



M. A. ISLAMIC STUDIES (3RD SEMESTER)

MISLCMI325

Islamic Civilization in Medieval India

CREDITS: 4

TOTAL CONTACT HOURS: 60

MAX. MARKS: 100

INTERNAL: 28

END TERM: 72

COURSE LEARNING OUTCOMES

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

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

Unit I: Advent of Islam: Causes and Impact

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

Unit II: The Delhi Sultanate

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

Unit III: The Mughal India

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

Unit IV: Islam in India and Resistance to British Imperialism

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



M. A. ISLAMIC STUDIES (3RD SEMESTER)

PLO-CLO Matrix

| Unit-Wise CLOs | PLO1 | PLO2 | PLO3 | PLO4 | PLO5 | PLO6 | PLO7 | PLO8 | Average (CLO) |
|----------------|------|------|------|------|------|------|------|------|---------------|
| MISLCMI325.1 | 3 | 1 | 2 | 3 | 3 | 2 | 2 | 3 | 2.37 |
| MISLCMI325.2 | 3 | 1 | 2 | 3 | 3 | 2 | 2 | 3 | 2.37 |
| MISLCMI325.3 | 3 | 1 | 2 | 3 | 3 | 2 | 2 | 3 | 2.37 |
| MISLCMI325.4 | 3 | 1 | 2 | 3 | 3 | 2 | 2 | 3 | 2.37 |
| 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 Aziz, *Studies in Islamic Culture in the Indian Environment*, Oxford University Press, UK
2. Ahmad, M. G. Zubaid, *The Contribution of India to Arabic Literature from Ancient Times to 1857*, Maktaba Din wa Danish, NewDelhi
3. Chand, Tara, *Influence of Islam on India Culture*, Indian Press Ltd., Allahbad
4. Hussain, Yusuf, *Glimpses of Medieval Indian Culture*, Asia Publishing House, Mumbai
5. Islahi, Zafar al-Islam, *Ahd-i-Islami Kay Hundustan Main Maashirat, Maishataur Hukumat Kay Masail*, Islamic Book Foundation, NewDelhi
6. Jafar, S.M, *Some Culture Aspects of the Muslim Rule in India*, Idarah Adbiyat, New Delhi
7. Mujeeb, M, *The Indian Muslims*, Manoharlal Publishers, NewDelhi
8. Nadwi, S.A.H, *Hindustani Musalman (Urdu)*, Majlis-i-Tahqiqat wa Nashriyat, Lucknow
9. Nizami, K.A, *Religion and Society in the 13th Century*, Idarah Adbiyat, New Delhi
10. Qurashi, I.H, *Muslim Community in Indo-Pak Sub-Continent*, Renaissance Publishing House, NewDelhi
11. Qurashi, I.H, *Ulama in Politics*, Renaissance Publishing House, New Delhi
12. Rashid, A, *Society and Culture in Medieval India*, Ghosh Printing House, Calcutta
13. Siddiqui, Iqtidar Hussain, *Islam and Muslims in South Asia*, Adam Publishers and Distributors, New Delhi

Teaching Learning Strategies/Pedagogy:

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

Assessment methods and weightages

- Exams (Internal & External)



