

CURRICULUM

BACHELOR OF ARTS (HONOURS) IN ISLAMIC STUDIES



**Department of Islamic Studies
University of Dhaka
Dhaka, Bangladesh**

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University of Dhaka

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Department of Islamic Studies
Curriculum Committee 2018

No	Name	Designation
01	Dr. Muhammad Abdur Rashid Professor	Convenor
02	Dr. Muhammad Shafiqur Rahman Professor and Chairman	Member
03	Dr. Muhammad Shamsul Alam Professor	Member
04	Dr. Md. Masud Alam Professor	Member
05	Mr. Mustafa Monjur Assistant Professor	Member

Preface

Education and research are a continuous process and need to keep pace with the changing social needs. Moreover, rapid globalization of modern civilization imposes more responsibilities on education. Curriculum is a pre-plan of any educational programme which includes all aspects of an educational affairs, i.e. vision, aims and objective, principles & policies, specific objectives & learning outcomes, scope & content, teaching-learning strategies, teaching aids and equipment, assessment strategies and guidelines for developing instructional materials etc. This curriculum is not fixed and determined, but it has to be modified through ages to face the global needs. Hence, the Department of Islamic Studies (DIS) tries, and as it always does, to redesign its curriculum to keep pace with the changing Islamic educational demands of the society as well as the nation.

Developing a curriculum is a challenging task. It is a complex task which requires sincere and active involvement of professionals having vast knowledge and experiences. Aiming this demanding job, the Academic Committee of the Department of Islamic Studies (DIS) constituted a curriculum committee of 5-members to redesign all its academic programmes.

The committee, initially, interacted with its students and alumni; exchanged ideas with professionals and interviewed the employers of both public and private sectors to develop its curriculum and syllabus. In addition, the committee reviewed the curricula of advanced and developing countries through internet browsing to make the process up-to-date. All of these processes helped the committee to identify the strengths and weaknesses of the curriculum in practice, to explore the emerging needs of the learners, their society and the nation as well as to review the contemporary scenario of education of other countries.

Finally, the faculties of the Department submitted the curriculum of their own courses to the committee. Thereafter, the committee came up with a curriculum proposal. After reviewing and modifying the course outlines the curriculum committee made the whole curriculum available to the Academic Committee of the department in draft form. The final version of the curriculum was then approved by the Academic Committee of DIS, then by the Advanced Studies Committee and lastly by ‘The Academic Council’, the final authority of the University of Dhaka.

I record with admiration and acknowledge the valuable contribution of the curriculum committee. I am grateful to the faculty members of the Department of Islamic Studies who took the initiative to develop a curriculum. My gratitude to my office staffs for providing continuous support service for making curriculum. Finally, I hope that my esteemed colleagues will come forward and continue their efforts with a high sense of commitment and dedication to implement and improve this curriculum to create a new renaissance in the study of Islam in Bangladesh for the 21st century.

September, 2018

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Professor Dr. Muhammad Abdur Rashid
Convenor
Curriculum Committee-2018
Department of Islamic Studies
University of Dhaka
Dhaka-1000, Bangladesh

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The Department

01. Introduction to the Department of Islamic Studies

1.1 Brief History

The department of Islamic Studies was one of the famous departments of the University of Dhaka. This department was established at the very beginning of the University of Dhaka in 1921 in accordance with the academic mission of the University and named as the Department of the Arabic and Islamic Studies, with a goal to preach Islam and to spread Islamic education, norms and values in Bangladesh as well as in the whole world through its various activities, i.e. teaching, counselling, seminar-symposium, research etc.

The founding head of the department was Shamsul Ulama Abu Nasar Md. Wahid (1921-1923). In 1973, the Department introduced Chairmanship selected by rotation among the faculties in lieu of 'Head of the department'. In 1980, the department was divided into two separate departments and one of these was named as the Department of Islamic Studies. It is situated on the first floor of Arts Building. From its inception it has contributed significantly towards Islamic education, research and culture.

The department has an inclusive and world standard syllabus to meet its mission and vision. The syllabus includes all branches of Islamic knowledge as well as the knowledge of different relevant disciplines, i.e. Bengali, English, Economics, Sociology, Anthropology, Political Science, History, Computer literacy, Bangladesh Studies etc. This extensive study outline assists students to become good citizens of the country.

The Department's faculty focus on past and present societies, cultures and peoples of the Islamic worlds with particular attention to the South Asian region. Through the years, notable Islamic thinkers, intellectuals and social reformers from this department have made significant contributions in a wide range of fields in home and abroad.

1.2 Vision

The Department of Islamic Studies (DIS) is a vibrant Islamic centre that caters to the religious, educational, and social needs of the Muslim communities in Bangladesh.

Its' vision is to seek the pleasure of Allah through instilling the principles and values of Islam in practice. The sole purpose of the Department is the necessity of raising a generation that is educated in the Islamic culture and are effective members in society which will be achieved through intellectual growth, community service and upstanding citizenship that is integral to both Islam and native mosaic.

The department aims to provide every opportunity for an all-round and harmonious development of individuals & society and reconstruction of human thought in all its forms on the foundations of Islam.

In accordance with the values, ideals, principles and norms of Islam, the Department looks forward to eradicate all types of superstitions, misunderstanding and terrorism as well as to establish a peaceful society and harmonious livelihood for the whole mankind irrespective caste, creed and religion.

1.3 Mission

The mission at the Department of Islamic Studies is to complete the twin goals of fulfilling our Islamic obligations with regards to worldly knowledge, as well as to provide people with clear spiritual direction in life.

The department is to serve the needs of the country as well as the community, especially in the academic arena, with excellence and in accordance with established religious guidelines and ethics. Considering this the key operation of the Department is to provide the foundations of Islam in academics that will enable our students to become individuals who value their faith and will be life-long learners and problem solvers.

In addition, mission of the Department covers to teach our students top-notch Islamic Studies and to offer new specialized areas of studies in addition to other disciplines of learning. The Department aims to provide all the students the most up-to-date educational tools available, profound knowledge and deep understanding through a perfect and suitable Islamic academic environment, so that they are prepared to meet the challenges of modern day life, and well equipped to take an active and positive role in the world in which they live.

The Department expects its graduates to be active as role models in their communities, respected both for their knowledge of the religion and for the flexibility, realism, and independence of mind with which they apply it.

1.4 Aims and objectives

The most basic function of education is to equip a person with the skills and knowledge that will enable them to participate fully in the human world that they inherit from the older generation and to live ‘a good life’. The Department of Islamic Studies is devoted to restoring the full meaning of education by offering an opportunity to study Islam, comprehensively and critically, in the modern era.

The goal is to provide a holistic, meaningful and dynamic education that enables students to grow into academically competent, socially responsive, well rounded and lifelong learners prepared to face life’s challenges. The core aims of the teaching programme are:

- to provide a comprehensive understanding of the Islamic faith, ideology and civilization
- to familiarize learners with the historical legacy of Muslim scholarship in order to provide context and connections to their current and future achievement.
- to nurture an environment where students learn that being a Muslim is consistent with being an honest, respectable, helpful member of society
- to bring the community together
- to provide educational, spiritual and counselling services to the community
- to open channels of education and research with universities and other research institutions
- to conduct programs to address contemporary issues
- to provide an integrated and interdisciplinary approach to those interested in acquiring a critical, constructive, and comprehensive understanding of issues and topics about Islam
- to encourage original and analytical research across a wide range of subjects on Islam
- to help students become more articulate, independent, and reflective learners
- to equip students with the skills and knowledge required for employment or further study
- to create an inclusive and harmonious environment for both Muslims and non-Muslims from different cultures and backgrounds

1.5 Programmes

The department of Islamic Studies currently hosts several programmes. The department offers a four-year B.A. (Honours) and a one-year M.A. Courses. It also offers research programmes for Ph.D and M.Phil Degrees. Recently the department has introduced ‘M.A (Evening) in Islamic Studies’ to expand Islamic education in the country. There are approximately 200 students per batch in both the undergraduate and the postgraduate programme. The department has two air-conditioned class-rooms along with high-quality sound systems and multimedia projectors.

1.5.1 Undergraduate Programme

The department of Islamic Studies offers undergraduate programme titled B.A Honours Programme. The B.A (Honours) degree in Islamic Studies is a four-year programme divided into eight semesters. There will be 23 (twenty-three) core courses and 05 (five) area courses of a total value of 120 credit consisting of 3000 marks. Students are required to obtain at least D grade (40 to less than 45 marks) in CGPA system for a terminal degree.

1.5.2 Graduate Programme

The department has graduate programme for the student. The taught module named “M.A Programme” is a one-year programme and is divided into two semesters. Students have the opportunity to choose any group between the two groups, Group A and group B. There are eight courses and two viva voce of total 850 marks and 34 credits (800 marks stands for 32 credits and 2 viva voce of 50 marks stands for 2 credits) for each group.

1.5.3 Research programme

In addition, the department has an extensive research environment and offers M.Phil. and Ph.D. degree for the outstanding researchers.

1.5.4 Diploma Programme

Besides these, the department provided the opportunity to study as it had a Pg.D programme named “Post Graduate Diploma in Islamic Studies” from 2012 to 2017. This was a one-year programme consisting of two semesters and total of 1100 marks and 44 credits.

1.5.5 Evening Programme

Currently, in 2017, the department of Islamic Studies has started an evening postgraduate programme titled “M.A (evening) in Islamic Studies” to spread its mission and vision throughout the country. It is a two-year programme divided into four semesters with 68 credits and 1700 marks in total.

1.6 Faculties

Currently, there are 24 world famous scholars as the permanent faculty member in the department. Among the academics –

- Table 1: List of Academics of the Department of Islamic Studies

	Designation	Number
a.	Professor	Twelve
b.	Associate Professor	Four
c.	Assistant Professor	Two
d.	Lecturer	Four
e.	Super-Numerary Professor	One
f.	Honorary Professor	One

In addition, some prominent part-time teachers from different departments of the University have been assigned to meet its academic challenges.

1.6.1 Faculty members of the Department of Islamic Studies

Muhammad Abdul Latif
M.A. Ph.D.
Professor



Muhammad Shafiq Ahmed
M.A. Ph.D.
Professor



Muhammad Abdur Rashid
M.A. Ph.D.
Professor



Muhammad Shafiqur Rahman
M.A. Ph.D.
Professor & Chairman



Muhammad Shamsul Alam
M.A. Ph.D.
Professor



Md. Sanaullah
M.A. Ph.D.
Professor



Md. Akhteruzzaman
M.A. Ph.D.
Professor



Muhammad Yousuf
M.A. Ph.D.
Professor



Md. Musleh Uddin
M.A. Ph.D.
Professor



Md. Masud Alam
M.A. Ph.D.
Professor



Hafiz Muztaba Riza Ahmed
M.A. Ph.D.
Professor



Md. Yousuf
M.A. Ph.D.
Associate Professor



Muhammad Zhahirul Islam
M.A. Ph.D.
Associate Professor



Muhammad Zahidul Islam
M.A. Ph.D.
Associate Professor



Md. Rafiqul Islam
M.A. Ph.D.
Associate Professor



Mustafa Monjur
M.A. M.Phil. Pg.D
Assistant Professor



Amir Hossan
M.A.
Assistant Professor



Quazi Farjana Afrin
M.A.
Lecturer



Zahidul Islam Sana
M.A.
Lecturer



Mohammad Imaul Huq Sarkar
M.A.
Lecturer



S.M. Masum Baki Billah
M.A.
Lecturer



Md. Abdul Baqi
M.A. Ph.D.
Professor (in LPR)



A. R. M. Ali Haider
M.A. Ph.D.
Supernumerary Professor



Muhammad Abdul Malek
M.A., M.M.
Honorary Professor



1.6.2 Heads /Chairmen of the Department of Islamic Studies

Department of Arabic and Islamic Studies

Heads of the Department

No	Name	Tenure
01	Shamsul Ulama Abu Nasar Md. Wahid	01.7.1921-30.6.1923
02	Khan Bahadur Fida Ali Khan	01.7.1923-30.10.1924
03	Dr. Abdus Sattar Siddiqui	31.10.1924-30.10.1928
04	Khan Bahadur Fida Ali Khan	01.7.1928-30.01.1931
05	Dr. J W Fuik	01.12.1931-30.11.1935
06	Dr. Syyed Muazzam Hossain	01.12.1935-25.9.1948
07	Dr. Serajul Haque	26.9.1948-30.6.1970
08	Dr. Muhammad Ishaq	01.7.1970-30.6.1973

Chairmen

09	Dr. Muhammad Ishaq	01.7.1973-30.6.1976
10	Dr. Syeed Lutful Haq	01.7.1976-30.6.1979
11	Dr. Muhammad Ishaq	01.7.1979-04.7.1980

Chairmen

Department of Islamic Studies

12	Dr. ABM Habibur Rahman Chowdhury	05.7.1980-04.7.1983
13	Muhamamd Abdul Mannan Khan	05.7.1983-04.7.1986
14	Dr. Muhammad Abdus Sattar	05.7.1986-04.7.1989
15	Dr. ANM Raisuddin	05.7.1989-04.7.1992
16	Muhammad Abdul Malek	05.7.1992-04.7.1995
17	Dr. Muhammad Abdul Baqi	05.7.1995-15.8.1998
18	Dr. ARM Ali Haidar	16.8.1998-15.8.2001
19	Dr. AHM Mujtaba Hossain	16.8.2001-15.8.2004
20	Dr. Muhammad Ruhul Amin	16.8.2004-15.8.2007
21	Dr. Muhammad Ansar Uddin	16.8.2007-17.2.2008
22	Dr. Muhammad Abdul Latif	18.2.2008-17.2.2011
23	Dr. Muhammad Shafiq Ahmad	18.2.2011-17.2.2014
24	Dr. Muhammad Abdur Rashid	18.2.2014-17.2.2017
25	Dr. Muhammad Shafiqur Rahman	18.2.2017- till date

1.7 Facilities

1.7.1 Lab Facilities

The department of Islamic studies emphasizes on computer study by introducing a compulsory course titled “BIS 306 Computer Literacy” in its undergraduate programme, which is taught by the teachers of the Department of Computer Science and Engineering. It helps to develop the skill in the field of information and communication technology. In this continuation, the department provides excellent laboratory facilities for the students. The computer lab of the department contains a wide range of internet access and 20 students can work at a time.

1.7.2 Library Facilities

A beautiful and well-equipped library has been established by the department and named after ‘Dr. Muhammad Ishaq’, one of the brightest students and teacher of this department who received his Ph.D. degree as a 2nd Muslim student of the University of Dhaka. Both students and teachers use this library for reading and research work. More than 10,000 books, a good number of journals, periodicals, and references materials are available in the library for the study and research.

1.7.3 Research and Training Facilities

In the field of education and research, this department has a great contribution. The department publishes a peer reviewed research journal titled “The Dhaka University Journal of Islamic Studies” to face the scholastic problems and to explore research in different fields of Islamic knowledge and of various religions as well. In addition, from the beginning, the department arranges some national and international seminars, symposiums, research projects on different important issues. Moreover, the department also provides intensive training programme for the junior faculties and researchers. As a continuation of this process, there is a research center in the department named “Dr. Serajul Haque Islamic Research Centre”. This centre regularly publishes a journal and organizes seminars on different contemporary issues. Furthermore, students of the department also participate in the seminar, symposium, and workshops organized by the institutions and research centres of Dhaka University, where they gather knowledge on different issues and research methodology.

1.7.4 Extra Curricular Activities

Apart from education and research, the department provides different types of co-curricular and extra-curricular activities like debate, sports, study tour etc. The department arranges annual picnic to create a close bondage between the teachers and students. More than 400 students along with the teachers participate in this event every year. A study tour in various historical places of the country for the student of final year of undergraduate programme is also organized by the direct supervision of the department. Moreover, SAARC tour for the graduate students is also an attraction of the department. Students of the department have the opportunity to take part in BNCC activities, Scout, Rangers Unit etc. Besides, they celebrate all National as well as

International days and take part in various socio-religious and cultural activities of the country. In the sports arena of the University, this department has a significant role. The department has also a debate team and a cultural forum to give proper platform to the students to flourish their talent. Students of the department also proved their sincerity in blood donation activities and elected several times as the key administrator of Badhon, a volunteer blood donation programme of the University.

Various events and ceremonies are also organized by the department to engage with the students very closely. Among these- the orientation programme, the farewell ceremony, condolence ceremony, study opening ceremony etc. are noteworthy. Moreover, a cultural competition organized by the department in occasion of *Eid-I Miladunnabi* is considered as a unique event in the entire University. The students of the department also have the opportunity to take part in different co-curriculum activities organized by various institutions and centers of the University of Dhaka and various socio-religious and cultural organizations.

Additionally, a strong and effective Alumni association has been established for the utmost development of the department through which the former students can link up with their Alma Mater. The department has also launched its own website recently. It helps to find the notice and necessary information through the web.

1.7.5 Awards and Financial Supports

The Department of Islamic Studies provides various awards and financial assistances for its students to nurture their talent. Almost every year the students of the department are awarded the prestigious ‘Deans Award’ according to their merit.

There are also three ‘Gold Medal’ for the student of this department. ‘QAMM Abdullah Memorial Gold medal’ and ‘Dr. Serajul Haque and Mahzuza Haque Gold Medal’ are awarded for the top student of the department in the postgraduate level, while “Dr. Syed M. Saydur Rahman al-Mahbubi Trust Fund Gold Medal” is given to the student securing highest position in the undergraduate programme.

Besides, the department arranges “Grameen Shikkha Scholarship” for the toppers in both B.A (Hons) and M.A programme. Moreover, the department also assists its poor and meritorious students through sufficient financial assistances and waiver to continue their study.

02. Introduction to the Programme

2.1 Title of the Programme

Bachelor of Arts (Honours) in Islamic Studies

2.2 Duration of the Programme

- The programme will be of four academic year's duration consisting of eight semesters
- Students have to complete the programme within six years
- However, in special circumstances maximum period for its completion may be extended

2.3 Eligibility for Admission

- At least a HSC/Alim/ equivalent certificate without any study gap in any discipline (Arts/Science/Business etc.) from Government approved college/Madrasah etc. can be eligible for the admission test (B and D Unit).
- Other criteria of admission have usually set by the faculty of Arts and the authority of the University of Dhaka.

