



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

### MISLCIC125

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

CREDITS: 4

TOTAL CONTACT HOURS: 60

MAX. MARKS: 100

INTERNAL: 28

END TERM: 72

#### COURSE LEARNING OUTCOMES

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

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

#### **Unit I: Jāhiliyyah Arabia**

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

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

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

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

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

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

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



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

### PLO-CLO Matrix

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

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

### READINGS:

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

### Teaching Learning Strategies/Pedagogy:

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

### Assessment methods and weightages

- Exams (Internal & External)



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

### MISLCQH125

### Quran and Hadith Sciences

CREDITS: 4

TOTAL CONTACT HOURS: 60

MAX. MARKS: 100

INTERNAL: 28

END TERM: 72

#### COURSE LEARNING OUTCOMES

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

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

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

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

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

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

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

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

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

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



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

### PLO-CLO Matrix

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

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

### READINGS:

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

### Teaching Learning Strategies/Pedagogy:

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

### Assessment methods and weightages

- Exams (Internal & External)



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

### MISLCIE125

### Islamic Economics: History and Development

CREDITS: 4

TOTAL CONTACT HOURS: 60

MAX. MARKS: 100

INTERNAL: 28

END TERM: 72

#### **COURSE LEARNING OUTCOMES**

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

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

#### **Unit I:**

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

#### **Unit II:**

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

#### **Unit III:**

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

#### **Unit IV:**

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



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

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

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

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

### READINGS:

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

### Teaching Learning Strategies/Pedagogy:

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

### Assessment methods and weightages

- Exams (Internal & External)



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

### MISLCMD125

### Major Muslim Dynasties: A General Survey

CREDITS: 2

TOTAL CONTACT HOURS: 30

MAX. MARKS: 50

INTERNAL: 14

END TERM: 36

#### COURSE LEARNING OUTCOMES

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

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

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

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

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

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

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

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

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



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

### **READINGS:**

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

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

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

### **Assessment methods and weightages**

- Exams (Internal & External)





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

### MISLDID125

### Islamic Dawah: Approaches and Practices

CREDITS: 4

TOTAL CONTACT HOURS: 60

MAX. MARKS: 100

INTERNAL: 28

END TERM: 72

#### COURSE LEARNING OUTCOMES

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

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

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

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

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

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

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

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

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

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



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

### PLO-CLO Matrix

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

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

### READINGS:

1. Arnold, T.W, *Preaching of Islam*, Adam Publishers and Distributors, New Delhi
  2. Islahi, M.A. Ahsan, *Dawat-i-Din Aur us ka Tariqa-i-Kar*, MarkaziMaktabaIslami Publishers, New Delhi
  3. Islahi, Sadruddin, *Muslims and Dawah and Islam*, MarkaziMaktabaIslami Publishers, New Delhi
  4. Khan, Wahiduddin, *Tablighi Tehrik*, Maktabah Al-Risalah, New Delhi
  5. Amin Ahsan Islahi, *Dawat-i-Islamiaur Is kay Mutalabat*, MarkaziMaktabaIslami Publishers, New Delhi
  6. Nadvi, S.A. Hasan, *Life and Mission of Maulana Muhammad Ilyas*, Majlis-i-TahqiatwaNashriyat, Lucknow
  7. Nadwi, A. H. Ali, *Tabligh-o-Dawatka Muajizana Aslub*, Majlis-i-TahqiatwaNashriyat, Lucknow
  8. Nadwi, Masud Alam, *Hindustan ki Pehli Islami Tehrik*, MarkaziMaktabaIslami Publishers, New Delhi
- Siddiq, Mawlana M, *Maslak-i-Ahl-i-Hadith aur Iskey Buniyadi Masail*, Maraki Jamiati-Ahli Hadith Hind, New Delhi

### Teaching Learning Strategies/Pedagogy:

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

### Assessment methods and weightages

- Exams (Internal & External)



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

### MISLDPA125

### Proficiency in Arabic – I

CREDITS: 4

TOTAL CONTACT HOURS: 60

MAX. MARKS: 100

INTERNAL: 28

END TERM: 72

#### COURSE LEARNING OUTCOMES

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

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

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

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

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

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

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

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

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

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



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

### PLO-CLO Matrix

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

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

### Prescribed Texts:

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

### READINGS:

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

### Teaching Learning Strategies/Pedagogy:

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

### Assessment methods and weightages

- Exams (Internal & External)



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

### MISLDPP125

### Proficiency in Persian – I

CREDITS: 4

TOTAL CONTACT HOURS: 60

MAX. MARKS: 100

INTERNAL: 28

END TERM: 72

#### COURSE LEARNING OUTCOMES

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

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

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

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

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

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

#### PLO-CLO Matrix

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

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

#### **Prescribed Texts:**

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



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

### READINGS:

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

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

### Assessment methods and weightages

- Exams (Internal & External)



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

### MISLDIW125 Women in Islam

CREDITS: 4

TOTAL CONTACT HOURS: 60

MAX. MARKS: 100

INTERNAL: 28

END TERM: 72

#### COURSE LEARNING OUTCOMES

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

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

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

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

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

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

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

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

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

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



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

### PLO-CLO Matrix

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

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

### READINGS:

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

### Teaching Learning Strategies/Pedagogy:

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

### Assessment methods and weightages

- Exams (Internal & External)





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

### MISLDIP125 Islam and Pluralism

CREDITS: 4

TOTAL CONTACT HOURS: 60

MAX. MARKS: 100

INTERNAL: 28

END TERM: 72

#### COURSE LEARNING OUTCOMES

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

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

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

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

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

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

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

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

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

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



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

PLO-CLO Matrix

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

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

### READINGS:

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

### Teaching Learning Strategies/Pedagogy:

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

### Assessment methods and weightages

- Exams (Internal & External)