M. A. ISLAMIC STUDIES (3RD SEMESTER)

MISLCIJ325

Islamic Jurisprudence (Fiqh): Traditional and Modern Approaches

CREDITS: 4

TOTAL CONTACT HOURS: 60

MAX. MARKS: 100

INTERNAL: 28

END TERM: 72

COURSE LEARNING OUTCOMES

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

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

Unit I: Foundations and Evolution of Islamic Jurisprudence

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

Unit II: Islamic Law and its Primary and Secondary Sources

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

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

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

Unit IV: Islamic Law and Contemporary Approaches and Methodologies

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



M. A. ISLAMIC STUDIES (3RD SEMESTER)

iv) Islamic Legal Responses to Technological and Bioethical Issues

PLO-CLO Matrix

| Unit-Wise CLOs | PLO1 | PLO2 | PLO3 | PLO4 | PLO5 | PLO6 | PLO7 | PLO8 | Average (CLO) |
|----------------|------|------|------|------|------|------|------|------|---------------|
| MISLCIJ325.1 | 3 | 1 | 2 | 3 | 3 | 2 | 2 | 3 | 2.37 |
| MISLCIJ325.2 | 3 | 1 | 2 | 3 | 3 | 2 | 2 | 3 | 2.37 |
| MISLCIJ325.3 | 3 | 1 | 2 | 3 | 3 | 2 | 2 | 3 | 2.37 |
| MISLCIJ325.4 | 3 | 1 | 2 | 3 | 3 | 2 | 2 | 3 | 2.37 |
| 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. Amini, M. M. Taqi, *Fiqh Islami ka Tarikhi Pasi Manzar*, Nadwatul Musannifin, Delhi
2. Hasan, Ahmad, *The Early Development of Islamic Jurisprudence*, Adam Publishers, New Delhi
3. Khan, Hamidullah, *The Schools of Islamic Jurisprudence: A Comparative Study*, Kitab Bhawan, Delhi
4. Esposito, John L., *Shariah: what everyone needs to know*, Oxford University Press, New York, NY
5. Black, E. Ann, *Modern perspectives on Islamic law*, Edward Elgar, Cheltenham, UK
6. Emon, Anver M. *The Oxford handbook of Islamic law*, Oxford University Press, Oxford, United Kingdom
7. Philips, Abū Amīnah Bilal (2012), *The Evolution of Fiqh*, New Delhi-2, India: Islamic Book Service.
8. Raḥmānī, Khalid Saifullah (2008), *Fiqah Islāmī Tadwīn wa Ta'āruḥ*, Deoband, Saharanpur, U.P., India: Naimia Book Depot.
9. Hasan, Ahmad (2013), *the early development of Islamic jurisprudence*, Adam Publishers & Distributors, New Delhi, India

Teaching Learning Strategies/Pedagogy:

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

Assessment methods and weightages

- Exams (Internal & External)



M. A. ISLAMIC STUDIES (3RD SEMESTER)

MISLCIF325

Islamic Finance and Banking

CREDITS: 4

TOTAL CONTACT HOURS: 60

MAX. MARKS: 100

INTERNAL: 28

END TERM: 72

COURSE LEARNING OUTCOMES

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

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

Unit I:

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

Unit II:

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

Unit III:

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

Unit IV:

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



M. A. ISLAMIC STUDIES (3RD SEMESTER)

PLO-CLO Matrix

| Unit-Wise CLOs | PLO1 | PLO2 | PLO3 | PLO4 | PLO5 | PLO6 | PLO7 | PLO8 | Average (CLO) |
|----------------|------|------|------|------|------|------|------|------|---------------|
| MISLCIF325.1 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 2 | 2.75 |
| MISLCIF325.2 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 2 | 2.75 |
| MISLCIF325.3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 2 | 2.75 |
| MISLCIF325.4 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 2 | 2.75 |
| 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. Agarwal, O.P., *Principles of Banking*, Macmillan India Ltd.
2. Ayub, Muhammad, *Islamic Banking and Finance, Theory and Practice*
3. Ayub, Muhammad, *Understanding Islamic Finance*, John Willey and Sons
4. Banking Regulation Act 1949
5. *Encyclopedia of Islamic Banking*, Institute of Islamic Banking and Insurance, London
6. Heffernan, Shelagh, *Modern Banking*, John Willey and Sons
7. Muraleedharan, D., *Modern Banking: Theory and Practice*, New Delhi
8. Obaidullah, Muhammad, *Islamic Financial Services*, Jeddah
9. Reserve Bank of India Act, 1934
10. Siddiqi, Muhammad Nejatullah, *Riba, Bank Interest and Rationale of its Prohibition*, IRTI Jeddah

Teaching Learning Strategies/Pedagogy:

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

Assessment methods and weightages

- Exams (Internal & External)



M. A. ISLAMIC STUDIES (3RD SEMESTER)

MISLCCW325

Islam and Contemporary World

CREDITS: 2

TOTAL CONTACT HOURS: 30

MAX. MARKS: 50

INTERNAL: 14

END TERM: 36

COURSE LEARNING OUTCOMES

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

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

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

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

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

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

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

| Unit-Wise CLOs | PLO1 | PLO2 | PLO3 | PLO4 | PLO5 | PLO6 | PLO7 | PLO8 | Average (CLO) |
|----------------|------|------|------|------|------|------|------|------|---------------|
| MISLCCW325.1 | 3 | 1 | 2 | 3 | 3 | 2 | 2 | 3 | 2.37 |
| MISLCCW325.2 | 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.