2.4 General objective of the Programme

This programme is aimed to make students familiar to the fundamentals of Islam: The Quran, Hadith and Shariah (Islamic Law). This programme explores the thoughts and practices of Islam, focusing on the doctrinal diversity and intellectual vigor of the ethical values of Islam. In addition, the programme's special focus will be given on the modern branches of Islamic knowledge such as: Dawah, al-Kalam, Sufism, Economics, Social Systems, Political Systems, Human Rights, Media, Trade, Commerce, Banking and Insurance in Islam. This programme assists students to succeed in their practical lives and works.

The B.A (Honours) in Islamic Studies is designed to provide advanced level of study to the fresh graduates of the discipline and the professionals as well. The programme aims to train young professionals willing to pursue a career in international or national level or in the academic world. The main objectives of the programme are as following:

- Make the students familiar with the essence of Islam; its peaceful lessons, coexistence with the others and the teachings of love and universal brotherhood.
- Provide the clear idea of Islamic knowledge in a variety of fields, such as Politics, Economics, Business, Law, Social Studies, Peace keeping, Language & Literature etc.
- Aware people about the misunderstandings and misinterpretations of Islam.

- Provide highly educated people to fight against the superstitions and abuse and misuse of religion, especially Islam in Bangladesh.
- Deepen the capacity to undertake advance level of study of the major current issues and debates related to Islam and Muslims in the contemporary world.
- Produce skilled, corporate and dynamic cadres (teaching, managers, leaders and executives)
- Motivate students to practice Islam in their whole life and to preach Islamic teaching around the world to establish a peaceful earth.
- Develop comprehensive understanding of Islamic studies and also enable them to equip themselves with knowledge of Islam in every aspect of modern life.

03. Structure of Curriculum

There will be twenty three core courses and five area courses of a total value of 120 credits consisting of 3000 marks. Each and every course contains 100 marks and 4 credit hours. A brief list of these courses are given below-

(Semester and Letter Grade System)

No	Year	Semester	Course No	Course Title	Credit hours
01	1 st Year	1 st Semester	BIS 101	Introduction to Islam and Islamic Dawah	04
02			BIS 102	Introductory Knowledge of the Quran, Principles and History of Tafsir Literature	04
03			BIS 103	Al-Sirat al Nabawiyyah and History of the Caliphs	04
04		2 nd Semester	BIS 104	Bengali	04
05			BIS 105	Economy, Finance, Banking and Insurance in Islam	04
06			BIS 106	English	04

No	Year	Semester	Course No	Course Title	Credit hours
07	2 nd Year	3 rd Semester	BIS 201	Quranic Studies	04
08			BIS 202	Social System, Family Welfare and Aesthetics in Islam	04
09			BIS 203	Sociology and Anthropology	04
10		4 th Semester	BIS 204	Sunnah in Practical Life	04
11			BIS 205	Political Science	04
12			BIS 206	Political System and Human Rights in Islam	04

No	Year	Semester	Course No	Course Title	Credit hours
13	3 rd Year	5 th Semester	BIS 301	Study of al-Tafsir	04
14			BIS 302	Study of al-Kalam and Muslim Philosophy	04
15			BIS 303	Sufism and Some Prominent Sufis	04
16			BIS 304	Introduction to Islamic Law, Personal Law and Law of Inheritance in Islam	04
17		6 th Semester	BIS 305	International Relations in Islam, Islam and Contemporary Issues	04
18			BIS 306	Computer Literacy	04
19			BIS 307(a) or	Arabic Literature, Grammar, Translation and Composition	04
20			BIS 307 (b)	Islamic Civilization & Culture, Ethics & Values in Islam	04
21			BIS 308	Modern History of the Muslim World and Organizations	04

No	Year	Semester	Course No	Course Title	Credit hours
22	4 th Year	7 th Semester	BIS 401	Study of Hadith	04
23			BIS 402	Principles of Economics and the Economy of Bangladesh	04
24			BIS 403	History of Muslim Spain and Muslim Contribution to Science and Technology	04
25			BIS 404	Bangladesh Studies	04
26		8 th Semester	BIS 405	Principles and History of Hadith Literature	04
27			BIS 406	Study of Religions	04
28			BIS 407	Principles and History of Islamic Jurisprudence	04
29			BIS 408(a) or	History of Islam	04
30			BIS 408 (b)	Lives and Thoughts of Muslim Thinkers of the World	04

04. Assessment System

4.1 Number of In-course/ mid-semester and semester final examination

Semester Final Examination will be held at the end of every semester for each course. Students are required to obtain at least D grade (40 to less than 45 marks) for an Honours degree. A semester final examination will be held at the end of every semester for each course. There will be two class/midterm tests for each courses and an oral examination in each semester.

4.1.1 Marks distribution process

a. Two Mid-Semester/Mid-Term/In-course Tests of 15 marks each:

15+15=30 Marks

One test of one hour duration is to be given every semester by each course-teacher at his/her convenience. Marks of two tests will be added. The duration of each Mid-Semester/Mid-Term/In-course examination is one hour. The nature of test items will be determined by the course instructor. The instructor may take more Mid-Semester/Mid-Term/In-course tests than specified without invreasing ratio of marks. In the case of a single teacher teaching the course two tests will be given by the same teacher.

b. Semester Final Examination:

60 Marks

Semester final examinations of 3 hour duration will be held for every course at the end of every semester. Two teachers will set questions and evaluate the scripts. Marks obtained in the final examinations held at the end of the semester will be the average of the two marks.

Answer scripts of in-course and final examinations will be scored by the respective Course Instructor(s). Under special circumstances the Academic Committee can appoint question setter(s) and script examiner(s), other than the course instructor(s), from among the teachers of the Department of Islamic Studies.

c. Attendance Requirements

- Attendance in the 4-credit courses only will be taken into consideration to determine the eligibility of the students for examination.
- Students with 75% attendance and above in each course will be eligible to sit for examination. Students with attendance below 75% going down to 60% will be considered non-collegiate and will be allowed to sit for the examinations only after paying the required university fines.
- Students with attendance below 60% will not be eligible to appear at the examinations.

4.1.2 Marks distribution

a) Marks distribution for each four credit (one unit) course without practical.

1. Two Class/Mid-term Tests of 15 marks each	:	15+15	= 30 marks
2. Class Attendance, Participation and Performance	:	05+ 05	= 10 marks
3. Semester Final Examination (Part A & Part B)	:	30+30	= 60 marks
Total Marks	:		= 100 marks
Total Classes	:	60	
Total Hours	:	60	
Total Credit Hours	:	04	

b) Marks distribution for each four credit (one unit) course with practical

1. Two Class/Mid-term Tests of 15 marks each	:	15+ 15	= 30 marks
2. Class Attendance, Participation and Performance	:	05+ 05	= 10 marks
3. Semester Final Examination (Part A & Part B)	:	25+ 25	= 50 marks
4. Practical (Lab)	:	05+ 05	= 10 marks
Total Marks	:		= 100 marks
Total Classes	:	60	
Total Hours	:	60	
Total Credit Hours	:	04	

c) Marks distribution for each one Credit ($1/4^{\text{th}}$ unit) Course

Tutorial Presentation	:	5 marks
Viva	:	<u>20 marks</u>
Total Marks	:	25 marks

4.1.3 Teaching and Evaluation of the four-credit courses of 100 marks each

- 15 hours contacts/teaching are equivalent to 01 credit hour and will be treated as 01 credit. Therefore-
 - Each 4 credit course required contact hours 60
 - Each 1 credit course required contact hours 15
 - Each contact hour required 60 minutes
- The courses ear-marked for every semester must be taught and the mid-semester tests must be given in the particular semester.
- Each course will be taught and evaluated by two teachers of the Department. If a single teacher teaches a course then the final test held at the end of the semester must also be evaluated by two teachers, one of whom must be the course teacher

and another, a suitable second examiner who may be either from DU or outside DU.

- d. Both course-teachers will have 2 classes per week of 60 minutes each. If a teacher decides to meet the students once a week then the duration of the class must be 120 minutes each.
- e. If one teacher teaches a course, then he/she must have 4 classes per week of 60 minutes each. The concerned teachers will post on the notice board marks in the mid-semester tests as soon as the results are ready, the course teachers will also post on the notice board the marks for attendance, participation and performance immediately after completion of the courses.

4.2 Projects and Assignment

- a. The department of Islamic studies provides various research projects and training to its students. These projects are supervised by the faculties of the Department.
- b. There are several tutorial and presentation groups for the students of each and every semester.
 - Each class may be divided into small groups of 10-15 students
 - One teacher will meet the students of one group once a week for one hour
 - The students will not be given any written test. They will be encouraged to discuss some topics and/or make oral presentations on some topics included in the syllabus. Presentation, assignments, fieldworks etc. may be conducted by the students in these groups.

4.4 Types of Questions

- Test items, both objective and essay types, in final examination should cover all the categories of cognitive domain including a few items which require reflective thinking (affective and psychomotor domain).
- Question-paper for course final examination will be set by the respective course Instructor(s) and moderated by the Examination Committee constituted by the Academic Committee. The presence of at least two-thirds members in the meeting will be required to form quorum.
- The Examination Committee will ensure that the test items have been set covering all the units of the course outlines.
- Two or more teachers teaching two or more sections of a course in a semester will set question paper separately.
- The Examination/ Moderation Committee can add or drop any item(s) or modify any item(s). Finally, there will be one question paper for each course in a semester final examination.

- There may be a combination of broad questions, short questions and short notes etc. in the final examination test.

4.4 Grading System

4.4.1 Grading Scale and Grades

- At the time of evaluation all marks will be entered in numerical form. Only at the time of submitting the final grade sheet and while finalizing the results in the tabulation sheet grades will be entered in both numerical form and letter form.
- Marks can be given in fraction up to two decimals. If the total marks of a course are in fraction, they should be raised to the next higher whole number.
- GPA and CGPA can be in fraction up to two decimals. The second decimal should be raised to the next higher number if the third decimal is 5 or above.
- Results of the students will be published according to roll numbers and not according to merit positions.
- Transcripts issued to the students will include Letter Grades, Grade Points(GP) Grade Point Average(GPA). Transcripts will not include numerical grades.

4.4.2 GPA System

The result is prepared under GPA System. The grading system is based on raw scores. Marks of students belonging to different class intervals are graded according to the following table for each course:

Numerical Marks	Letter Grade	Grade point
80 to 100	A+	4.00
75 to 79	A	3.75
70 to 74	A-	3.50
65 to 69	B+	3.25
60 to 64	B	3.00
55 to 59	B-	2.75
50 to 54	C+	2.50
45 to 49	C	2.25
40 to 44	D	2.00
< 40	F	0.00

4.4.3 Evaluation and Result

After the completion of Mid Term Test, and Course Final Examination the teachers concerned submit marks to the chairman of the examination Committee. The chairman of Examination Committee prepares the result in collaboration with other members of the committee and submits it to the controller of the examinations of the University of Dhaka for its publication.

4.4.4 Class Attendance

The marks allocated for class attendance shall be given as following proportions:

Attendance	Mark	Example
95% and above	100%	10 out of 10
90% to 94%	90%	9 out of 10
85% to 89%	80%	8 out of 10
80% to 84%	70%	7 out of 10
75% to 79%	60%	6 out of 10
70% to 74%	50%	5 out of 10
65% to 69%	40%	4 out of 10
60% to 64%	30%	3 out of 10
Less than 60%	00%	0 out of 10

Note: Grading system was regulated by the Academic Council of the University of Dhaka on 21 March 2006.

4.4.5 Retake of a Course / Improvement / Completion of Grades

a. A student obtaining 'F' grade in any course shall have to improve her/his grade by appearing at the improvement examination in the next available batch on payment of requisite fees and if fails to pass the course(s), s/he must have to pass by retaking the course within the duration of his/her studentship.

b. A student obtaining below B (3.00) grade in any course may take the change to improve her/his grade by appearing at the semester final examination (60%) of that course on payment of requisite fees only in the immediate following batch. A student shall have improvement opportunity once for each course. In case of improvement, the highest grade secured by the student will be treated as final grade and the lowest grade will stand cancelled automatically.

c. A student obtaining I (incomplete) grade in any course may take the chance to complete her/his credit by appearing at the semester final examination of the next available batch on payment of requisite fees. Here I (incomplete) grade will be defined as the absence at the final examination although he/she participated in different parts of the evaluation process during the semester.

4.4.6 Readmission

a. Readmission must be taken within 15 days of publication of results.

b. The students not getting CGPA 2.00 and so not qualifying for M.A. Degree will be allowed to take readmission and be in 2nd semester if they obtain the minimum GPA 2.00 in the 1st semester.

c. The students must take readmission and be in 1st semester if they have inadequate attendance/fail to get GPA 2.00/get W in 1st semester.

d. The students will take readmission and attend classes in the required 1st or 2nd semester and take examinations only with the students of the available next batch.

- e. In the case of readmission all grades earned earlier in the four-credit and one-credit courses of the concerned semester/semesters will be cancelled.
- f. A student may take readmission only two times and the degree must be completed within 6 semesters, i. e. 3 years from the date of admission to 1st semester.

4.5 Practical examinations

Practical examination will be conducted jointly by both of the course teachers. The course teachers will act as examiner of practical examination and assess the performance of students during the process.

The marks distribution for the practical examination in Computer literacy Course is shown below:

Two Mid-Semester/In-course Examinations	15 X 2	30
Course Final Examination	25 X 2	50
Class Attendance, Participation and performance	5 X 2	10
Practical (Lab)	5 X 2	10
	Total	100

4.6 Requirements for degree

4.6.1 Award of the programme

A BA Honours Degree shall be awarded by the University of Dhaka to all participants who successfully complete the programme.

4.6.2 Degree Requirements

The minimum requirements for the BA (Honours) degree are as follows:

4.6.2.1 Promotion

- For promotion from 1st year to 2nd year, 2nd year to 3rd year and 3rd year to 4th year a student must fulfil the following conditions in each year:
 - a. Successful completion of credit hours in the concerned academic semesters
 - b. Maintain a minimum of CGPA 2.00 in each semester

- A student failing to maintain a minimum of S/he CGPA 2.00 at the end of any academic semester will not be promoted to the next year. She/he may be given a chance, on request, to repeat all the programmes or part of it but not exceeding 12 credit hours of the particular semester, which s/he could not complete successfully. For this s/he will need to pay necessary fees and fines. This chance cannot be given to any student not more than once in an academic year.

4.6.2.2 Final Degree Requirements

- Successful completion of prescribed courses and activities of 120 credit hours.
- The minimum GPA (Grade Point Average) 2.00 in each course and CGPA (Cumulative Grade Point Average) 2.00 will be required for award of the degree. GPA of the 4 one-credit courses will be calculated only after the eight semester final examination.
- GPA of the two 1-credit courses will be calculated by adding the numerical marks obtained in the two semesters and multiplying the total by two. The numerical marks obtained out of 50 will thus be converted into out of 100 to find out the corresponding Letter Grade and GP which in this case will be treated as GPA because it is the average of the two 1-credit courses.
- For getting the B.A. Honours Degree a student must not have F, i.e. GP below 2.00 in any course.
- GPA for each semester will be calculated by multiplying the course credits by the GP obtained in the courses and dividing the total figures by the total credits. CGPA of the two semesters will be calculated by adding the GPA of the semesters concerned multiplied by the course credits and dividing the result by the total credits.

For example:

- $$\text{GPA} = \frac{\text{Course 1 credit} \times \text{GP} + \text{Course 2 credits} \times \text{GP} + \text{Course 3 credits} \times \text{GP} + \text{Course 4 credits} \times \text{GP}}{\text{Total Credits of the four courses}}$$
- $$\text{CGPA (2 Sems)} = \frac{(1^{\text{st}} \text{ Sem GPA} \times \text{Credits} + 2^{\text{nd}} \text{ Sem GPA} \times \text{Credits} + \text{GPA of 1 Credits Courses} \times \text{Credits})}{\text{Total Credits in 1}^{\text{st}} \text{ and 2}^{\text{nd}} \text{ Semesters}}$$

- A student must complete 120 credits points which includes 4 credit points for viva-voce.
- Distribution of credit points and marks for B.A (Honours) programme at a glance for all students:

Year	Semesters	Credit		Credit	Total marks	Total Credit
1 st	1 st Semester 300+25	12+1	2 nd semester 300+25	12+1	650	26
2 nd	3 rd Semester 300+25	12+1	4 th Semester 300+25	12+1	650	26
3 rd	5 th Semester 400+25	16+1	6 th Semester 400+25	16+1	850	34
4 th	7 th Semester 400+25	16+1	8 th Semester 400+25	16+1	850	34
Total					3000	120

Note: Oral examination: At the end of every semester (25 x 8)

- h. The final result of each student will appear as Cumulative Grade Point Average (CGPA) obtained by the student, which will be mentioned in his/her degree certificate. There will be no classification of result; hence there will be no mention of 'Class' in the certificate or transcript.
- i. Any external body wants to convert CGPA into 'Class' can use the following scale:

CGPA (on a scale of 4)	Class
3.50 and above	First Class
2.50 to below 3.50	Second Class
2.00 to below 2.50	Third Class
Below 2.00	Fail

Note – The authority of the University of Dhaka deserves the supreme right to decision regarding the converting process of CGPA to ‘Class’ system.

4.6.3 Transcripts

If required, the University of Dhaka will give transcripts according to the existing rules.

4.6.4 Drop Out

- If a student fails to earn required total credit points within four academic years since admission s/he will be dropped-out from the program and will no more be allowed to continue her/his studentship with other students.
- A student failing to get a minimum GPA 2.00 even after readmission for two times will be dropped out of the programme.
- If a student getting F in any course fails to improve his/her grade even after retaking the examination twice he/she will not be given any further chance for improvement and will be dropped out of the programme.

