of Muslims in Indian Independence Movements
- Enlighten the students with the concept of Plural society in Islamic perspective in Indian scenario.

**Board of Studies (BoS):**

13<sup>th</sup> BoS of SAIS held on 16.02.2022

**Academic Council:**

18<sup>th</sup> AC held on 24.02.2022

	PO 1	PO 2	PO 3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4	PSO5
CO1				L									L		
CO2				H									M		
CO3				M									H		
CO4				H									M		
CO5				H									H		

**Note:** L- Low Correlation    M - Medium Correlation    H -High Correlation

**SDG 11:** Sustainable communities in India & Plural Society.

**Statement:** Muslims in India & Plural Society highlights the harmony and peaceful co-existence among various community.

<b>ISDX 13</b>	<b>ISLAMIC ETHICS</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>SDG: 16</b>		<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

**COURSE OBJECTIVES:**

To make students understand

- Various aspects of individual behavior like consumption, dealings, relation with others governed by Islamic moral standards and ethics
- Social ethics in Islamic perspective
- Medical ethics and issues from Islamic perspective
- Ethics and approved conducts in business transactions
- Environmental ethics in Islamic perspective

**MODULE I ISLAMIC ETHICS - INDIVIDUAL 12**

Principles of islamic ethics - good, evil and human nature- gray areas - spiritual awakening, repentance, self-conditioning, monitoring of actions, reviewing and accounting of deeds, reprimanding and punishing - sharī'ah: standard of right or wrong of human conduct. Individual conscience, ethics & moral standard observed by a person: piety (خوف الله), humility - responsibility and accountability - moderation, truthfulness, patience, sincerity - virtuous deeds & charity, extravagance and niggardliness - ethical issues perceived by religious scholars.

**MODULE II ISLAMIC ETHICS - SOCIAL 10**

No harm to anyone and harm infliction by others - equity and justice, public morality, individual benefits is not permitted at the cost of society - straight dealings, usurpation of other's wealth wrongly - cooperation and mutual support on good things not evils, good relation with family - relatives and others

**MODULE III ISLAMIC ETHICS - MEDICAL 7**

Ethical & moral issues related to medical field - bioethics: euthanasia (mercy killing), contraception, abortion, assisted conception, adoption, post-mortem examination & organ donation & transplantation - use of medical marijuana - genetic engineering & cloning.

**MODULE IV ISLAMIC ETHICS – BUSINESS TRANSACTION 10**

Halal earnings, trade with mutual consent, truthfulness & trustworthiness, fulfilling business obligations, contract guidelines - prohibited matters in business transaction: cheating & fraud, al-najsh (trickery), swearing, bribery, dealing in prohibited items, gharar, hoarding, adulteration, gambling etc.- options in sale, cancellation and return of defective merchandise, currency and gold exchange, evil effects of interest, approved and disapproved business conduct.

**MODULE V ISLAMIC ETHICS – ENVIRONMENT****6**

Environmental ethics in islam, cleanliness and hygiene, nature protection, water conservation, waste minimization, environmental degradation, corruption on earth and oceans.

**L – 45; Total Hours – 45****TEXT BOOKS:**

1. Al-Qardawi, *Akhlāq al-Islam*, Vol. 1 & 2, Beirut: al-Dar al-Shāmīyah, 2017
2. Al-Maidani, Abdur Rahman Hasan H., *al-Akhlāq al-Islāmīyah wa usushā*, Vol. 1 & 2, Damascus: Dār-al Qalam, 2008.

**REFERENCES:**

1. Al-Kharayṭī, Muḥammad ibn Ja‘far Abū Bakr, *Makārim al-Akhālq wa Ma‘ālīhā wa Maḥmūd-o Tarāiqihā*, Vol. I & II, Riyāḍ: Maktabah al-Rushd, 2009
2. ‘Alyan, Aḥmad, *Al-Akhlāq fil- Sharīat al-Islāmīyah*, Dar al-Nashr al-Duwali, 2000
3. Sa‘duddin, Ayman Abdul Mumin, *Al-Akhlāq fil-Islām: al-Nazrīyah wal-Taṭbīq*, Riyāḍ: Maktabah al-Rushd, 2004
4. Beekun, Rafik Issa, *Islamic Business Ethics*, Pennsylvania: International Institute of Islamic Thought (IIIT), 1997.