M. A. ISLAMIC STUDIES (3RD SEMESTER)

READINGS:

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

Teaching Learning Strategies/Pedagogy:

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

Assessment methods and weightages

- Exams (Internal & External)



M. A. ISLAMIC STUDIES (3RD SEMESTER)

MISLDSA325

Islam in Modern South Asia: Thinkers, Trends and Movements

CREDITS: 4

TOTAL CONTACT HOURS: 60

MAX. MARKS: 100

INTERNAL: 28

END TERM: 72

COURSE LEARNING OUTCOMES

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

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

Unit I: Islam and Modernism

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

Unit II: Reformist Thinkers and Educational Movements

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

Unit III: New Trends in Islamic Thought

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

Unit IV: Later Movements in South Asia (16th – 20th Century CE)

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



M. A. ISLAMIC STUDIES (3RD SEMESTER)

PLO-CLO Matrix

| Unit-Wise CLOs | PLO1 | PLO2 | PLO3 | PLO4 | PLO5 | PLO6 | PLO7 | PLO8 | Average (CLO) |
|----------------------|----------|----------|----------|----------|----------|----------|----------|----------|---------------|
| MISLDSA325.1 | 3 | 1 | 2 | 3 | 3 | 2 | 2 | 3 | 2.37 |
| MISLDSA325.2 | 3 | 1 | 2 | 3 | 3 | 2 | 2 | 3 | 2.37 |
| MISLDSA325.3 | 3 | 1 | 2 | 3 | 3 | 2 | 2 | 3 | 2.37 |
| MISLDSA325.4 | 3 | 1 | 2 | 3 | 3 | 2 | 2 | 3 | 2.37 |
| 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, Aziz, *Islamic Modernism in India and Pakistan*, Oxford University Press, UK
2. Ali, Abdul and S. Ahsan, *Sir Syed's Contribution to Islamic Studies*, Department of Islamic Studies, AMU, Aligarh
3. Rizvi, Syed Mahbub, *Tarikh-i-Darul Ulum Deoband*, Idaralhtemam Darul Ulum Deoband, U.P.
4. Douglas and Troll, *Abul Kalam Azad*, Oxford University Press, UK
5. Nadwi, Abul Hasan Ali, *Muslim Mamalik main Islamiyat aur Maghribiyat ki Kashmakash*, Majlis-i- Tahqiqat wa Nashriyat, Lucknow
6. Nadwi, Abul Hasan Ali, *Seerat-i-Sayyid Ahmad Shahīd*, (Urdu), Majlis-i-Tahqiqat wa Nashriyat, Lucknow
7. Jameelah Maryam, *Islam in Theory and Practice*, Taj Company, New Delhi
8. Hashmi, Syed Masroor Ali Akhtar, *Muslim Response to Western Education: A Study of Four Pioneer Institutions*, Commonwealth Publishers, New Delhi
9. Khan, Shams Tabrez and Nadvi, Ishaq Jalees, *Tarikh Nadwatul Ulama*, Majlis Sahafat-o-Nashriyat, Lucnow

Teaching Learning Strategies/Pedagogy:

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

Assessment methods and weightages

- Exams (Internal & External)