4.7 Amendment and Explanation of the Rules and Regulations

- a. Academic Committee of the Department of Islamic Studies can make minor amendments (addition, alteration, change or modification) only in the course-content of any course and up-date references.
- b. In order to make any Major amendments (addition, alteration, change or modification) in the curriculum, i.e. objectives of the programme, courses, degree requirements, assessment system, grading system including the academic rules and regulations (if required), it shall have to be proposed by the Academic Committee of the Department of Islamic Studies and then must be placed to the Executive Committee of the concerned Faculty, and the Academic Council of the University of Dhaka for approval.
- c. Overall renewal and modification of the curriculum when needed, shall have to be initiated by the Academic Committee of the Department of Islamic Studies and approved finally by the Academic Council of the University of Dhaka.
- d. The right to clarification of the rules and regulations shall be initially belong to the Academic Committee of the Department of Islamic Studies. However, in case of any ambiguity the authority of the University of Dhaka will hold the final right to explain and clarify the concerned issue.
- e. If anything is not covered by these rules, the rules and regulation of the University of Dhaka shall be applicable.

Course Outlines
of
B.A (Honours) in Islamic Studies

UNIVERSITY OF DHAKA
DEPARTMENT OF ISLAMIC STUDIES
B.A. Honours Programme
(Semester and Letter Grade System)
Session: 2018-2019 to 2022-2023

First Year B. A. Honours
(Examinations of 2019, 2020, 2021, 2022, 2023)

	1st Semester	
Course No.	Course Title	Marks
BIS 101	Introduction to Islam and Islamic D'awah	100
BIS 102	Introductory Knowledge of the Quran, Principles and History of Tafsir Literature	100
BIS 103	Al-Sirat al-Nabawiyyah and History of the Chaliphs	100
	One Partial Unit (Oral) Tutorial Presentation 5 + Viva 20 =	25
	Total	325
	2nd Semester	
Course No.	Course Title	Marks
BIS 104	Bengali	100
BIS 105	Economy, Finance, Banking and Insurance in Islam	100
BIS 106	English	100
	One Partial Unit (Oral) Tutorial Presentation 5 + Viva 20 =	25
	Total	325

Second Year B. A. Honours

(Examinations of 2020, 2021, 2022, 2023, 2024)

	3rd Semester	
Course No.	Course Title	Marks
BIS 201	Quranic Studies	100
BIS 202	Social System, Family Welfare and Aesthetics in Islam	100
BIS 203	Sociology and Anthropology	100
	One Partial Unit (Oral) Tutorial Presentation 5 + Viva 20 =	25
	Total	325

	4th Semester	
Course No.	Course Title	Marks
BIS 204	Sunnah in Practical Life (Riyad al-Salihin)	100
BIS 205	Political Science	100
BIS 206	Political System and Human Rights in Islam	100
	One Partial Unit (Oral) Tutorial Presentation 5 + Viva 20 =	25
	Total	325

Third Year B. A. Honours

(Examinations of 2021, 2022, 2023, 2024, 2025)

	5th Semester	
Course No.	Course Title	Marks
BIS 301	Study of al-Tafsir	100
BIS 302	Study of al-Kalam and Muslim Philosophy	100
BIS 303	Sufism, Some Prominent Sufis and their Contribution	100
BIS 304	Introduction to Islamic Law, Personal Law and Law of Inheritance in Islam	100
	One Partial Unit (Oral) Tutorial Presentation 5 + Viva 20 =	25
	Total	425
	6th Semester	
Course No.	Course Title	Marks
BIS 305	International Relations and Contemporary Issues in Islam	100
BIS 306	Computer Literacy	100
BIS 307 (a) Or	Arabic Literature, Grammar, Translation and Composition	100
BIS 307 (b)	Islamic Civilization and Culture, Ethics and Values in Islam	
BIS 308	Modern History of the Muslim World and Organizations	100
	One Partial Unit (Oral) Tutorial Presentation 5 + Viva 20 =	25
	Total	425

Fourth Year B. A. Honours

(Examinations of 2022, 2023, 2024, 2025, 2026)

	7th Semester	
Course No.	Course Title	Marks
BIS 401	Study of Hadith (Al-Mishkat al-Masabih)	100
BIS 402	Principles of Economics and Economy of Bangladesh	100
BIS 403	History of Muslim Spain and Muslim Contribution to Science and Technology	100
BIS 404	Bangladesh Studies	100
	One Partial Unit (Oral) Tutorial Presentation 5 + Viva 20 =	25
	Total	425

	8th Semester	
Course No.	Course Title	Marks
BIS 405	Principles and History of Hadith Literature	100
BIS 406	Study of Religions	100
BIS 407	Principles and History of Islamic Jurisprudence	100
BIS 408 (A) Or	History of Islam	100
BIS 408 (B)	Lives and Thoughts of Muslim Thinkers of the World	
	One Partial Unit (Oral) Tutorial Presentation 5 + Viva 20 =	25
	Total	425

Course Number	:	BIS 101
Course Title	:	Introduction to Islam and Islamic Da‘wah <ul style="list-style-type: none"> • Part-A: Introduction to Islam • Part-B: Islamic Da‘wah
Total Marks	:	100
Total Credit Hours	:	4
Total Classes/ Contact hours	:	60 (Per Class 60 minutes)

Part-A : Introduction to Islam

1. Course Number: BIS 101 (Part-A)

Course Title: Introduction to Islam

2. Credit Hours: 2, Classes/Contact hours: 30

3. Introduction to the Course

Islam is a religion founded and based on faith in one ultimate Creator, Allah. Every follower of Islam believes in this doctrine and in Prophet Muhammad (sm) being the last messenger of Allah. The Quran, the Holy book of the religion is a anthology of all of Allah's revelations to Prophet Muhammad (sm). Allah revealed his message to the Prophet Muhammad (sm) through the angel Zibrail (A.), about the oneness of Allah, about how to worship him and about the perfected way of life. Therefore, the Quran is considered the unchanged declaration of Allah and the constitution, the guidebook for the Muslims in this life. In fact, this course will introduce the students with the basic tenents of Islam and the ways of preaching Islam.

4. Specific Objectives

To help the students to-

- a. describe major doctrines of Islam;
- b. evaluate the dignity of man;
- c. explain the position of man in the Qur'an;
- d. evaluate the importance of akhlaq in Islam;
- e. explain Islamic solution of the contemporary social crises;
- f. express the concept of khilafat;

- g. compare the ideologies of socialism, capitalism and Islam;
- h. identify and explain moral values in Islam;
- i. analyze the Qur'anic verses towards the concept of husn al-khulq;
- j. describe Islamic ethics;
- k. evaluate the role of Islam in human society;
- l. compare Islamic civilization and western civilization;
- m. clarify Islam and peace in human society;
- n. describe and analyse the Islamic rules regarding drug, gambling, bribery, violence etc. and focus on their impact on social life.

5. Course Contents

- a. Concept of Islam: Its fundamentals, doctrines, Islam as a complete code of life;
- b. Objective of human life in Islam: Dignity of man, position of man in the Quran: spiritual and material; the concept of khilafate (vicegerence) Ubudiyyah; `Adl, Amanah, Jihad and Taqdir in the Quran and the Sunnah, Moral values in Islam;
- c. Islamic Ethics: Importance of akhlaq in Islam and the concept of husn al-khulq in the Quran and the Sunnah; responsibilities of man to the creatures of Allah;
- d. Role of Islam in human society: Islamic approach towards society; Islamic solution of the contemporary social crisis; Islam and peace in human society, concept of `Amal wa Ibadah in Islam; Islamic civilization and western civilization. universal brotherhood in Islam; misunderstanding about Islam;
- e. Islam and other ideologies: A comparative study of socialism, capitalism and Islam; social, political, economic and religious aspects of Islam;
- f. Islam and contemporary crisis: A study of the reasons behind the prohibition of the crimes and vices like adultery, drug addiction, gambling, bribery, violence etc. in the light of the social values.

6-7. Unit-wise Learning Outcomes (title, sub-title and number of classes per unit)

Unit-1	class/contact hours: 06
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Learning Outcomes

At the end of this unit, students will be able to-

- describe the basic five pillars of Islam
- describe major doctrines of Islam
- indentify Islam as a complete code of life
- evaluate the dignity of man
- explain the position of man in the Qur'an
- explain the concept of khilafat in Islam
- explain the concepts of adl, amanah, jihad and taqdir
- evaluate the moral values in Islam

Title and Sub-title

Concept of Islam and Objective of human life in Islam : Its fundamentals and doctrines; Islam as a complete code of life; Dignity of man, position of man in the Quran: spiritual and material; the concept of Caliphate (vicegerence) Ubudiyyah; `Adl, Amanah, Jihad and Taqdir in the Quran and the Sunnah; moral values in Islam.

Unit-2	class/contact hours: 04
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Learning Outcomes

At the end of this unit, students will be able to-

- describe Islamic ethics
- evaluate the importance of akhlaq in Islam
- explain the concept of Husn al khulq according to the Quran and the Sunnah
- analyze the Qur'anic verses towards the concept of husn al-khulq
- identify the responsibilities of man to the creatures of Allah

Title and Sub title

Islamic Ethics : Importance of akhlaq in Islam; concept of husn al-khulq in the Quran and the Sunnah; responsibilities of man to the creatures of Allah.

Unit-3	class/contact hours: 08
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Learning Outcomes

At the end of this unit, students will be able to-

- explain Islamic solution to the contemporary social crisis
- describe Islam and peace in human society
- compare Islamic civilization and western civilization
- discuss universal brotherhood in Islam
- explain misunderstanding about Islam

Title and Sub title

Role of Islam in human society: Islamic approach towards society; Islamic solution of the contemporary social crisis; Islam and peace in human society; concept of `Amal wa Ibadah in Islam; Islamic civilization and Western civilization; universal brotherhood in Islam; misunderstanding about Islam.

Unit-4	class/contact hours: 06
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Learning Outcomes

At the end of this unit, students will be able to-

- compare the ideologies of socialism, capitalism and Islam

- determine moral values in Islam
- describe social, political and economic system of Islam
- evaluate the position of Islam as a religion

Title and Sub title

Islam and other ideologies : A comparative study of socialism, capitalism and Islam.
Social, political, economic and religious aspect in Islam

Unit-5	class/contact hours: 06
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Learning Outcomes

At the end of this unit, students will be able to-

- describe Islamic instructions against adultery, drug addiction, gambling, bribery, violence etc.
- identify the reasons behind the prohibition of the crimes
- express social demerits of adultery, drug addiction, gambling, bribery, violence etc.

Title and Sub title

Islam and contemporary crisis: A study of the reasons behind the prohibition of the crimes and vices like adultery, drug addiction, gambling, bribery, violence etc. in the light of the social values.

8. Instructional Strategies

(Learner-centered, Interactive, participatory and activity-based)

Lecture, discussion, question-answer, group work, pair work, demonstration, project, presentation, assignment, field work.

9. Assessment

- Formative: In-course exam / Mid-term exam (15 Marks) and Class test/ Class performance/presentation (05 Marks)
- Summative: Semester Final Written [Two short questions out of four ($2 \times 3 = 06$ Marks), two broad questions out of four ($2 \times 12 = 24$ Marks)] and oral tests

10. References

(Book prescribed / Books recommended)

1. Allama Yusuf Ali, *Glorious Quran*
2. Dr. M. Hamidullah, *Introduction to Islam*
1. Mahmudul Hasan, *Islam*
2. Muhammad Qutb, *Islam the Misunderstood Religion.*

3. Syed Ameer Ali, *The Spirit of Islam*
4. Al-hajj Ahmadur Rahman, *Islam: A Glorious Teaching*.
5. M.A. Sattar Ph.D, *Introduction to Islam*.
6. M.A. Sattar Ph.D, *Islam*.

Part-B : Introduction to Islamic Da'wah

1. Course Number: BIS 101 (Part-B)

Course Title: Introduction to Islamic Da'wah

2. Credit Hours: 2, Classes/Contact hours : 30

3. Introduction to the Course

This course enables students to acquire knowledge on Islamic Dawah by providing a definite idea of Islamic Da'wah, nature, scope, necessity, importance, medium, methodology and techniques of Da'wah, Dayee and Madwu, subject matter of Da'wah etc.

4. Specific Objectives

To help the students to-

- a. comprehend the nature, scope, objectives, importance and necessity of Islamic Da'wah and the verses of al-Quran and Sayings of Prophet (sm) on Islamic Da'wah;
- b. acquire knowledge about the requirements and virtues of an Islamic Dayee as well as the significance and classifications of Madwu;
- c. comprehend the subject matter, presentation techniques, methods and media of Islamic Da'wah;
- d. achieve knowledge about Da'wah in the life of Muhammad (sm) and his companions;
- e. acquire knowledge about modern perspectives and obstacles in the field of Da'wah and the way to overcome the obstacles;
- f. acquire knowledge about activities of non-Muslim missionaries in the Muslim countries and to direct an action plan for Islamic Da'wah according to the scenario;
- g. know about the nature of Da'wah in Bangladesh as well as the famous individuals, institutions, organizations of Islamic Da'wah in Bangladesh.

5. Course Contents

- a. Islamic Da'wah: Introduction, nature, scope, objectives, importance and necessity of Islamic Da'wah; the verses of al-Quran and Sayings of Prophet (sm) on Islamic Da'wah;
- b. Introduction, the requirements and virtues of an Islamic Dayee and introduction, significance and classifications of Madwu;
- c. comprehend the subject matter, presentation techniques, method and media of Islamic Da'wah;

- d. Da`wah in the life of Muhammad (sm) and his companions; Modern perspectives and obstacles in the field of Da`wah and the ways to overcome them;
- e. Importance of the consideration of contemporary situation of Da`wah, ways of implementing the methods of Da`wah at present which narrated in the Qur`an and Hadith at present; The similarities and dissimilarities between Prophet (sm), his companion's era and present era; present obstacles of Da`wah and the ways to overcome them; Use of modern technology and media in Da`wah activities
- f. Activities of Non-Muslim missionaries in the Muslim countries and an action plan for Islamic Da`wah according to the scenario;
- g. Islamic Da`wah in Bangladesh: nature, famous individuals, organizations, institutions etc.

6-7. Unit-wise Learning Outcomes (title, sub-title and number of classes per unit)

Unit-1	Classes/contact hours: 06
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Learning Outcomes

At the end of this unit, students will be able to-

- explain the basic principles of Islamic Da`wah
- express the nature of Islamic Da`wah
- explain the scope of Islamic Da`wah
- explain the aims and objectives of Islamic Da`wah
- involve themselves on activities of Da`wah after being informed about greatness of Islamic Da`wah
- explain the classification of Islamic Da`wah
- involve themselves in Da`wah activities according to the classification of Islamic Da`wah
- involve themselves in Da`wah activities upon realizing its importance and necessity.
- describe the verses of the Quran on Islamic Da`wah with translation and explanation
- describe Hadiths on Islamic Da`wah with translation and explanation
- involve themselves in Da`wah activities by realizing the verses of al-Quran and sayings of Prophet (sm) about Islamic Da`wah

Title and Sub title

Islamic Da`wah: Introduction, nature, scope, objectives, importance and necessity of Islamic Da`wah; the verses of al-Quran and the sayings of Prophet Muhammad (sm) on Islamic Da`wah

Unit-2	classes/contact hours: 04
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Learning Outcomes

At the end of this unit, students will be able to-

- explain the definition of Islamic Dayee
- explain the importance and necessity of Islamic Dayee
- explain the quality of Islamic Dayee
- involve themselves in Da`wah activities by following the quality of an ideal Dayee
- express the definition of Maduu
- explain the classification of Maduu
- to involve themselves in the Da`wah activities by realizing the introduction and classification of various kinds of Maduu

Title and Sub title

Introduction, necessity and virtues of an Islamic Dayee; introduction, significance and classifications of Maduu

Unit-3	classes/contact hours: 04
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Learning Outcomes

At the end of this unit, students will be able to-

- explain the subject matter of Islamic Da`wah
- engage themselves in the activities of Da`wah according to the subject matter of Islamic Da`wah
- explain the techniques of presentation of Islamic Da`wah.
- describe the different media of Islamic Da`wah.
- involve themselves in the Da`wah activities using the appropriate medium of Islamic Da`wah.
- involve themselves in Da`wah activities by realizing the presentation techniques of Islamic Da`wah.

Title and Sub title

The subject matter, Presentation techniques, method and medium of Islamic Da`wah

Unit-4	classes/contact hours: 04
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Learning Outcomes

At the end of this unit, students will be able to-

- analyse the importance of the consideration of contemporary situation in Islamic Da`wah

- explain current effectiveness of the methods of Da`wah which narrated in Qur`an and Hadith
- analyze the similarities and dissimilarities among the era of Prophet (sm) and his companions and the present era
- devote themselves in Da`wah activities by considering contemporary situation

Title and Sub title

The importance of the consideration of contemporary situation in Da`wah, current effectiveness of the methods of Da`wah which narrated in the Qur`an and Hadith; similarities and dissimilarities among the era of Prophet (sm), his companions and the present era

Unit-5	classes/contact hours: 02
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Learning Outcomes

At the end of this unit, students will be able to-

- identify the present obstacles to Islamic Da`wah
- involve themselves in Dawah activities by realizing the ways of overcoming the obstacles to Islamic Da`wah
- introduce the identity of modern technology and medium
- involve themselves in Da`wah activities using modern technology and medium

Title and Sub title

The obstacles to Da`wah and ways to overcome them; use of modern technology and media in Da`wah activities.

Unit-6	classes/contact hours: 05
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Learning Outcomes

At the end of this unit, students will be able to-

- explain the activities of Non-Muslim missionaries in Muslim countries
- explain the working plan of Muslim Dayee being off non-Muslim missionaries beat
- involve themselves in Da`wah activities according to the working plan of Islamic Da`wah.
- involve themselves in Da`wah activities upon realizing the situation of missionaries

Title and Sub title

The activities of Non-Muslim missionaries in the Muslim countries and an action plan for Islamic Da`wah appropriate to the current scenario;

Unit-7	classes/contact hours: 05
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Learning Outcomes

At the end of this unit, students will be able to-

- explain the nature of Islamic Da`wah in Bangladesh
- discuss the identities and techniques of famous Dayees in Bangladesh
- explain the Da`wah activities of famous institutions in Bangladesh
- involve themselves in Da`wah activities being inspired by the Islamic Dayees of Bangladesh.

Title and Sub title

Islamic Da`wah in Bangladesh: nature, famous individuals, organizations, institutions

8. Instructional Strategies

(Learner-centered, Interactive, participatory and activity-based)

Lecture, discussion, question-answer, group work, pair work, demonstration, project, presentation, assignment, field work.