**COURSE OUTCOMES:**

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

- Explain Islamic ethics and moral standards to govern individual behavior, conducts and activities
- Interpret Islamic ethics and society in Islamic perspective
- Identify and analyse bioethics from Islamic perspective
- Examine ethical issues and value judgment in business transactions from Islamic perspective
- Study environmental degradation & its protection of environment and other issues from Islamic perspective

**Board of Studies (BoS):**13<sup>th</sup> BoS of SAIS held on 16.02.2022**Academic Council:**

18th AC held on 24.02.2022



	PO1	PO2	PO3	PO4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PSO 1	PSO2	PSO3	PSO4	PSO5
CO1				L									L		
CO2				H									M		
CO3				M									H		
CO4				H									M		
CO5				H									H		

**Note:** L- Low Correlation    M - Medium Correlation    H -High Correlation

**SDG 16 :** Promoting Peace and Justice

**Statement:** Islamic Ethics interprets the ethical values and society in Islamic perspective.

<b>ISDX 14</b>	<b>HISTORY OF OTTOMAN CALIPHATE</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>SDG: 11</b>		<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

**COURSE OBJECTIVES:**

The course aims to teach

- Emergence of ottoman dynasty
- Establishment and consolidation of ottoman empire and its causes of success
- Impact and influence of ottoman empire on the world
- Achievement and contributions of ottomans in different fields
- Causes of ottoman downfall

**MODULE I INTRODUCTION 8**

Origin of Ottoman: Turks, Persian, Byzantine, Mangol, Tatars, Islam & Turks, Seljuq Empire: Sultan Muhammad Alp Arslan, Fall of Seljuqs, Establishment of Ottoman Empire: Its founder – Uthman I, His Reign, Orhan Ghazi, Murad -I, Janissaries, Bayazid I, Ottomans and Crusades.

**MODULE II CONSOLIDATION OF OTTOMAN POWER 10**

Muhammad I, Murad II, Internal Politics – Civil War and Recovery, Conquest & Consolidation, Expansion of Ottoman Empire, Muhammad II -al-Fatih, Conquer of Constantinople, Foundation of Istanbul, Entry in Europe, Achievements, Army and Navy, Ottoman Way of Governance & Administration.

**MODULE III OTTOMAN DYNASTY 10**

The Great Ottoman Caliphs and Their Contributions, Bayazid II, Selim I, Suleiman I, Safavids & Mamluk, Al Qanuni – Ottoman Law Code, Rules of State, Development of Civil Law and Courts with Codification, Reforms, Architecture, Trade & Commerce, Ottoman Economy and Development, Sources of Revenue .

**MODULE IV OTTOMAN ART, CULTURE & EDUCATION 8**

Social, Cultural and Religious Aspects of Ottoman Society, Cosmopolitan Atmosphere, Mysticism - Cultural and Scientific Achievements: Inventions, Civilization, Calligraphy, Painting, Poetry, Textiles and Carpet Weaving, Ceramics etc. Establishment of Educational Institutions, Waqf etc.

**MODULE V FALL OF OTTOMAN EMPIRE 9**

The Koprulus - New Challenges -The War of Holy League and Peace of Karlowitz - Ottoman Reform - Selim III - Mahmud II - The Tanzimat Reforms. Causes of Downfall, Overview and Analysis of Ottoman Empire and its Impact and Influence, Secrets of Ottoman Success.

**L - 45; Total Hours – 45****TEXT BOOKS:**

1. Donald Quataert, *The Ottoman Empire 1700-1922* (Cambridge University Press 2000).

**REFERENCES:**

1. M. Şükrü Haniöglu, *A Brief History of the Late Ottoman Empire* (Princeton: Princeton University Press, 2008).
2. Halil Inalcik, *The Ottoman Empire: the Classical Age, 1300-1600*, (W&N, 2000)
3. Douglas A. Howard, *A History of the Ottoman Empire*, January 2017

**COURSE OUTCOMES:**

At the end of the course, students will be able to:

- Examine the roots of the Ottoman Empire
- Analyze the success of the Ottomans
- Assess the rise of the Ottoman Empire its influence in world history
- Discuss achievement and contributions of ottomans in different fields
- Analyze the causes for fall of the Ottoman Empire

**Board of Studies (BoS):**

13<sup>th</sup> BoS of SAIS held on 16.02.2022

**Academic Council:**

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	PO1	PO 2	PO 3	PO4	PO 5	PO 6	PO 7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4	PSO5
CO1				L									L		
CO2				H									M		
CO3				M									H		
CO4				H									M		
CO5				H									H		

**Note:** L- Low Correlation M - Medium Correlation H -High Correlation

**SDG 11 :** Achievement and development under the Ottoman Emporer.

**Statement:** Histry of Ottoman Emporer describes the achievement and contribution for the development of communities and Nations under the Ottoman Emporer.