M. A. ISLAMIC STUDIES (3RD SEMESTER)

MISLDPA325

Proficiency in Arabic – III

CREDITS: 4

TOTAL CONTACT HOURS: 60

MAX. MARKS: 100

INTERNAL: 28

END TERM: 72

COURSE LEARNING OUTCOMES

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

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

Unit-I

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

Unit-II

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

Unit-III

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

Unit-IV

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



M. A. ISLAMIC STUDIES (3RD SEMESTER)

PLO-CLO Matrix

| Unit-Wise CLOs | PLO1 | PLO2 | PLO3 | PLO4 | PLO5 | PLO6 | PLO7 | PLO8 | Average (CLO) |
|----------------------|----------|----------|----------|----------|----------|----------|----------|----------|---------------|
| MISLDPA325.1 | 3 | 1 | 2 | 3 | 3 | 2 | 2 | 3 | 2.37 |
| MISLDPA325.2 | 3 | 1 | 2 | 3 | 3 | 2 | 2 | 3 | 2.37 |
| MISLDPA325.3 | 3 | 1 | 2 | 3 | 3 | 2 | 2 | 3 | 2.37 |
| MISLDPA325.4 | 3 | 1 | 2 | 3 | 3 | 2 | 2 | 3 | 2.37 |
| 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. | دروس اللغة العربية (الجزء الثاني) | Dr. V. Abdur Rahim |
| 02. | تيسير اللغة العربية (الجزء الثاني) | Dr. Burhan Rashid |
| 03. | توضيح القرآن / أسان ترجمه قرآن مع مختصر حواشي | Justice Mufti Muhammad Taqi Uthmani |
| 04. | مثنى الأربعين النووية | Imam Abū Zakariyya Yahyā ibn Sharaf an-Nawawi |

READINGS:

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

Teaching Learning Strategies/Pedagogy:

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

Assessment methods and weightages

- Exams (Internal & External)



M. A. ISLAMIC STUDIES (3RD SEMESTER)

MISLDPP325

Proficiency in Persian – III

CREDITS: 4

TOTAL CONTACT HOURS: 60

MAX. MARKS: 100

INTERNAL: 28

END TERM: 72

COURSE LEARNING OUTCOMES

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

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

I. Selected Lessons from the following Text:

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

PLO-CLO Matrix

| Unit-Wise CLOs | PLO1 | PLO2 | PLO3 | PLO4 | PLO5 | PLO6 | PLO7 | PLO8 | Average (CLO) |
|----------------|------|------|------|------|------|------|------|------|---------------|
| MISLDPP325.1 | 3 | 1 | 2 | 3 | 3 | 2 | 2 | 3 | 2.37 |
| MISLDPP325.2 | 3 | 1 | 2 | 3 | 3 | 2 | 2 | 3 | 2.37 |
| MISLDPP325.3 | 3 | 1 | 2 | 3 | 3 | 2 | 2 | 3 | 2.37 |
| MISLDPP325.4 | 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. | آموزش زبان فارسی (ازفا) کتاب دوم | از: دکتر ید الله ثمره. |
| 02. | پیام مشرق (فارسی) | از: علامه اقبال. |



M. A. ISLAMIC STUDIES (3RD SEMESTER)

READINGS:

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

Teaching Learning Strategies/Pedagogy:

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

Assessment methods and weightages

- Exams (Internal & External)



M. A. ISLAMIC STUDIES (3RD SEMESTER)

MISLDOT325

Islamic Civilization under the Ottomans

CREDITS: 4

TOTAL CONTACT HOURS: 60

MAX. MARKS: 100

INTERNAL: 28

END TERM: 72

COURSE LEARNING OUTCOMES

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

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

Unit I: The Ottomans: Early History

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

Unit II: Socio-Religious Administrations

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

Unit III: Contribution to Education and International Relations

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

Unit IV: Fall of the Empire and Modern Developments

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



M. A. ISLAMIC STUDIES (3RD SEMESTER)

PLO-CLO Matrix

| Unit-Wise CLOs | PLO1 | PLO2 | PLO3 | PLO4 | PLO5 | PLO6 | PLO7 | PLO8 | Average (CLO) |
|----------------------|----------|----------|----------|----------|----------|----------|----------|----------|---------------|
| MISLDOT325.1 | 3 | 1 | 2 | 3 | 3 | 2 | 2 | 3 | 2.37 |
| MISLDOT325.2 | 3 | 1 | 2 | 3 | 3 | 2 | 2 | 3 | 2.37 |
| MISLDOT325.3 | 3 | 1 | 2 | 3 | 3 | 2 | 2 | 3 | 2.37 |
| MISLDOT325.4 | 3 | 1 | 2 | 3 | 3 | 2 | 2 | 3 | 2.37 |
| 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. Ayyubi, N. A., *Some Aspects of Islamic Turkish Culture*, Aligarh Muslim University.
2. Creasy, E. S., *History of the Ottoman Turks*, Richard Bentley & Son, London.
3. Donald Quataert, *The Ottoman Empire: 1700-1922*, Cambridge University Press, UK.
4. Halil Inalcik and Donald Quataert, *An Economic and Social History of the Ottoman Empire*, Cambridge University Press, UK.
5. Halil Inalcik, *The Ottoman Empire: The Classical Age 1300-1600*, Phoenix Press, New Haven.
6. John Freely, *A History of Ottoman Architecture*, WIT Press, Southampton.
7. Norman Itzkowitz, *Ottoman Empire and Islamic Tradition*, The University of Chicago Press, USA.
8. Stanford J. Shaw, *History of the Ottoman Empire and Modern Turkey*, Cambridge University Press, UK.
9. Suraya Farooqi, *The Ottoman Empire and the World Around it*, I.B. Tauris & Co. Ltd., New York.
10. Tharwat, Thawlit, *Millat Islamia ki Mukhtasar Tarikh (Part-II)*, Markazi Maktaba Islami Publishers, New Delhi.
11. Trimingham, J. S., *The Sufi Orders in Islam*, Oxford University Press London.