9. Assessment

- Formative: In-course exam / Mid-term exam (15 Marks) and Class test/ Class performance/presentation (05 Marks)
- Summative: Semester Final Written [Two short questions out of four ($2 \times 3 = 06$ Marks), two broad questions out of four ($2 \times 12 = 24$ Marks)] and oral tests

10. References

(Book prescribed / Books recommended)

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5. Dr.Abul Fath al-Biyanuni, *Al-Madkhal ila al-Ilm al-Da`wah*, (Beirut: 1991)
6. T.W.Arnold, *Preaching of Islam*. (London: 1956)
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10. Dr. Khalifa Hussain al-Assal, *Ma'alimu Al-Da'wah al-Islamiah Fi Ahlih al-Makki* (Cairo: 1988)
11. Shaikh Muhammad Namir al-Khatib, *Murshidud Duwat* (Beirut: Darul Ma'rif, 1981)
12. Abul Hasan al-Mawardi, *Adabud Dunya wad Din*, (Beirut: Darul Kutubul 'Ilmiyah, 1978)
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16. Dr. Rauf Shalabi, *Saichologiatu Ray wa al-Da'wah*, (Kuwait: 1982)
17. A.N.M Abdur Rahman (ed.), *Da'wah Activities Through out the World, Problems and Prospects*, (Dhaka: Islamic Foundation Banglaesh, 1986)
18. Syed Tayyebur Rahman, *Global Geo-Strategy of Bangladesh OIC and Islamic Ummah*.
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20. কারী মুহাম্মদ তায়্যিব, *কুর'আনের আলোকে দ্বীনি দা'ওয়াতের মূলনীতি*, (অনু. মাও. মুহাম্মদ হেমায়েত উদ্দীন (ঢাকা: ইসলামিক ফাউন্ডেশন বাংলাদেশ, ১৯৯৫)
21. আব্দুল বাদী সাকার, *আমরা দাওয়াতের কাজ কিভাবে করব*, (অনু. এম. তাহেরুল হক) ঢাকা: সিন্দাবাদ প্রকাশনী, ১৯৯০
22. মাও. আমীন আহসান ইসলামী: *দা'ওয়াতে দীন ও তার কর্মপন্থা*, (অনু. মুহাম্মদ মুসা) ঢাকা: আধুনিক প্রকাশনী, ১৯৯২
23. সায়্যিদ আবুল হাসান আলী নাদভী, *তারীখে দাওয়াত ওয়া আযীমত* (১-৪ খণ্ড), লক্ষৌ, উত্তর প্রদেশ, ইন্ডিয়া
24. সায়্যিদ আবুল হাসান আলী নাদভী (অনু. আ. সা. মুহাম্মদ ওমর আলী), *ইসলামী রেনেসার অগ্রপথিক*, (ঢাকা: ইসলামিক ফাউন্ডেশন বাংলাদেশ)
25. ড. মুহাম্মদ আব্দুর রহমান আনওয়ারী: *ইসলামী দা'ওয়াহ, স্বরূপ ও প্রয়োগ*, বিশ্ববিদ্যালয় মঞ্জুরী কমিশন, ঢাকা, ২০০৯
26. ড. মুহাম্মদ আব্দুর রহমান আনওয়ারী: *ইসলামী দাওয়াতের পদ্ধতি ও আধুনিক প্রেক্ষাপট*, বাংলাদেশ ইন্সটিটিউট অব ইসলামিক থট (বি আই আই টি), ঢাকা ২০০৩
27. অধ্যাপক ড. মুহাম্মদ আব্দুর রশীদ ও ড. মো: ইব্রাহীম খলীল, *ইসলামী দাওয়াহ*, মেরিট ফেয়ার, ১২, বাংলাবাজার, ঢাকা: জানুয়ারি-২০১৮
28. দেওয়ান নূরুল আনোয়ার হোসেন চৌধুরী: (সম্পাদিত) *আমাদের সুফিয়ায়ে কিরাম*, ইসলামিক ফাউন্ডেশন বাংলাদেশ, ঢাকা ১৯৯৫
29. আব্দুল মান্নান তালিব, *বাংলাদেশে ইসলাম*, আধুনিক প্রকাশনী, ঢাকা: মার্চ-১৯৮০,
30. মনওয়ার হোসেন, *দরগাহ দরবেশ*, ইসলামিক ফাউন্ডেশন বাংলাদেশ, ঢাকা: প্রথম প্রকাশ, মার্চ-১৯৯০
31. ড. এম.এ রহীম, *বাংলার সামাজিক ও সাংস্কৃতিক ইতিহাস* (অনু: মোহাম্মদ আসাদুজ্জামান), বাংলা একাডেমী, ঢাকা: ১৯৮২
32. আ. ন. ম বজলুর রশীদ, *আমাদের সূফী সাধক*, ইসলামিক ফাউন্ডেশন বাংলাদেশ, ঢাকা: ১৯৭৭

33. অধ্যক্ষ শাইখ শরফুদ্দীন, ড. কাজী দীন মুহাম্মদ প্রমুখ, সূফীবাদ ও আমাদের সমাজ, নওরোজ কিতাবিস্তান,
ঢাকা: ১৯৬৯

Course Number	:	BIS 102
Course Title	:	Introductory Knowledge of the Quran, Principles and History of Tafsir Literature <ul style="list-style-type: none"> • Part-A: Introductory Knowledge of the Quran • Part-B: Principles and History of Tafsir Literature
Total Marks	:	100
Total Credit Hours	:	4
Total Classes/ Contact hours	:	60 (Per Class 60 minutes)

Part-A : Introductory Knowledge of the Quran

1. Course Number: BIS 102 (Part-A)

Course Title: Introductory Knowledge of the Qur'an

2. Credit Hours: 2, Classes/Contact hours : 30

3. Introduction to the Course

This course will highlight that the Quran is Allah's final revelation and authoritative source of Islamic Knowledge; the literary and terminological meaning, subject matters, objectives and various names of the Quran. It will also focus on its methods of revelation, preservation and compilation. Makki surah, Madani surah, I'jazul Quran, Amthalul Quran, Aqsamul Quran, Jادل Quran, Qasasul Quran and Fadailul Quran. verses and surah's revealed first and last, sequence of verses, surah and classification of verses. concept of rejection of the Quran and its consequences. Importance and necessity of the Quran in human life; Classification of the verses of the Quran in accordance with the scientific, mystic, historical, social, political and religious aspects; Impact of the Quran in human life and Quranic literature in Bangladesh.

4. Specific Objectives

To help the students to-

- a. prove that the Quran is Allah's final revelation and authoritative source of Islamic knowledge;
- b. inform the learners about identification, subject matter, objectives and different names of the Quran;
- c. describe the identification, methods of revelation and importance of wahi;
- d. explain history and method of the compilation of the Quran;
- e. classesify Makki and Madani surah's and identify their characteristics;
- f. introduce I'jazul Quran, Amthalul Quran, Aqsamul Quran, Jادلul Quran, Qasasul Quran and Fadailul Quran;
- g. analyze the Quranic verses of daily life and evaluate the impact of the Quran in human life;
- h. discuss Quranic literature in Bangladesh.

5. Course Contents

- a. The Quran is Allah's final revelation and authoritative source of Islamic knowledge;
- b. Literary and terminological meaning of the Quran, subject matter, objectives and various names of the Quran;
- c. Methods of revelation of wahi;
- d. Preservation and compilation of the Quran;
- e. History and methods of the compilation of the Quran;
- f. Makki and Madani surah;
- g. I'jazul Quran, Amthalul Quran, Aqsamul Quran, Jادلul Quran, Qasasul Quran and Fadailul Quran;
- h. First and last reveled verses and surahs, sequences of verses, surahs and classesification of verses;
- i. Concept of rejection of the Quran and its consequences;
- j. Importance and necessity of the Quran in human life;
- k. Classesification of the verses of the Quran in accordance with the scientific, mystic, historical, social, political and religious aspects;
- l. Quranic literature in Bangladesh.

6-7. Unit-wise Learning Outcomes (title, sub-title and number of classes per unit)

Unit-1	classes/contact hours: 04
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Learning Outcomes

At the end of this unit, students will be able to-

- prove that the Quran is Allah's final revelation
- prove the Quran as authoritative source of Islamic knowledge
- describe that the Quran is the complete code of life

- distinguish between al-Quran and al-Hadith

Title and Sub title

The Quran is Allah's final revelation and authoritative source of Islamic knowledge.

Unit-2	classes/contact hours: 04
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Learning Outcomes

At the end of this unit, students will be able to-

- describe the identification of the Quran
- explain the nature of the Quran
- analyze the scope of the Quran
- express the subject matter of the Quran
- examine the aims and objectives of the Quran
- describe various names of the Quran

Title and Sub title

The Quran: Introduction, nature, scope, subject matters, objective, various names of the Quran.

Unit-3	classes/contact hours: 03
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Learning Outcomes

At the end of this unit, students will be able to-

- discuss wahi
- classify wahi
- point out the method of revelation of wahi
- explain nujulul Quran
- analyze the importance of wahi in our daily life

Title and Sub title

Wahi: its identification, classifications and methods of revelation.

Unit-4	classes/contact hours: 02
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Learning Outcomes

At the end of this unit, students will be able to-

- review the preservation process of the Quran
- explain the process of compilation of the Quran
- describe the history of preservation and compilation of the Quran

Title and Sub title

Preservation and compilation of the Quran: History and methods.

Unit-5	classes/contact hours: 03
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Learning Outcomes

At the end of this unit, students will be able to-

- determine the Makki and Madani surahs
- analyze characteristics of Makki and Madani surahs
- explain subject matter of the Quran

Title and Sub title

Makki and Madani surahs: Identification, characteristics, numbers.

Unit-6	classes/contact hours: 06
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Learning Outcomes

At the end of this unit, students will be able to-

- describe the meaning of Ijazul Quran, Amthalul Quran, Aqsamul Quran, Jادلul Quran, Qasasul Quran and Fadailul Quran.
- express the importance of Ijazul Quran, Amthalul Quran, Aqsamul Quran, Jادلul Quran, Qasasul Quran and Fadailul Quran
- explain the significance of Ijazul Quran, Amthalul Quran, Aqsamul Quran, Jادلul Quran, Qasasul Quran and Fadailul Quran.
- apply the examples of the Ijazul Quran, Amthalul Quran, Aqsamul Quran, Jادلul Quran, Qasasul Quran and Fadailul Quran.
- apply the methods of Jادلul Quran.
- apply the teaching of Qasasul Quran in their practical life.

Title and Sub title

Ijazul Quran, Amthalul Quran, Aqsamul Quran, Jادلul Quran, Qasasul Quran and Fadailul Quran: meaning, importance, significance and examples

Unit-7	classes/contact hours: 02
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Learning Outcomes

At the end of this unit, students will be able to-

- clarify the verses those revealed in the early Nabuwwat period

- distinguish the verses revealed during the last part of the prophethood of Muhammad (sm)

Title and Sub title

First and last revealed Verses and Surahs

Unit-8	classes/contact hours: 02
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Learning Outcomes

At the end of this unit, students will be able to-

- explain the social teachings of the Quran
- describe social system of the Quran
- explain political teachings of the Quran
- lead themselves to established political system of the Quran in the society

Title and Sub title

Social and political teachings of the Quran

Unit-9	classes/contact hours: 01
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Learning Outcomes

At the end of this unit, students will be able to-

- explain the impacts of the Quran on the social life of human beings
- discuss the impacts of the Quran in the political life of human beings

Title and Sub title

Impacts of the Quran on human life

Unit-10	classes/contact hours: 01
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Learning Outcomes

At the end of this unit, students will be able to-

- prove that the Quran is the supreme source of all forms of knowledge
- describe the scientific indications in the Quran
- conduct research in their fields

Title and Sub title

Scientific indications in the Holy Quran

Unit-11	classes/contact hours: 02
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Learning Outcomes

At the end of this unit, students will be able to-

- discuss the history of Quranic literature in Bangladesh
- describe the life and contributions of the writers of Quranic literature

Title and Sub title

Quranic literature in Bangladesh

8. Instructional Strategies

(Learner-centered, Interactive, participatory and activity-based)

Lecture, discussion, question-answer, group work, pair work, demonstration, project, presentation, assignment, field work.

9. Assessment

- Formative: In-course exam / Mid-term exam (15 Marks) and Class test/ Class performance/presentation (05 Marks)
- Summative: Semester Final Written [Two short questions out of four ($2 \times 3 = 06$ Marks), two broad questions out of four ($2 \times 12 = 24$ Marks)] and oral tests

10. References

(Book prescribed / Books recommended)

1. Ahmad Von Denffer, *Uloomul Quran*.
2. Imamuddin Ibn Kathir, *Fajailul Quran*, Egypt: Darul Ihyail kutubil Arabia.
3. Manna Khalil Al-Qattan, *Mabahis fi ulumil Quran*. Bairut: Muassasatur Risalah, 1983
4. Dr. Subhi As-Salih, *Mabahis fi Uloomil Quran*. Bairut: Darul Ilm Lilmallain: 1985
5. Abdul Ajim Aj-jarkani *Manahilul Irfan fi Uloomil Quran*. Bairut: Darul kutubil Ilmiyyah, 1986
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8. Shaikh Muhamad Ali Salatah, *Manhajul Furkan fi Uloomil Quran*,
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16. Ar-Ragib Ispahani, *Al Mufradatu fi Garibil Quran*, Egypt:
17. Al-Wahid, *Asbabu Nujulil Quran*
18. Abu Bakr Al-Baqillani, *Ijazul Quran*
19. Dr. Shafiqul Islam, *Al-Bayan fi Ulumil Quran*
20. Islamic Foundation Bangladesh, *Scientific Indications in the Holy Quran*
21. Muhammad Abu Taleb, *Al-Quran is All Science*
22. Muhammad Abu Taleb, *Science from Al-Quran*
23. কাজী জাহান মিয়া, *আল-কুরআন দ্য চ্যালেঞ্জ*
24. ড. মরিস বুকাইল, *বাইবেল, কোরান ও বিজ্ঞান*
25. আল্লামা ইউসুফ ইসলাহী, *আল-কুরআনের শিক্ষা*
26. ড. মুস্তাফিজুর রহমান, *কুরআন পরিচিতি*
27. ড. মুহাম্মদ মুজীবুর রহমান, *কুরআনের চিরন্তন মুজিয়া*
28. ড. মুহাম্মদ শফিকুল্লাহ, *উলুমুল কুরআন*
29. ইসলামিক ফাউন্ডেশন বাংলাদেশ, *কুরআন পরিচিতি*
30. মুফতী মোহাম্মদ উবায়দুল্লাহ, *কুরআন সংকলনের ইতিহাস*

Part-B : Principles and History of Tafsir Literature

1. Course Number: BIS 102 (Part-B)

Course Title: Principles and History of Tafsir Literature

2. Credit Hours: 2, Classes/Contact hours : 30

3. Introduction to the Course

Tafsir is an explanation of the Holy Quran. To understand the Tafsir Literature, one has to know about its basic principles and history. Principles introduce methods of doing Tafsir. Actually it is the methodology of doing Tafsir. This course introduces how a concerned expert will make commentary of the Holy Quran. It also informs the learners how the Prophet Muhammad (sm), Sahabah, Tabiun, Tabi Tabiun and next pioneer scholars explained the Holy Quran during their contemporary times. Creating competency among the learners in doing Tafsir is the prime aim of this course.

4. Specific Objectives

To help the students to-

- a. understand the meaning of Tafsir;
- b. explain the origin and development of Tafsir Literature;
- c. express the position of Tafsir during the period of the prophet (sm), the Sahabah, the Tabi'un and Tabi' Tabiin;
- d. clarify the literal and technical meaning of Wahy;
- e. describe the ultimate objectives of the Quran and Nuzul al-Quran;
- f. identify the Asbab al-Nuzul and describe the importance of knowing Asbab;
- g. identify meaning, significance and categories of Naskh;
- h. determine Asalib al-Quran (Quranic style);
- i. acquire knowledge about translation and Tafsir of the Quran;
- j. describe Ijaz and Jadal of Quran;
- k. distinguish among Tafsir bi al-Mathur, Tafsir bi al-Ray, Tafsir al-Balaghi (kalami) and Tafsir al-Fiqhhi.

5. Course Contents

Principles of Tafsir Literature

- a. Literal and technical meaning of Wahy; necessity of Wahy; classifications of Wahy; modality of Wahy;
- b. The Contents of the Quran and ultimate objectives of the Quran;
- c. Asbab al-Nuzul, importance of the knowing Asbab;
- d. Meaning, significance and categories of Naskh;

- e. Qualities or competency in doing Tafsir;
- f. Ijaz al-Quran;
- g. Al-Jadal fi-al-Quran.

History of Tafsir Literature

- a. Origin and development of Tafsir Literature and the study of Tafsir literature in Bangladesh;
- b. Nature of Tafsir Literature during the period of the Prophet Muhammad (SW), the Sahabah, the Tabiun and Tabi Tabiin;
- c. Methodology and characteristics of Tafsir bi al-Mathur and evaluation of Tafsir al-Tabari and Ibn Kathir as a Tafsir bi al-Mathur ;
- d. Methodology and characteristics of Tafsir bi al-Ray and evaluation of Tafsir al-kabir as a Tafsir bi al-Ray;
- e. Methodology and characteristics of Tafsir al-Balaghi (kalami) and evaluation of Tafsir al-kashshaf and Baidawi as a Tafsir al-Balaghi;
- f. Methodology and characteristics of Tafsir al-Fiqhhi and evaluation of Tafsir al-Qurtubi as a Tafsir al-Fiqhi.

6-7. Unit-wise Learning Outcomes (title, sub-title and number of classes per unit)

Unit-1	classes/contact hours: 03
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Learning Outcomes

At the end of this unit, students will be able to-

- discuss the literal and technical meaning of Wahi
- describe the importance of Wahi
- explain the classifications of Wahi
- discuss how Wahi revealed on Prophet Muhammad (sm) and another prophet (sm) of Allah
- describe why the Holy Qu'ran was not revealed at a time like other revealed Books

Title and Sub title

Literal and technical meaning of Wahy; necessity of Wahy; classifications of Wahy; modality of Wahy.

Unit-2	classes/contact hours: 03
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Learning Outcomes

At the end of this unit, students will be able to-

- point out the subject matters of the Holy Quran
- describe the Ultimate objectives of the Holy Quran

Title and Sub title

The contents of the Quran and the ultimate objectives of the Quran

Unit-3	classes/contact hours: 02
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Learning Outcomes

At the end of this unit, students will be able to-

- define the Asbab al-Nujul
- discuss the importance of the knowing Asbab and what he has to face difficulties without knowing that

Title and Sub title

Asbab al-Nujul, importance of the knowing Asbab.

Unit-4	classes/contact hours: 02
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Learning Outcomes

At the end of this unit, students will be able to-

- discuss the meaning, significance and categories of Naskh
- inform others that who does not acknowledge Naskh and their logic

Title and Sub title

Meaning, significance and categories of Naskh

Unit-5	classes/contact hours: 02
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Learning Outcomes

At the end of this unit, students will be able to-

- gather the essential knowledge for doing Tafsir
- discuss the qualities of a Mufasssir

Title and Sub title

Qualities or competency in doing Tafsir

Unit-6	classes/contact hours: 02
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Learning Outcomes

At the end of this unit, students will be able to-

- discuss the meaning of Ijaz and Ijaz al-Quran
- discuss the reasons behind Ijaz al-Quran

Title and Sub title

Ijaz al-Quran

Unit-7	classes/contact hours: 02
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Learning Outcomes

At the end of this unit, students will be able to-

- explain the meaning of Al-Jadal and Al-Jadal fi-al-Quran
- describe Allah's treatment with infidels

Title and Sub title

Al-Jadal fi-al-Quran

Unit-8	classes/contact hours: 03
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Learning Outcomes

At the end of this unit, students will be able to-

- introduce Tafsir Literature
- discuss the origin and development Tafsir Literature
- review the study of Tafsir Literature in Bangladesh

Title and Sub title

Origin and Development of Tafsir Literature and the Study of Tafsir Literature in Bangladesh

Unit-9	classes/contact hours: 03
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Learning Outcomes

At the end of this unit, students will be able to-

- describe the history and nature of Tafsir Literature during the period of the Prophet Muhammad (sm), the Sahabah, the Tabiun and Tabi Tabiin

Title and Sub title

Nature of Tafsir Literature during the period of the Prophet Muhammad (sm), The Sahabah, the Tabiun and Tabi Tabiin.

Unit-10	classes/contact hours: 02
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Learning Outcomes

At the end of this unit, students will be able to-

- discuss the methodology and characteristics of Tafsir bi al-Mathur
- evaluate Tafsir al-Tabari and Ibn Kathir as a Tafsir bi al-Mathur

Title and Sub title

Methodology and characteristics of Tafsir bi al-Mathur and evaluation of Tafsir al-Tabari and Ibn Kathir as Tafsir bi al-Mathur

Unit-11	classes/contact hours: 02
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Learning Outcomes

At the end of this unit, students will be able to-

- introduce Tafsir bi al-Ray
- describe the methodology and characteristics of Tafsir bi al-Ray
- appraise Tafsir al-Kabir as Tafsir bi al-Ray

Title and Sub title

Methodology and characteristics of Tafsir bi al-Ray and evaluation of Tafsir al-Kabir as a Tafsir bi al-Ray

Unit-12	classes/contact hours: 02
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Learning Outcomes

At the end of this unit, students will be able to-

- define Tafsir al-Balaghi (kalami)
- discuss the Methodology and characteristics of Tafsir al-Balaghi (kalami) and explain Tafsir al-Kassaf and Baidawi as a Tafsir al-Balaghi

Title and Sub title

Methodology and characteristics of Tafsir al-Balaghi (kalami) and evaluation of Tafsir al-kashshaf and Baidawi as a Tafsir al-Balaghi.

Unit-13	classes/contact hours: 02
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Learning Outcomes

At the end of this unit, students will be able to-

- discuss the meaning of Tafsir al-Fiqhi
- mention the methodology and characteristics of Tafsir al-Fiqhi and
- evaluate Tafsir al-Qurtubi as a Tafsir al-Fiqhi

Title and Sub title

Methodology and characteristics of Tafsir al-Fiqhi; evaluation of Tafsir al-Qurtubi as a Tafsir al-Fiqhi.

8. Instructional Strategies

(Learner-centered, Interactive, participatory and activity-based)

Lecture, discussion, question-answer, group work, pair work, demonstration, project, presentation, assignment, field work.

9. Assessment

- Formative: In-course exam / Mid-term exam (15 Marks) and Class test/ Class performance/presentation (05 Marks)
- Summative: Semester Final Written [Two short questions out of four ($2 \times 3 = 06$ Marks), two broad questions out of four ($2 \times 12 = 24$ Marks)] and oral tests

10. References

(Book prescribed / Books recommended)

1. Jalal al-Din al Suyuti, *Al Itqanfi Ulumil Quran*, Karachi, Qadimi Kutub Khana.
2. Shah Wali Ullah Dehlowi, *Al-Faojul Kabir*,
3. Al-Husin al-Dhabi, *Al-Tafsirwal Mufasssirun*, Cairo: Maktaba Wahaba .
4. Mufti Amimul Ihsan, *Tarikh-e-Tafsir*
5. Dr. Subhi Salih, *Mabahis Fi Ulum al-Quran*.
6. Al-Khattabi, *Ijajul Quran*.
7. Allama Badruddin Jarkashi, *Al-Burhan Fi Ulumil Quran*, Cairo: Darul Yahyail Kutubil
8. Ilmiya, 1988
9. Maulana Abdul Haque, *Tarikh-e-Ilm-e-Tafsir*
10. Shaikh Muhammad Abdul Asim Sarkani, *Manahilul Irfan fe Ulumil Quran*, Cairo: Darul Yahyail kutubil Arabia, 1980
11. Al-Qasim al-Qasi, *Tarikh al-Tafsir*
12. Abdus Samad Sarim, *Tarikh al-Tafsir*
13. Mustafa Sadeque Rafiyee, *Ijajul Quran*

14. Al-Sabuni, *Al-Tibyan Fe Ulumil Quran*.

15. ড. মো. বেলাল হোসাইন, *মুফাসির পরিচিতি ও তাফসীর পর্যালোচনা*।

16. ড. মুহাম্মদ আব্দুর রহমান আনওয়ারী, *তাফসীরুল কুর'আন : উৎপত্তি ও প্রবিকাশ*, ঢাকা: ইসলামিক ফাউন্ডেশন বাংলাদেশ।

17. জাস্টিস তাকী উসমানী, *কুরআনে জ্ঞান-বিজ্ঞান*, ঢাকা: ইসলামিক ফাউন্ডেশন বাংলাদেশ।

18. ড. মুহাম্মদ শফিকুল্লাহ, *উলূমুল কুর'আন*, রাজশাহী: মাকতাবা-এ শাফিয়া।

19. ড. মুহাম্মদ মুজীবুর রহমান, *কুরআনের চিরন্তন মুজিয়া*।

Course Number	:	BIS 103
Course Title	:	Al-Sirat al-Nabawiyyah and History of the Chaliphs <ul style="list-style-type: none"> • Part-A: Al-Sirat al-Nabawiyyah • Part-B: History of the Chaliphs
Total Marks	:	100
Total Credit Hours	:	4
Total Classes/ Contact hours	:	60 (Per Class 60 minutes)

1. Course Number: BIS 103 (Part-A)

Course Title: Al-Sirat al-Nabawiyyah

2. Credit Hours: 2, Classes/Contact hours : 30

3. Introduction to the Course

This course is designed on the life of the final Prophet Muhammad (sm), the harbinger of Mankind. His endeavor for establishing the truth (Islam) in the Arabian Peninsula is sketched out in this course. The students will be introduced with the prudence, sagacity and keen sense of Prophet (sm) for establishing peace in Makkah, Madina and neighboring territories by formulating different charters and treaties. This course also highlights the Prophet's (sm) strategies for running different battles, ways of inviting the kings and emperors to the way of Allah and his heart-touching farewell speech.

4. Specific Objectives

To help the students to-

- discuss the nature of the people of pre-Islamic Arabia and the geographical and climatic condition of it;
- describe the reasons and outcomes of Hijrat and will know about the situation of Prophet's (sm) life after and before receiving the Nabuwat;
- evaluate the sagacity and prudence of Prophet (sm) and his ways of tackling/facing different critical situations and tribal conflicts;
- point out the battle policies of Prophet (sm) and explain how have these battle changed the mode of invitation (Dawah), spirit of the Muslims in Arabian peninsula;

- e. summarize the Prophet's sacrifice, keen sense, wisdom, prudence and sagacity in making the Hdaybiyah treaty and his magnanimous outlook to the people of Makkah;
- f. demonstrate the way of invitation of Prophet (sm) to different kings and emperors and his last sermon of Prophet (sm) for the mankind.

5. Course Contents

- a. A short topography of Jaziratul Arab (Arabian Peninsula); Pre-Islamic Arabia : its social, political, economic, moral and religious conditions ;
- b. The different phases of the life of the Great Prophet (sm) : His life before hijra and after hijra, Pre-Nabuwat period and Post-Nabuwat period;
- c. Charter of Madina: Conflict with the Quraysh and It's consequences;
- d. The battles of Badr, Uhd and Ahzab: The nature, method and consequences of the battles run by Prophet (sm) ;
- e. The treaty of Hdaybiyah and conquest of Makka;
- f. Preaching Islam to the kings and emperors of the world and the hujjatul wida.

6-7. Unit-wise Learning Outcomes (title, sub-title and number of classes per unit)

Unit-1	classes/contact hours: 05
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Learning Outcomes

At the end of this unit, students will be able to-

- draw the map of Jaziratul Arab
- describe the conditions of the pre Islamic Arab and habitations of different tribes
- explain the political condition of Pre-Islamic Arabia
- express the tribal conflicts and their political motives
- analyse the moral and humanitarian condition of the people of Pre-Islamic Arab
- explain the religious faith of the people in the Pre-Islamic Arab

Title and Sub title

A short topography of Jaziratul Arab (Arabian Peninsula); Pre-Islamic Arabia : Its social, political, economic, moral and religious conditions

Unit-2	classes/contact hours: 05
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Learning Outcomes

At the end of this unit, students will be able to-

- discuss the Prophet's (sm) childhood, boyhood and youth life

- explain the struggle of Prophet (sm) against the disbeliever's conspiracy before Nabuwat
- analyze the mode /style of the movement of Prophet (sm) 's mission
- express the reasons of doing Hijrat from Makkah to Madina
- analyze the style of invitation of Prophet (sm) after Nabuwat in Madina

Title and Sub title

Different phases of the life of the Great Prophet (sm) : His life before Hijra and after Hijra, Pre-Nabuwat period and Post-Nabuwat period

Unit-3	classes/contact hours: 06
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Learning Outcomes

At the end of this unit, students will be able to-

- evaluate the background of formulating The Charter of Madina
- justify the farsightedness of Prophet (sm)
- describe the nature of all the communities/tribes of Madina
- explain Prophet (sm)'s political domination on Arab people
- illustrate the clauses of the charter of Madina
- appraise the impact of the clauses in further progress of Islamic dawah

Title and Sub title

Charter of Madina: Conflict with the Quraysh and its consequences

Unit-4	classes/contact hours: 06
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Learning Outcomes

At the end of this unit, students will be able to-

- justify the reasons of the battle of Badar
- demonstrate the spirit of Iman of the Prophet (sm) and his companions
- describe the movement and nature of the battle
- evaluate the impact of the battles in preaching Islam
- discuss the reasons of not getting immediate success in the battle of Uhud

Title and Sub title

The battles of Badr, Uhud and Ahzab: The nature, method and consequences of the battles run by Prophet (sm)

Unit-5	classes/contact hours: 04
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Learning Outcomes

At the end of this unit, students will be able to-

- review the Prophet's (sm) role in the field of Hudawia
- rewrite the Prophet's (sm) prudence and farsightedness in establishing Allah's deen in Makkah
- describe the Prophet (sm)'s ideal of forgiveness to the people of Makkah
- understand Prophet (sm) as a philanthropic man and as a leader of the Arab world
- explain the strategies in winning the battles without bloodshed or with minimal bloodshed

Title and Sub title

Treaty of Hdaybiyah and Conquest of Makkah

Unit-6	classes/contact hours: 04
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Learning Outcomes

At the end of this unit, students will be able to-

- discuss the new dimension of Islamic da'wah
- analyse the letters of Prophet (sm) to different kings and emperors.
- explain the last sermon of prophet (sm)
- describe the ending of the prophetic mission.
- apply the styles of speech in front of a vast audience

Title and Sub title

Preaching Islam to kings and emperors of the world and the hujjatul wida.

8. Instructional Strategies

(Learner-centered, Interactive, participatory and activity-based)

Lecture, discussion, question-answer, group work, pair work, demonstration, project, presentation, assignment, field work.

9. Assessment

- Formative: In-course exam / Mid-term exam (15 Marks) and Class test/ Class performance/presentation (05 Marks)
- Summative: Semester Final Written [Two short questions out of four ($2 \times 3 = 06$ Marks), two broad questions out of four ($2 \times 12 = 24$ Marks)] and oral tests

10. References

(Book prescribed / Books recommended)

1. Mawlana Muhammad Ali, The Prophet (sm)
2. Guillaume, The Life of Muhammad (sm)
3. Syed Amir Ali, The Life and Teachings of Muhammad (sm)
4. Ibn Khaldun, *Al-Muqaddimah*, London: Routledge and Kegan paul, 1967
5. Syed Ameer Ali, *The Spirit of Islam*, London:1949
6. William Muir, *The Caliphate : Rise Decline and Fall*, London 1898
7. Suyuti, *History of the Caliphs*, Trs. Jarret, Calcutta: Baptist Mission Press, 1977.
8. Imam Muhammad Ibn `Abdil Wahhab, *Mukhtasaru Siratir Rasul* (S.M), Department of Arabic Language, Islamic University, Medina, 1408 A.H.
9. K. Ali, *A Study of Islamic History*, Dhaka: Azra Printing Press, 1998
10. ইবনে হিশাম, *আস সিরাতুননববিয়াহ*, ঢাকা: বাংলাদেশ ইসলামিক সেন্টার, ২০০১
11. ইবনু কাছীর, *আল বিদায়া ওয়ান নিহায়া*
12. শায়খুল হাদীস মওলানা মুহাম্মদ তাফাজ্জল হোছাইন (ড.এ এইচ এম মুজতবা হোছাইন সম্পাদিত), *হযরত মুহাম্মদ মোস্তফা (স:) : সমকালীন পরিবেশ ও জীবন*, ঢাকা : ২০১২
13. শায়খুল হাদীস মওলানা মুহাম্মদ তাফাজ্জল হোছাইন (ড.এ এইচ এম মুজতবা হোছাইন সম্পাদিত), *হযরত মুহাম্মদ মোস্তফা (স:) : মুজিয়ার স্বরূপ ও মুজিয়া*, ঢাকা : ২০১২
14. আল্লামা শিবলী নোমানী, *সীরাতুন-নবী (সা.)*, ঢাকা: বাংলাদেশ তাজ কোম্পানী, ১৯৯৪
15. আবুল হাসান আলী নদবী, *আস-সিরাতুন নববিয়াহ*
16. শফিউর রহমান মোবারকপুরী, *আর রাহীকুল মাখতুম*
17. মওলানা আকরম খাঁ, *মোস্তাফা চরিত*
18. গোলাম মোস্তফা, *বিশ্বনবী*, আহমদ পাবলিশিং হাউজ, ঢাকা: ১৯৮২
19. এম.এ খালেদ, *সাইয়েদুল মুরসালীন*
20. আকবর শাহ খান নজিবাবাদী, *ইসলামের ইতিহাস*, ইসলামিক ফাউন্ডেশন বাংলাদেশ, ১ম খণ্ড, ঢাকা, ২০০৩
21. কে. আলী, *ইসলামের ইতিহাস*, ঢাকা: আলী পাবলিকেশন্স, ১৯৯২
22. ড. সৈয়দ মাহমুদুল হাসান, *ইসলামের ইতিহাস*, ঢাকা: গ্লোব লাইব্রেরী, ১৯৮৫
23. *সীরাত বিশ্বকোষ*, ইসলামিক ফাউন্ডেশন বাংলাদেশ, সম্পাদনা পরিষদ কর্তৃক সংকলিত ও সম্পাদিত

Part-B : History of the Caliphs

1. Course Number: BIS 103 (Part-B)

Course Title: History of Caliphs

2. Credit Hours: 2, Classes/Contact hours : 30

3. Introduction to the Course

This course will focus on the biography of the first four Khalifas, analytical study of their guidance, virtues and good behaviours administrative works and help the students to adhere explaining their positive efforts on individual, society and Ummah.

4. Specific Objectives

To help the students to-

- a. familiarise themselves with the time of al-Khulafa al-Rashidun and appreciate their achievements within the short period of time;
- b. gain general knowledge on the biography of each Khalifah and major incidents in his time;
- c. know some major institutions established and run by the al-khulafa al-Rashidun such as system of government-civil, administration, economic system, judiciary, military system etc.

5. Course Contents

- a. First Khalifa Hadrat Abu Bakr (R.) : Short biography, his contribution to Islam upto the death of Prophet Muhammad (sm) ; Abu Bakr (R.) as a Khalifa : his contribution to Islam such as fighting against fake Nabi, people who denied to pay Zakat and deviated from Islam; Compilation of the holy Quran; expanding the Islamic state and a large number of development work done by Abu Bakr (R.);
- b. Second Khalifa Hadrat Umar (R.) : Short biography; his contribution to Islam upto the death of Prophet Muhammad (sm) and the regime of Abu Bakr (R.); His activities as a Khalifa;
- c. Third Khalifa Hadrat Uthman (R.) : Short biography; his contribution to Islam upto the death of Prophet Muhammad (sm) and the regime of Abu Bakr R. and the regime of Umar (R.); His activities as a Khalifa;
- d. Fourth Khalifa Hadrat Ali (R.) : Short biography, his contribution to Islam upto the death of Prophet Muhammad (sm) and the regime of Abu Bakr (R.) the regime of Umar R. and the regime of Uthman (R.); His activities as a Khalifa.