Teaching Learning Strategies/Pedagogy:

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

Assessment methods and weightages

- Exams (Internal & External)



M. A. ISLAMIC STUDIES (3RD SEMESTER)

MISLDWR325

Major World Religions Other than Islam

CREDITS: 4

TOTAL CONTACT HOURS: 60

MAX. MARKS: 100

INTERNAL: 28

END TERM: 72

COURSE LEARNING OUTCOMES

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

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

Unit I: Basics of Religious Studies

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

Unit II: Indian Religions

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

Unit III: Iranian Religions/ Minority Religions

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

Unit IV: Judeo-Christianity

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



M. A. ISLAMIC STUDIES (3RD SEMESTER)

PLO-CLO Matrix

| Unit-Wise CLOs | PLO1 | PLO2 | PLO3 | PLO4 | PLO5 | PLO6 | PLO7 | PLO8 | Average (CLO) |
|----------------|------|------|------|------|------|------|------|------|---------------|
| MISLDWR325.1 | 3 | 1 | 2 | 3 | 3 | 2 | 2 | 3 | 2.37 |
| MISLDWR325.2 | 3 | 1 | 2 | 3 | 3 | 2 | 2 | 3 | 2.37 |
| MISLDWR325.3 | 3 | 1 | 2 | 3 | 3 | 2 | 2 | 3 | 2.37 |
| MISLDWR325.4 | 3 | 1 | 2 | 3 | 3 | 2 | 2 | 3 | 2.37 |
| 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. Faruqi, Amad al-Hassan, *Dunya ke Bade Madhahib*, Maktaba Jamiah, New Delhi
2. Faruqi, Ismail Raji Al, *Islam and Other Faiths*, Islamic Book Foundation, London
3. Hope M. Lewis and Mark R. Woodward, *Religions of the World*, Prince Hall, New Jersey, USA
4. Islahi, Sadruddin, *Din Ka Qurani Tasawur*, Markazi Maktaba Islami Publishers, New Delhi
5. Islahi, Sultan Ahmad, *Madhab ka Islami Tasawur*, Idara Tahqiq wa Tasnif, Aligarh
6. Jameelah, Maryam, *Islam v/s Ahli Kitab*, Taj Company, New Delhi
7. Kamal, Razi Ahmad, *Hindustani Madhahib: Ek Mutala*, Maktaba Al-Hasnat, New Delhi
8. Mcleod, W. H., *Sikhs and Sikhism*, Oxford University Press, UK
9. Ridgeon, Lloyd (ed.), *Major World Religions*, Routledge Curzon, UK

Teaching Learning Strategies/Pedagogy:

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

Assessment methods and weightages

- Exams (Internal & External)



M. A. ISLAMIC STUDIES (3RD SEMESTER)

MISLDIS325 Islam and Science

CREDITS: 4

TOTAL CONTACT HOURS: 60

MAX. MARKS: 100

INTERNAL: 28

END TERM: 72

COURSE LEARNING OUTCOMES

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

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

Unit I: Quranic Verses and Scientific Theories Related to:

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

Unit II: Contribution of Muslims in the Field of Science (8th to 13th Centuries C.E.)

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

Unit III: Contribution of Prominent Contemporary Muslim Scientists and Thinkers

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

Unit IV: Scientific Pursuit in Muslim Centres

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



M. A. ISLAMIC STUDIES (3RD SEMESTER)

PLO-CLO Matrix

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

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

READINGS:

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

Teaching Learning Strategies/Pedagogy:

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

Assessment methods and weightages

- Exams (Internal & External)