6-7. Unit-wise Learning Outcomes (title, sub-title and number of classes per unit)

Unit-1	classes/contact hours: 08
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Learning Outcomes

At the end of this unit, students will be able to-

- describe the biography of Khalifa Abu Bakr (R.)
- explain the features of the Khalifat of Abu Bakr (R.)
- determine how to serve for Islam
- describe the major incidents that happened in his time
- realize how to handle crucial situations wisely
- apply the knowledge in their practical life
- evaluate the major contribution of Abu Bakr (R.) to Islam and Muslims

Title and Sub title

First Khalifa Hadrat Abu Bakr (R.) : Short biography, his contribution to Islam upto the death of Prophet Muhammad (sm)

Abu Bakr (R.) as a Khalifa : His contribution to Islam such as fighting against fake Nabi, people who denied to pay Zakat and people who deviated from Islam

Compilation of the holy Quran; expanding the Islamic State and a large number of development work done by Abu Bakr (R.)

Unit-2	classes/contact hours: 08
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Learning Outcomes

At the end of this unit, students will be able to-

- discuss the biography of the Second Khalifa Hadrat Umar (R.)
- explain the features of the Khalifat of Hadrat Umar (R.)
- discuss the expansion of empire-the conquest of Byzantine, conquest of Parsian, conquest of Egypt etc.
- describe the major administrative reforms taken by Umar (R.)
- describe the major incidents that happened in his time
- realize how to handle crucial situations wisely or properly
- apply the knowledge in their practical life
- develop the religious, administrative and socio-economical situation
- compare the then system of government, civil administration, judiciary, military system with contemporary situation
- evaluate the major contribution of Hadrat Umar (R.) to Islam and Muslims

Title and Sub title

Second Khalifa Hadrat Umar (R.) : Short biography; his contribution to Islam upto the death of Prophet Muhammad (sm) and the regime of Abu Bakr (R.); His activities as a Khalifa

Unit-3	classes/contact hours: 07
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Learning Outcomes

At the end of this unit, students will be able to-

- discuss the biography of Third Khalifa Hadrat Uthman (R.)
- explain the characteristics of the Third Khalifa Hadrat Uthman (R)
- describe the major conquests that happened in his time
- describe the charges against him and their genuineness
- realize how to handle crucial situation wisely
- apply the knowledge in their practical life
- develop the religious, administrative and socio-economical situation
- compare the then system of government, civil administration, judiciary, military system with contemporary situation
- evaluate the major contribution of Hadrat Uthman (R.) to Islam and Muslims

Title and Sub title

Third Khalifa Hadrat Uthman (R.) : Short biography; his contribution to Islam upto the death of Prophet Muhammad (sm) and the regime of Abu Bakr (R.) and the regime of Umar R. Uthman's activities as a Khalifa; His activities a Khalifa

Unit-4	classes/contact hours: 07
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Learning Outcomes

At the end of this unit, students will be able to-

- discuss the biography of Fourth Khalifa Hadrat Ali (R)
- explain Khalifa Hadrat Ali (R's) characters and achievements
- describe the critical position of Hadrat Ali (R) and the battle of the Camel, the battle of siffin and the rivalry between Hadrat Ali and Hadrat Muawiyah (R)
- realize how to handle crucial situations wisely and tactfully
- apply the knowledge in their practical life
- develop the religious, administrative and socio-economical situation
- compare the then system of government, civil administration, judiciary, military system with contemporary situation
- evaluate the major contributions of Hadrat Ali (R.) to Islam and Muslims

Title and Sub title

Fourth Khalifa Hadrat Ali (R) : Short biography; his contribution to Islam upto the death of Prophet Muhammad (sm), the regime of Abu Bakr (R), the regime of Umar (R) and the regime of Uthman (R); His activities as a Khalifa.

8. Instructional Strategies

(Learner-centered, Interactive, participatory and activity-based)

Lecture, discussion, question-answer, group work, pair work, demonstration, project, presentation, assignment, field work.

9. Assessment

- Formative: In-course exam / Mid-term exam (15 Marks) and Class test/ Class performance/presentation (05 Marks)
- Summative: Semester Final Written [Two short questions out of four ($2 \times 3 = 06$ Marks), two broad questions out of four ($2 \times 12 = 24$ Marks)] and oral tests

10. References

(Book prescribed / Books recommended)

1. Al-Baladhuri, Fatuhul Buldan
2. Ibn Khaldun, *Al-Muqaddimah*, London: Routledge and Kegan paul, 1967
3. Ameer Ali, *The Spirit of Islam*, London:1949
4. William Muir, *The Caliphate : Rise Decline and Fall*, London 1898
5. Suyuti, *History of the Caliphs*, Trs. Jarret, Calcutta: Baptish Mission Press, 1977.
6. Imam Muhammad Ibn `Abdil Wahhab, *Mukhtasaru Siratir Rasul* (S.M), Department of Arabic Language, Islamic University, Medina, 1408 A.H.
7. Sir W Muir, *The Caliphate*
8. K. Ali, *A Study of Islamic History*, Dhaka: Azra Printing Press, 1998
9. শেখ রিয়াজ উদ্দিন: *আরব জাতির ইতিহাস*, ঢাকা: বাংলা একাডেমী, ১৯৯৫
10. মুহাম্মদ রেজা-ই-করিম, *আরব জাতির ইতিহাস*, ঢাকা: বাংলা একাডেমী
11. টি. আলী, *ইসলামের ইতিহাস*, ঢাকা: পুঁথিঘর লিঃ, সেপ্টেম্বর, ১৯৮২
12. আল্লামা শিবলী নোমানী, *সীরাতুন-নবী (সা.)*, ঢাকা: বাংলাদেশ তাজ কোম্পানী, ১৯৯৪
13. আকবর শাহ খান নজিবাবাদী, *ইসলামের ইতিহাস*, ইসলামিক ফাউন্ডেশন বাংলাদেশ, ১ম খণ্ড, ঢাকা, ২০০৩
14. কে. আলী, *ইসলামের ইতিহাস*, ঢাকা: আলী পাবলিকেশন্স, ১৯৯২
15. ড. সৈয়দ মাহমুদুল হাসান, *ইসলামের ইতিহাস*, ঢাকা: গ্লোব লাইব্রেরী, ১৯৮৫
16. মোঃ নুরুল্লাহী, *ইসলামের ইতিহাস*, ঢাকা: মল্লিক ব্রাদার্স, সেপ্টেম্বর, ১৯৯৫
17. কাযী জয়নুল আবেদীন মিরাসী, *তারীখে মিল্লাত খেলাফতে রাশেদা*, ঢাকা: কোহিনুর লাইব্রেরী, ডিসেম্বর, ২০০২
18. আলহাজ্ব মোঃ লুৎফুল আলম, *খোলাফায়ে রাশেদীন বা চার খলিফা*, ঢাকা: ছারছীনা প্রকাশনী, জুলাই, ১৯৯৮
19. *ইসলামী বিশ্বকোষ*, ইসলামিক ফাউন্ডেশন বাংলাদেশ, সম্পাদনা পরিষদ কর্তৃক সংকলিত ও সম্পাদিত, জানুয়ারী, ১৯৮৬
20. মাওলানা মুহাম্মদ আবদুর রহীম, *খিলাফতে রাশেদা*, ঢাকা:, ২০০৫

21. মোহাম্মদ সিরাজুল হক খান ও মোহাম্মদ মঈনুল হাসান, মহানবী (স.) ও চার খলিফার জীবন ও কর্ম, ঢাকা: সিদ্দিকীয়া পাবলিকেশন্স, আগস্ট, ২০০৩
22. সাইয়েদ কুতুব, ইসলামের স্বর্ণ যুগে সামাজিক ন্যায়-নীতি, ঢাকা: ২০০৫
23. আবুল হাশিম, ফারুকী খিলাফত, ইসলামের দৃষ্টিতে রাষ্ট্র, ঢাকা: ইসলামিক ফাউন্ডেশন বাংলাদেশ, ১৯৮০
24. ড. আব্দুল মারুদ, আসহাবে রাসূলের জীবন কথা, ঢাকা: বাংলাদেশ ইসলামিক সেন্টার, ১৯৮৯
25. মাওলানা হাজী মঈন উদ্দীন নদভী, সাহাবা চরিত, ঢাকা: ইসলামিক ফাউন্ডেশন বাংলাদেশ, অক্টোবর, ১৯৭৭
26. ইবন জারির তাবারী, তারিখুর রসুল ওয়ালা মুলুক
27. ড. যুবাইর মুহাম্মদ এহসানুল হক, আমীরুল মু'মিনীন উসমান ইবনু আফফান (ঢাকা : বাংলাদেশ ইসলামিক সেন্টার ২০১৩)

Course Number	:	BIS 104
Course Title	:	Bengali <ul style="list-style-type: none"> • Part-A: Bengali Grammer and Short History of Bengali Literature (ancient and middle age) • Part-B: Bengali Literature and Short History of Bengali Literature (modern age)
Total Marks	:	100
Total Credit Hours	:	4
Total Classes/ Contact hours	:	60 (Per Class 60 minutes)

Part-A : Bengali Grammer and Short History of Bengali Literature (ancient and middle age)

1. Course Number: BIS 104 (Part-A)

Course Title: Bengali Grammer and Short History of Bengali Literature (ancient and middle age)

2. Credit Hours: 2, Classes/Contact hours : 30

3. Introduction to the Course

বাংলা ভাষার অন্তর্নিহিত শক্তি ও নিয়ম কানুন এবং বাংলা সাহিত্যের প্রাচীন ও মধ্যযুগের সংক্ষিপ্ত ইতিহাস সম্পর্কে ধারণা প্রদানের মাধ্যমে ভাষিক জ্ঞান অর্জনে সহায়তা করা।

4. Specific Objectives

শিক্ষার্থীদের-

ক. বাংলা সাহিত্যের প্রাচীন ও মধ্যযুগের ইতিহাস সম্পর্কে সংক্ষিপ্ত ধারণা প্রদান;

খ. মাতৃভাষার বৈশিষ্ট্য ও শিক্ষায় এর গুরুত্ব সম্পর্কে অবহিতকরণ;

গ. বাংলা ভাষার ব্যাকরণ সম্পর্কে সম্যক ধারণা প্রদান;

ঘ. ভাষারীতি ও বানানরীতি সম্পর্কে ধারণা প্রদান এবং এর প্রায়োগিক দক্ষতা অর্জনে সহায়তাকরণ;

ঙ. সারাংশ রচনা, ভাব-সম্প্রসারণ ও পত্র রচনা রীতি-নীতি সম্পর্কে ধারণা প্রদান;

5. Course Contents

- ক. বাংলা সাহিত্যের ইতিহাস (প্রাচীন ও মধ্যযুগ সম্পর্কে প্রাথমিক ধারণা);
- খ. ভাষা, বাংলা ভাষা, বাংলা ভাষার উদ্ভব ও বিকাশের ধারা এবং ভাষাতাত্ত্বিকদের অভিমত;
- গ. বাংলা ব্যাকরণ : সংজ্ঞার্থ, ব্যাকরণের প্রধান আলোচ্য বিষয় : ধ্বনিতত্ত্ব, রূপতত্ত্ব, বাক্যতত্ত্ব;
- ঘ. ভাষারীতি: বাংলা গদ্যরীতি, সাধু ভাষা, চলিত ভাষা, আঞ্চলিক ভাষা, সাধু ভাষা থেকে চলিত ভাষায় রূপান্তর প্রক্রিয়া, ঙ. বাংলা শুদ্ধ শব্দ গঠনের বিধান (সমাস, প্রকৃতি-প্রত্যয় ও উপসর্গ);
- চ. বাংলা বানান : ণ-ত্ব ও ষত্ব বিধান, তৎসম শব্দের ই ও ঈ ব্যবহারের নিয়ম, সন্ধি ও প্রত্যয়-ঘটিত নিয়ম;
- ছ. বিদেশি শব্দের বাংলা প্রতিবর্ণীকরণ, বাংলা একাডেমির প্রমিত বাংলা বানানের নিয়ম;
- জ. বাংলা শ্রবণ ও কখন দক্ষতা : বাংলা উচ্চারণসূত্র ও তার প্রয়োগ; স্বরবর্ণের উচ্চারণ; ব্যঞ্জনবর্ণের উচ্চারণ;
- ঝ. সারাংশ রচনা, ভাব-সম্প্রসারণ;
- ঞ. পত্র রচনা : দাপ্তরিক, স্মারকলিপি, মানপত্র, সংবাদপত্রে চিঠি।

6-7. Unit-wise Learning Outcomes (title, sub-title and number of classes per unit)

Unit-1	classes/contact hours: 03
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Learning Outcomes

এই ইউনিট শেষে শিক্ষার্থী-

- চর্যাপদ রচনার ঐতিহাসিক সময়কাল, সমকালীন অবস্থা, চর্যাপদে উল্লিখিত বিষয়সমূহ সম্পর্কে আলোচনা করতে পারবে
- শ্রীকৃষ্ণকীর্তন রচনার ঐতিহাসিক সময়কাল, সমকালীন অবস্থা, চর্যাপদে উল্লিখিত বিষয়সমূহ সম্পর্কে আলোচনা করতে পারবে
- মঙ্গলকাব্য রচনার ঐতিহাসিক সময়কাল, সমকালীন অবস্থা, চর্যাপদে উল্লিখিত বিষয়সমূহ সম্পর্কে আলোচনা করতে পারবে
- রোমান্সমূলক কাব্য সম্পর্কে বিশ্লেষণ করতে পারবে
- অনুবাদমূলক সাহিত্য সম্পর্কে আলোচনা করতে পারবে ও নিজে অনুবাদ সাহিত্যে দক্ষতা অর্জন করবে

Title and Sub-title

বাংলা সাহিত্যের ইতিহাস (প্রাচীন ও মধ্যযুগ সম্পর্কে প্রাথমিক ধারণা);

বিশেষভাবে পাঠ্য : চর্যাপদ, শ্রীকৃষ্ণকীর্তন, মঙ্গলকাব্য, রোমান্সমূলককাব্য, অনুবাদমূলকসাহিত্য।

Unit-2	classes/contact hours: 03
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Learning Outcomes

এই ইউনিট শেষে শিক্ষার্থী-

- ভাষা, বাংলাভাষা, বাংলা ভাষার উদ্ভব ও বিকাশের ধারা সম্পর্কে আলোচনা করতে পারবে
- ভাষাতাত্ত্বিকদের অভিমত বিশ্লেষণ করতে পারবে

Title and Sub-title

ভাষা, বাংলাভাষা, বাংলা ভাষার উদ্ভব ও বিকাশের ধারা এবং ভাষাতাত্ত্বিকদের অভিমত;

Unit-3	classes/contact hours: 04
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Learning Outcomes

এই ইউনিট শেষে শিক্ষার্থী-

- বাংলা ব্যাকরণের সংজ্ঞার্থ, ব্যাকরণের প্রধান আলোচ্য বিষয় সম্পর্কে আলোচনা করতে পারবে
- ধ্বনিতত্ত্ব, রূপতত্ত্ব, বাক্যতত্ত্ব ব্যাখ্যা করতে পারবে

Title and Sub-title

বাংলা ব্যাকরণ : সংজ্ঞার্থ, ব্যাকরণের প্রধান আলোচ্য বিষয় : ধ্বনিতত্ত্ব, রূপতত্ত্ব, বাক্যতত্ত্ব;

Unit-4	classes/contact hours: 04
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Learning Outcomes

এই ইউনিট শেষে শিক্ষার্থী-

- ভাষারীতি: বাংলা গদ্যরীতি, সাধু ভাষা, চলিত ভাষা, আঞ্চলিক ভাষা, সাধু ভাষা থেকে চলিত ভাষায় রূপান্তর প্রক্রিয়া সম্পর্কে আলোচনা করতে পারবে
- বাংলা শুদ্ধ শব্দ গঠনের বিধান (সমাস, প্রকৃতি-প্রত্যয় ও উপসর্গ) ব্যাখ্যা করতে পারবে

Title and Sub-title

ভাষারীতি: বাংলা গদ্যরীতি, সাধু ভাষা, চলিত ভাষা, আঞ্চলিক ভাষা, সাধু ভাষা থেকে চলিত ভাষায় রূপান্তর প্রক্রিয়া, বাংলা শুদ্ধ শব্দ গঠনের বিধান (সমাস, প্রকৃতি-প্রত্যয় ও উপসর্গ);

Unit-5	classes/contact hours: 04
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Learning Outcomes

এই ইউনিট শেষে শিক্ষার্থী-

- ভাষারীতি: ণ-ত্ব ও ষত্ব বিধান সম্পর্কে আলোচনা করতে পারবে
- তৎসম শব্দের ই ও ঐ ব্যবহারের নিয়ম ব্যাখ্যা করতে পারবে
- সন্ধি ও প্রত্যয়-ঘটিত নিয়ম বিশ্লেষণ করতে পারবে

Title and Sub-title

বাংলা বানান : ণ-ত্ব ও ষত্ব বিধান, তৎসম শব্দের ই ও ঐ ব্যবহারের নিয়ম, সন্ধি ও প্রত্যয়-ঘটিত নিয়ম

Unit-6	classes/contact hours: 03
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Learning Outcomes

এই ইউনিট শেষে শিক্ষার্থী-

- বিদেশি শব্দের বাংলা প্রতিবর্ণীকরণ সম্পর্কে আলোচনা করতে পারবে
- বাংলা একাডেমির প্রমিত বাংলা বানানের নিয়ম ব্যাখ্যা করতে পারবে
- নিজের রচনাবলিতে বাংলা একাডেমির প্রমিত বাংলা বানানের নিয়ম অনুশীলন করবে

Title and Sub-title

বিদেশী শব্দের বাংলা প্রতিবর্ণীকরণ, বাংলা একাডেমির প্রমিত বাংলা বানানের নিয়ম

Unit-7	classes/contact hours: 03
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Learning Outcomes

এই ইউনিট শেষে শিক্ষার্থী-

- বাংলা উচ্চারণসূত্র ও তার প্রয়োগ সম্পর্কে আলোচনা করতে পারবে
- স্বরবর্ণ ও ব্যঞ্জনবর্ণের উচ্চারণে দক্ষতা অর্জনের মাধ্যমে কথোপকথনে পারদর্শী হবে

Title and Sub-title

বাংলা শ্রবণ ও কথন দক্ষতা : বাংলা উচ্চারণসূত্র ও তার প্রয়োগ; স্বরবর্ণের উচ্চারণ; ব্যঞ্জনবর্ণের উচ্চারণ;

Unit-8	classes/contact hours: 03
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Learning Outcomes

এই ইউনিট শেষে শিক্ষার্থী-

- সারাংশ রচনার নিয়ম আলোচনা করতে পারবে
- ভাব-সম্প্রসারণের নীতিমালা আত্মস্থ করে ভাব-সম্প্রসারণে দক্ষ হবে

Title and Sub-title

সারাংশ রচনা, ভাব-সম্প্রসারণ;

Unit-9	classes/contact hours: 03
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Learning Outcomes

এই ইউনিট শেষে শিক্ষার্থী-

- দাপ্তরিক চিঠিপত্র লেখার নিয়ম আলোচনা করতে পারবে
- স্মারকলিপি লেখার নিয়ম আলোচনা করতে পারবে
- মানপত্র লেখার নিয়ম ব্যাখ্যা করতে পারবে এবং নিজে মানসম্মত মানপত্র রচনায় সক্ষম হবে
- সংবাদপত্রে চিঠি লেখার মাধ্যমে পত্র রচনায় পারদর্শী হবে

Title and Sub-title

পত্র রচনা : দাপ্তরিক, স্মারকলিপি, মানপত্র, সংবাদপত্রে চিঠি।

8. Instructional Strategies

(Learner-centered, Interactive, participatory and activity-based)

Lecture, discussion, question-answer, group work, pair work, demonstration, project, presentation, assignment, field work.

9. Assessment

- Formative: In-course exam / Mid-term exam (15 Marks) and Class test/ Class performance/presentation (05 Marks)
- Summative: Semester Final Written [Two short questions out of four ($2 \times 3 = 06$ Marks), two broad questions out of four ($2 \times 12 = 24$ Marks)] and oral tests

10. References

(Book prescribed / Books recommended)

১. রবীন্দ্রনাথ ঠাকুর, গল্পগুচ্ছ, বিশ্বভারতী, কলকাতা
২. সৈয়দ মুজতবা আলী, চাচা-কাহিনী, সৈয়দ মুজতবা আলী রচনাবলী ৯ম খণ্ড, মিত্র ও ঘোষ প্রকাশিত
৩. রবীন্দ্রনাথ ঠাকুর, সঞ্চয়িতা
৪. কাজী নজরুল ইসলাম, সর্বহারা, সঞ্চয়িতা
৫. জীবনানন্দ দাশ, বনলতা সেন
৬. মধুসূদন রচনাবলী, চতুর্দশপদী কবিতা, ক্ষেত্রগুপ্ত সম্পাদিত
৭. হরপ্রসাদ শাস্ত্রী, প্রবন্ধসংগ্রহ, মোহাম্মদ মনিরুজ্জামান, সৈয়দ আকরাম হোসেন সম্পাদিত, ঢাকা বিশ্ববিদ্যালয়, ১৯৭৮
৮. মুহম্মদ আবদুল হাই, আহমদ শরীফ সম্পাদিত, মধ্যযুগের বাঙালী গীতিকবিতা
৯. জ্যোতির্ময় ঘোষ সম্পাদিত, যতীন্দ্রমোহন রচনাবলী, পশ্চিমবঙ্গ রাজ্য পর্ষদ, কলকাতা: ১৯৮৫

১০. প্রমথনাথ বিশী, *রবীন্দ্রনাথের ছোটগল্প*, মিত্র ও ঘোষ পাবলিশার্স, কলকাতা
১১. মুহাম্মদ শহীদুল্লাহ, *বাঙ্গালা ভাষার ইতিবৃত্ত*, শহীদুল্লাহ রচনাবলী (৩য় খণ্ড), বাংলা একাডেমী, ঢাকা ১৯৯৫
১২. মুহাম্মদ শহীদুল্লাহ, *বাঙ্গালা ব্যাকরণ*, শহীদুল্লাহ রচনাবলী (২য় খণ্ড), বাংলা একাডেমী, ঢাকা ১৯৯৫
১৩. সুনীতিকুমার চট্টোপাধ্যায়, *ভাষা প্রকাশ বাঙ্গালা ব্যাকরণ*, রূপ এন্ড কোম্পানী, কলকাতা, ১৯৯৮
১৪. শিবপ্রসন্ন লাহিড়ী, আহমদ শরীফ ও অন্যান্য সম্পাদিত, *বাংলাভাষার প্রয়োগ ও অপপ্রয়োগ*, ঢাকা: বাংলা একাডেমী, ১৯৮৮
১৫. নরেন বিশ্বাস, *বাংলা উচ্চারণ অভিধান*, ঢাকা: বাংলা একাডেমী।
১৬. জ্যোতিভূষণ চাকী, *বাংলা ভাষার ব্যাকরণ*, কলকাতা: আনন্দ পাবলিশার্স, ১৯৯৬
১৭. মাহবুবুল হক- *বাংলা বানানের নিয়ম*
১৮. *প্রমিত বাংলা বানানের নিয়ম*, বাংলা একাডেমী, ঢাকা
১৯. ড. রফিকুল ইসলাম, *বাংলা ব্যাকরণ সমীক্ষা*, গ্লোব লাইব্রেরী ঢাকা, ১৯৯৮
২০. সুকুমার সেন, *বাঙ্গালা সাহিত্যের ইতিহাস*, (১-৫ খণ্ড), আনন্দ পাবলিশার্স, কলকাতা
২১. আহমদ শরীফ, *বাঙালী ও বাঙলা সাহিত্য*, (১ম ও ২য় খণ্ড), বাংলা একাডেমী, ঢাকা
২২. মুহাম্মদ এনামুল হক, *মুসলিম বাংলা সাহিত্য*
২৩. অসিতকুমার বন্দোপাধ্যায়, *বাংলা সাহিত্যের সম্পূর্ণ ইতিবৃত্ত*, মডার্ন বুক এজেন্সী প্রাইভেট লিমিটেড, কলকাতা: ১৯৬৬
২৪. গোপাল হালদার, *বাংলা সাহিত্যের রূপরেখা*, (১ম ও ২য় খণ্ড), মুক্তধারা, ঢাকা, ১৯৮৬
২৫. মুহাম্মদ আবদুল হাই ও সৈয়দ আলী আহসান- *বাংলা সাহিত্যের ইতিবৃত্ত*, (আধুনিক যুগ), আহমদ পাবলিশিং হাউজ, ঢাকা, ১৯৮৯
২৬. রফিকুল ইসলাম, *কাজী নজরুল ইসলাম জীবন ও সৃষ্টি*,
২৭. আবদুল মান্নান সৈয়দ, *কাজী নজরুল ইসলাম: কবি ও কবিতা*।
২৮. দীপ্তি ত্রিপাঠী, *আধুনিক বাংলা কাব্য পরিচয়*, দেজ পাবলিশার্স, কলকাতা।

Part-B : Bengali Literature and Short History of Bengali Literature (modern age)

1. Course Number: BIS 104 (Part-B)

Course Title: Bengali Literature and Short History of Bengali Literature (modern age)

2. Credit Hours: 2, Classes/Contact hours : 30

3. Introduction to the Course

নির্ধারিত গদ্য ও পদ্য এবং বাংলা সাহিত্যের আধুনিক যুগের সংক্ষিপ্ত ইতিহাস সম্পর্কে ধারণা প্রদানের মাধ্যমে ভাষা-দক্ষতা বাড়ানো এবং ব্যবহারিক/প্রায়োগিক ক্ষেত্রে শিক্ষার্থীদের ভাষাজ্ঞান ও রচনামূল্যের উন্নতি বিধানে সহায়তা করা।

4. Specific Objectives

শিক্ষার্থীদের-

- ক. বাংলা সাহিত্যের আধুনিক যুগের ইতিহাস সম্পর্কে সংক্ষিপ্ত ধারণা প্রদান;
- খ. বাংলা গদ্যের বিকাশধারা সম্পর্কে ধারণা প্রদান;
- গ. বাংলা কবিতার ধারা সম্পর্কে অবহিতকরণ;
- ঘ. বাংলা উপন্যাসের ধারা সম্পর্কে সম্যক ধারণা প্রদান;
- ঙ. বাংলা নাটকের উদ্ভব ও বিকাশধারা সম্পর্কে অবহিতকরণ;
- চ. বাংলা ছোটগল্পের ধারা সম্পর্কে সম্যক ধারণা প্রদান।

5. Course Contents

- ক. বাংলা সাহিত্যের ইতিহাস (আধুনিক যুগ সম্পর্কে প্রাথমিক ধারণা) বিশেষভাবে পাঠ্য (বাংলা গদ্যের বিকাশধারা: ফোর্ট উইলিয়াম কলেজ, সংবাদপত্র ও সাময়িকপত্র);
- খ. বাংলা কবিতার ধারা : মাইকেল মধুসূদন দত্ত, রবীন্দ্রনাথ ঠাকুর, কাজী নজরুল ইসলাম, জীবনানন্দ দাশ প্রমুখ;
- গ. বাংলা উপন্যাসের ধারা : বঙ্কিমচন্দ্র চট্টোপাধ্যায়, মীর মশাররফ হোসেন, রবীন্দ্রনাথ ঠাকুর, শরৎচন্দ্র চট্টোপাধ্যায় প্রমুখ;
- ঘ. বাংলা নাটকের উদ্ভব ও বিকাশধারা;
- ঙ. বাংলা ছোটগল্পের ধারা;
- চ. সাহিত্যপাঠ: নির্বাচিত কবিতা, মাইকেল মধুসূদন দত্ত : আত্ম-বিলাপ, রবীন্দ্রনাথ ঠাকুর : ঐকতান, কাজী নজরুল ইসলাম : মানুষ, জীবনানন্দ দাশ : বনলতা সেন;
- ছ. সাহিত্যপাঠ: নির্বাচিত প্রবন্ধ: বঙ্কিমচন্দ্র চট্টোপাধ্যায় : বাঙ্গালা ভাষা, হরপ্রসাদ শাস্ত্রী : তৈল, রবীন্দ্রনাথ ঠাকুর : শিক্ষার বাহন;

জ. সাহিত্যপাঠ: নির্বাচিত গল্প: রবীন্দ্রনাথ ঠাকুর : পোস্টমাস্টার, সৈয়দ মুজতবা আলী : পাদটীকা, মানিক বন্দ্যোপাধ্যায় : প্রাগৈতিহাসিক।

6-7. Unit-wise Learning Outcomes (title, sub-title and number of classes per unit)

Unit-1	classes/contact hours: 05
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Learning Outcomes

এই ইউনিট শেষে শিক্ষার্থী-

- বাংলা সাহিত্যের আধুনিক যুগ সম্পর্কে আলোচনা করতে পারবে
- আধুনিক যুগে বাংলা সাহিত্যের খ্যাতনামা কবি ও সাহিত্যিকদের অবদান সম্পর্কে আলোচনা করতে পারবে

Title and Sub-title

বাংলা সাহিত্যের ইতিহাস (আধুনিক যুগ সম্পর্কে প্রাথমিক ধারণা) বিশেষভাবে পাঠ্য (বাংলা গদ্যের বিকাশধারা: ফোর্ট উইলিয়াম কলেজ, সংবাদপত্র ও সাময়িক পত্র।)

Unit-2	classes/contact hours: 05
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Learning Outcomes

এই ইউনিট শেষে শিক্ষার্থী-

- বাংলা কবিতার ধারা সম্পর্কে আলোচনা করতে পারবে
- মাইকেল মধুসূদন দত্তের কবিতার রচনাইশৈলী ও বিষয়বস্তু সম্পর্কে আলোচনা করতে পারবে
- রবীন্দ্রনাথ ঠাকুরের কবিতার রচনাইশৈলী ও বিষয়বস্তু সম্পর্কে আলোচনা করতে পারবে
- কাজী নজরুল ইসলামের কবিতা ও কাব্যপ্রতিভা সম্পর্কে আলোচনা করতে পারবে
- জীবনানন্দ দাশের কবিতার রচনাইশৈলী ও বিষয়বস্তু সম্পর্কে আলোচনা করতে পারবে

Title and Sub-title

বাংলা কবিতার ধারা : মাইকেল মধুসূদন দত্ত, রবীন্দ্রনাথ ঠাকুর, কাজী নজরুল ইসলাম, জীবনানন্দ দাশ প্রমুখ।

Unit-3	classes/contact hours: 04
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Learning Outcomes

এই ইউনিট শেষে শিক্ষার্থী-

- বাংলা উপন্যাসের ধারা সম্পর্কে আলোচনা করতে পারবে
- বঙ্কিমচন্দ্র চট্টোপধ্যায়ের উপন্যাসের রচনশৈলী ও বিষয়বস্তু সম্পর্কে বর্ণনা করতে পারবে
- মীর মশাররফ হোসেনের উপন্যাসের রচনশৈলী ও বিষয়বস্তু সম্পর্কে আলোচনা করতে পারবে
- রবীন্দ্রনাথ ঠাকুরের উপন্যাসে অবদান সম্পর্কে বর্ণনা করতে পারবে
- শরৎচন্দ্র চট্টোপধ্যায়ের উপন্যাস প্রতিভা সম্পর্কে আলোচনা করতে পারবে

Title and Sub-title

বাংলা উপন্যাসের ধারা : বঙ্কিমচন্দ্র চট্টোপধ্যায়, মীর মশাররফ হোসেন, রবীন্দ্রনাথ ঠাকুর, শরৎচন্দ্র চট্টোপধ্যায় প্রমুখ।

Unit-4	classes/contact hours: 03
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Learning Outcomes

এই ইউনিট শেষে শিক্ষার্থী-

- বাংলা নাটকের উদ্ভব ও বিকাশধারা সম্পর্কে আলোচনা করতে পারবে

Title and Sub-title

বাংলা নাটকের উদ্ভব ও বিকাশধারা

Unit-5	classes/contact hours: 03
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Learning Outcomes

এই ইউনিট শেষে শিক্ষার্থী-

- বাংলা ছোটগল্পের ধারা সম্পর্কে আলোচনা করতে পারবে

Title and Sub-title

বাংলা ছোটগল্পের ধারা

Unit-6	classes/contact hours: 03
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Learning Outcomes

এই ইউনিট শেষে শিক্ষার্থী-

- মাইকেল মধুসূদন দত্তের ‘আত্ম-বিলাপ’ কবিতার বিষয়বস্তু ও রচনাইশৈলী সম্পর্কে আলোচনা করতে পারবে
- রবীন্দ্রনাথ ঠাকুরের ‘ঐকতান’ কবিতার বিষয়বস্তু ও রচনাইশৈলী সম্পর্কে আলোচনা করতে পারবে
- কাজী নজরুল ইসলামের ‘মানুষ’ কবিতার বিষয়বস্তু ও রচনাইশৈলী সম্পর্কে আলোচনা করতে পারবে
- জীবনানন্দ দাশের ‘বনলতা সেন’ কবিতার বিষয়বস্তু ও রচনাইশৈলী সম্পর্কে আলোচনা করতে পারবে

Title and Sub-title

সাহিত্যপাঠ: নির্বাচিত কবিতা, মাইকেল মধুসূদন দত্ত : আত্ম-বিলাপ, রবীন্দ্রনাথ ঠাকুর : ঐকতান, কাজী নজরুল ইসলাম : মানুষ, জীবনানন্দ দাশ : বনলতা সেন

Unit-7	classes/contact hours: 03
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Learning Outcomes

এই ইউনিট শেষে শিক্ষার্থী-

- বঙ্কিমচন্দ্র চট্টোপাধ্যায়ের ‘বাঙ্গালা ভাষা’ প্রবন্ধের বিষয়বস্তু ও রচনাইশৈলী সম্পর্কে আলোচনা করতে পারবে
- হরপ্রসাদ শাস্ত্রীর ‘তৈল’ প্রবন্ধের বিষয়বস্তু ও রচনাইশৈলী সম্পর্কে আলোচনা করতে পারবে
- রবীন্দ্রনাথ ঠাকুরের ‘শিক্ষার বাহন’ প্রবন্ধের বিষয়বস্তু ও রচনাইশৈলী সম্পর্কে আলোচনা করতে পারবে

Title and Sub-title

সাহিত্যপাঠ: নির্বাচিত প্রবন্ধ: বঙ্কিমচন্দ্র চট্টোপাধ্যায় : বাঙ্গালা ভাষা, হরপ্রসাদ শাস্ত্রী : তৈল, রবীন্দ্রনাথ ঠাকুর : শিক্ষার বাহন

Unit-8	classes/contact hours: 04
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Learning Outcomes

এই ইউনিট শেষে শিক্ষার্থী-

- রবীন্দ্রনাথ ঠাকুরের ‘পোস্টমাস্টার’ গল্পের বিষয়বস্তু ও রচনাইশৈলী সম্পর্কে আলোচনা করতে পারবে
- সৈয়দ মুজতবা আলীর ‘পাদটীকা’ গল্পের বিষয়বস্তু ও রচনাইশৈলী সম্পর্কে আলোচনা করতে পারবে
- মানিক বন্দ্যোপাধ্যায়ের ‘প্রাগৈতিহাসিক’ গল্পের বিষয়বস্তু ও রচনাইশৈলী সম্পর্কে আলোচনা করতে পারবে

Title and Sub-title

সাহিত্যপাঠ: নির্বাচিত গল্প: রবীন্দ্রনাথ ঠাকুর : পোস্টমাস্টার, সৈয়দ মুজতবা আলী : পাদটীকা, মানিক বন্দ্যোপাধ্যায় : প্রাগৈতিহাসিক।

8. Instructional Strategies

(Learner-centered, Interactive, participatory and activity-based)

Lecture, discussion, question-answer, group work, pair work, demonstration, project, presentation, assignment, field work.

9. Assessment

- Formative: In-course exam / Mid-term exam (15 Marks) and Class test/ Class performance/presentation (05 Marks)
- Summative: Semester Final Written [Two short questions out of four ($2 \times 3 = 06$ Marks), two broad questions out of four ($2 \times 12 = 24$ Marks)] and oral tests

10. References

(Book prescribed / Books recommended)

See Part-A

Course Number	:	BIS 105
Course Title	:	Economy, Finance, Banking and Insurance in Islam <ul style="list-style-type: none"> • Part-A: Economy and Finance in Islam • Part-B: Banking and Insurance in Islam
Total Marks	:	100
Total Credit Hours	:	4
Total Classes/ Contact hours	:	60 (Per Class 60 minutes)

Part-A : Economy and Finance in Islam

1. Course Number: BIS 105 (Part-A)

Course Title: Economy and Finance in Islam

2. Credit Hours: 2, Classes/Contact hours : 30

3. Introduction to the Course

Islamic economics is a comprehensive and independent economic system which defines economic principles in accordance with Islamic law and takes into account the material, spiritual, social and political aspects of human life. Islam allows human beings to exploit the world's resources to the best of their ability in a spirit of justice and brotherhood towards human beings. It also accepts the basic commitments of market economy, such as the right of ownership of enterprise and competitive surroundings. Therefore, this course will help to know Islamic teachings towards economy and finance.

4. Specific Objectives

To help the students to-

- identify the nature and subject-matter of Islamic economics;
- explain the merits and demerit of interest/usury;
- evaluate the significance of Islamic economics in human life;
- compare the economic systems of Socialism, Capitalism and Islam ;
- classesify wealth, income of state and Baitul Mal;

- f. identify the fiscal policy in Islam, budgeting and expenditure of the state.

5. Course Contents

- a. Definition, nature, subject-matter and significance of Islamic economics in human life; fundamental characteristics of Islamic economics; comparative discussion between capitalism and socialism;
- b. Riba: Definition; kinds of riba; indication of the Holy Quran and the Hadith regarding riba; its demerits-financial, spiritual, social and ethical;
- c. Wealth in Islam: concept of ownership in Islam, sources of production and production materials: natural sources; mineral sources; forest sources; oceanic sources and ownerless wealth;
- d. Income of State: Zakat; Sadaqah; Sadaqatul Fitr; Jizya; Usher; Kharaj; revenue; direct and indirect revenue; fiscal policy and budgeting. Baitul Mal: origin and development of baitul mal; economic safeguarding of the people with the wealth of baitul mal;
- e. Expenditure of the State: Expenditure system according to the Holy Quran; social safe guard for non-employments, labours, unable people; safe guarding the Muslims; salary fixation of public employment;
- f. Trade, Commerce, Planning and developments in Islam: Transferring system of goods; speculation business; international trading; joint trading; industrial policy in Islam.

6-7. Unit-wise Learning Outcomes (title, sub-title and number of classes per unit)

Unit-1	classes/contact hours: 05
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Learning Outcomes

At the end of this unit, students will be able to-

- identify Islamic economics, its nature and subject -matter
- evaluate the significance of Islamic economics in human life
- compare the economic systems of socialism, capitalism and Islam

Title and Sub title

Definition, nature, subject-matter and significance of Islamic economics in human life; fundamental characteristics of Islamic economics; comparative discussion between the Capitalism, Socialism and Islam

Unit-2	classes/contact hours: 05
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Learning Outcomes

At the end of this unit, students will be able to-

- explain Riba and its classifications
- explain the merits and demerits of interest/usury
- evaluate its demerits-financial, spiritual, social and ethical.

Title and Sub title

Riba: Definition; kinds of riba; indications in the Holy Quran and the Hadith regarding riba; Its demerits-financial, spiritual, social and ethical.

Unit-3	classes/contact hours: 05
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Learning Outcomes

At the end of this unit, students will be able to-

- describe the concept of ownership in Islam
- introduce wealth and its classification
- explain different natural sources
- describe ownerless wealth

Title and Sub title

Wealth in Islam: Concept of ownership in Islam, sources of production and production materials: natural sources; mineral sources; forest sources; oceanic sources a ownerless wealth.

Unit-4	classes/contact hours: 05
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Learning Outcomes

At the end of this unit, students will be able to-

- describe the heads of income of State and Baitul Mal
- distinguish between Zakat and Tax
- evaluate the significance of Zakat
- explain how to pay Zakat
- express various wealth of Baitul Mal
- analyze different moods of charity

Title and Sub title

Income of State: Zakat; Sadaqah; Sadaqatul Fitr; Jizya; Usher; Kharaj; revenue; direct and indirect revenue; fiscal policy and budgeting. Baitul Mal: origin and development of Baitul Mal; economic safeguarding of the people with the wealth of Baitul Mal.

Unit-5	classes/contact hours: 05
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Learning Outcomes

At the end of this unit, students will be able to-

- identify the fiscal policies in Islam
- explain budgeting and expenditure of the state
- analyze the Quranic verses on state expenditure
- describe the salary system of public employment

Title and Sub title

Expenditure of the State: Expenditure system according to the Holy Quran; social safe guard for non-employments, labours, unable people; safe guarding the Muslims; salary fixation of the public employment.

Unit-6	classes/contact hours: 05
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Learning Outcomes

At the end of this unit, students will be able to-

- identify Islamic trade and commerce
- clarify scope and area of business
- explain international trading
- describe joint trading policy in Islam
- express industrial policy in Islam

Title and Sub title

Trade, Commerce, Planning and developments in Islam: Transferring system of goods; speculation business; international trading; joint trading; industrial policy in Islam.

8. Instructional Strategies

(Learner-centered, Interactive, participatory and activity-based)

Lecture, discussion, question-answer, group work, pair work, demonstration, project, presentation, assignment, field work.

9. Assessment

- Formative: In-course exam / Mid-term exam (15 Marks) and Class test/ Class performance/presentation (05 Marks)
- Summative: Semester Final Written [Two short questions out of four ($2 \times 3 = 06$ Marks), two broad questions out of four ($2 \times 12 = 24$ Marks)] and oral tests

10. References

(Book prescribed / Books recommended)

1. M.A. Mannan. *Islamic Economics : Theory and Practice* Cambridge: The Islamic Academy. 1986
2. Imam Abu Yusuf, *Kitab al-Kharaj*
3. A.I. Qureshi, *Islam and the Theory of Interest*
4. A Ben Shemesh, *Taxation in Islam*
5. M. Arif, *Monetary and Fiscal Economics of Islam*
6. Abdul Hakim, *Islam and Communism*
7. Muzaffar Hussain, *Motivation for Economic Achievement in Islam*
8. M. Raihan Sharif, *Guidelines of Islamic Economics* (Nature, Concepts and principles.)
9. Mohammad Taher, *Studies in Islamic Economics*, New Delhi-1997.
10. Syed Abdul Sattar Al-Harran, *Islamic Finance* (Partnership Financing), Malaysia: Pelanduk Pub.
11. Allama Yousuf al-Qardawi, *Economic Security in Islam*
12. S.A. Siddique, *Public Finance in Islam*, Delhi.
13. Islamic Economics Research Bureau (IERB), *Text Book on Islamic Banking*, Chief Editor, M. Kabir Hossain, Ph.D, 2003
14. Islamic Economics Research Bureau (IERB), *Some Aspects of Islamic Insurance*, 1991
15. Dr. Nezatullah Siddique, *Banking Without Interest*
16. Kazi Shafiqur Rahman, *General Credit and International Trade Import and Export Financing*
17. এম, উমর চাপরা, *ইসলাম ও অর্থনৈতিক চ্যালেঞ্জ*।
18. মাওলানা মুহাম্মদ আবদুর রহীম, *ইসলামের অর্থনীতি*, ঢাকা: খায়রুন প্রকাশনী, ১৯৭৭
19. ড. এম. এ. মান্নান, *ইসলামী অর্থনীতি: তত্ত্ব ও প্রয়োগ*, ঢাকা: ইসলামিক ইকনমিক্স রিসার্চ ব্যুরো, ১৯৮৩
20. শামসুল আলম, *ইসলামী অর্থনীতির রূপরেখা*।
21. মুফতী মুহাম্মদ শফী, *ইসলামে ভূমি ব্যবস্থা*।
22. শাহ মুহাম্মদ হাবিবুর রহমান, *ইসলামী অর্থনীতি: নির্বাচিত প্রবন্ধ*, রাজশাহী: দি রাজশাহী স্টুডেন্ট ওয়েলফেয়ার ফাউন্ডেশন, ১৯৯৬
23. মাওলানা মোঃ ফজলুর রহমান আশরাফী, *ইসলামে ব্যবসা বাণিজ্য ও ব্যাংকিং এর রূপরেখা*, পরিবেশনায় কাটাবন বুক কর্পোর, ঢাকা: ১৯৯৭
24. আল্লামা ইউসুফ আল-কারযাভী, *ইসলামের যাকাত বিধান*, ঢাকা: ইসলামিক ফাউন্ডেশন বাংলাদেশ, ১৯৯১
25. ইসলামিক ফাউন্ডেশন বাংলাদেশ, *আল-কুরআনে অর্থনীতি*।
26. অধ্যাপক ড. মোঃ মাসুদ আলম, *ইসলামের বাণিজ্যনীতি* : প্রেক্ষাপট বাংলাদেশ, (অপ্রকাশিত পিএইচ.ডি থিসিস-২০১০), কেন্দ্রীয় লাইব্রেরী, ঢাকা বিশ্ববিদ্যালয়
27. অধ্যাপক মোঃ আবু তাহের, *ইসলামের অর্থনৈতিক ইতিহাস ও ব্যাংকিং*

Part-B : Banking and Insurance in Islam

1. Course Number: BIS 105 (Part-B)

Course Title : Banking and Insurance in Islam

2. Credit Hours : 2 Credit hours (30 contact/classes hours)

3. Introduction to the Course

Islamic Economics and Banking is a very important subject for humankind, especially for the Muslims. Interest is prohibited in Islam because it exploits economy. Trading is legal in Islamic economic system. This course will highlight Islamic Banking System as well as Islamic Insurance. Students will be able to know about Islamic Banking and Insurance and they will be capable to defend the Islamic stance against interest.

4. Specific Objectives

To help the students to-

- a. define Islamic Banking and Conventional Banking;
- b. describe origin and development of Islamic Banking;
- c. explain merits and demerits of interest/usury ;
- d. evaluate the necessity of Islamic Banking in Bangladesh;
- e. distinguish between Islamic Banking and Conventional Banking;
- f. explain different modes of Investments of Islamic Banking;
- g. analyze the Qur'anic verses towards interest ;
- h. describe Foreign Exchange and Foreign Trade;
- i. clarify Islamic Insurance /Takaful.

5. Course Contents

- a. Banking: Definition of Banking - Conventional and Islamic; Origin and Development of Islamic Banking; Difference between Islamic and Conventional Banking systems; Activities of Islamic Banking; Economic stability and Islamic Banking;
- b. Interest: History of Interest; Definition and Classification of interest; Difference between Interest and Profit; Concept of Interest in the light of the Quran and the Sunnah;
- c. Investment: Difference between loan and investment; Definitions of Bai-Murabaha, Muajjal, Salam, Istisna`, their types, rules and applications; Mudaraba and Musharaka, their types, rules and applications; Ijarah: meaning, classification and application of Ijarah; Ijarah bil Bai Tahta Shirkatil Melk; Qard al Hasan: definition and its application;
- d. Foreign Exchange and Foreign Trade: Local and International regulations for foreign exchange;
- e. Letter of Credit/Investment: Definition and classification;

- f. Insurance/Takaful: Meaning and principles; Origin and development; Importance of Insurance in an Islamic framework; Types of Insurance; Distinguishing features between Conventional and Islamic Insurance.

6-7. Unit-wise Learning Outcomes (title, sub-title and number of classes per unit)

Unit-1	classes/contact hours: 05
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Learning Outcomes

At the end of this unit, students will be able to-

- define Islamic Banking and conventional Banking
- describe the origin and development of Islamic Banking
- evaluate the necessity of Islamic Banking in Bangladesh
- distinguish between Islamic Banking and conventional Banking

Title and Sub title

Banking: Definition of Banking - Conventional and Islamic; Origin and Development of Islamic Banking; Difference between Islamic and Conventional Banking systems; Activities of Islamic Banking; Economic stability and Islamic Banking.

Unit-2	classes/contact hours: 04
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Learning Outcomes

At the end of this unit, students will be able to-

- describe the history of interest
- explain the merits and demerits of interest/usury
- analyze the Qur'anic verses and the Hadith on restriction of interest
- distinguish between Interest and profit

Title and Sub title

Interest: History of Interest; Definition and Classification of interest; Difference between Interest and Profit; Concept of Interest in the light of the Quran and the Sunnah.

Unit-3	classes/contact hours: 10
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Learning Outcomes

At the end of this unit, students will be able to-

- distinguish between loan and investment
- explain different modes of investments of Islamic Banking

- describe application of different modes of investment
- classesify between Bai-Murabaha and Bai-Muajjal
- clarify Bai-Salam and Bai-Istisna`
- compare between Mudaraba and Musharaka
- explain Ijarah and Quard al Hasan

Title and Sub title

Investment: Difference between loan and investment; Definitions of Bai-Murabaha, Muajjal, Salam, Istisna`, their types, rules and applications; Mudaraba and Musharaka, their types, rules and applications; Ijarah: meaning, classesification and application of Ijarah; Ijarah bil Bai Tahta Shirkatil Melk; Quard al Hasan: definition and its application.

Unit-4	classes/contact hours: 03
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Learning Outcomes

At the end of this unit, students will be able to-

- describe import and export system
- express foreign exchange and foreign trade
- identify rules and regulations for foreign trade

Title and Sub title

Foreign Exchange and Foreign Trade: Local and International regulations for foreign exchange

Unit-5	classes/contact hours: 02
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Learning Outcomes

At the end of this unit, students will be able to-

- describe Letter of Credit/Investment
- classesify Letter of Credit/Investment
- compare Conventional L/C and Islamic L/I

Title and Sub title

Letter of Credit/Investment: Definition and classesification.

Unit-6	classes/contact hours: 06
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Learning Outcomes

At the end of this unit, students will be able to-

- define Islamic Insurance/Takaful

- describe the origin and development of Insurance
- classify Insurance system in Islam
- distinguish between Conventional Insurance and Islamic Insurance.

Title and Sub title

Insurance/Takaful: Meaning and principles; Origin and development; Importance of Insurance in an Islamic framework; Types of Insurance; Distinguishing features between Conventional and Islamic Insurance.

8. Instructional Strategies

(Learner-centered, Interactive, participatory and activity-based)

Lecture, discussion, question-answer, group work, pair work, demonstration, project, presentation, assignment, field work.

9. Assessment

- Formative: In-course exam / Mid-term exam (15 Marks) and Class test/ Class performance/presentation (05 Marks)
- Summative: Semester Final Written [Two short questions out of four ($2 \times 3 = 06$ Marks), two broad questions out of four ($2 \times 12 = 24$ Marks)] and oral tests

10. References

(Book prescribed / Books recommended)

1. M.A. Mannan. *Islamic Economics : Theory and Practice*, Cambridge: The Islamic Academy. 1986
2. Imam Abu Yusuf, *Kitab al-Kharaj*
3. A.I. Qureshi, *Islam and the Theory of Interest*
4. A Ben Shemesh, *Taxation in Islam*
5. Muhammad Muslehuddin, *Insurance and Islamic Law*
6. Islamic Economics Research Bureau (IERB), *Text Book on Islamic Banking*, Chief Editor, M. Kabir Hossain, Ph.D, 2003
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9. Islamic Economics Research Bureau (IERB), *Islamic Banking and Insurance*.
10. Dr. Nezatullah Siddique, *Banking Without Interest*
11. Md. Haider Ali Miah, *A Hand Book of Islamic Bank and Foreign Exchange Operation*, Dhaka: Book Mart, Govt. New Market, 2000
12. Shahid Hasan Siddiqui, *Islamic Banking*

13. Kazi Md. Mortuza Ali, *Introduction to Islamic Insurance*, Dhaka: Islamic Foundation Bangladesh, 2006
14. IBBL, *Islamic Banking and Insurance*
15. Kazi Md. Shaliqur Rahman, *General Banking Practice and Law of Banking*
16. Kazi Shafiqur Rahman, *General Credit and International Trade Import and Export Financing*
17. মুফতী মুহাম্মাদ তাকী উসমানী, *ইসলামী ব্যাংকিং ও অর্থায়ন পদ্ধতি*, মাকতাবাতুল আশরাফ, ঢাকা: ২০০৫
18. আব্দুর রকীব, শেখ মোহাম্মদ, *ইসলামী ব্যাংকিং তত্ত্ব: প্রয়োগ পদ্ধতি*, ঢাকা: আল-আমীন প্রকাশন, ২০০৪
19. এ.এ.এস. হাবীবুর রহমান, *ইসলামী ব্যাংকিং*, ঢাকা: প্রফেসর বুক কর্পোরেশন, মগবাজার, ২০০১
20. অধ্যাপক মুহাম্মদ শরিফ হুসাইন, *ইসলামী ব্যাংকিং, একটি উন্নততর ব্যাংক ব্যবস্থা*, ঢাকা: জনসংযোগ বিভাগ, আইবিবিএল, ১৯৯৬
21. ইসলামী ব্যাংক বাংলাদেশ লি., *ইসলামী ব্যাংক কি ও কেন?*
22. মুহাম্মদ শামসুদ্দোহা, *ইসলামী ব্যাংকিং সম্পর্কে বহুল প্রচলিত ভুল ধারণা*, ঢাকা: ইন্টিগ্রেটেড এডুকেশন এন্ড রিসার্চ ফাউন্ডেশন, ২০০৪
23. মুহাম্মদ মুবারক হুসাইন, *ইসলামী ব্যাংকিং: নীতিমালা ও প্রয়োগ*, ঢাকা: আধুনিক প্রকাশনী, ১৯৭৯
24. ইকবাল কবীর মোহন, *ব্যাংক, ব্যাংকার, ব্যাংকিং*, ঢাকা: সপ্তদশ প্রকাশনী, ১৯৯৯
25. এ. জেড. এম. শামসুল আলম, *ইসলামী ইনসুরেন্স-তাকাফুল*, ঢাকা: নার্গিস মুনিয়া, ৫৭, উত্তর গোড়ান, ১৯৯৭
26. মোহাম্মদ আবদুল মান্নান, *ইসলামী ব্যাংক ব্যবস্থা*, ঢাকা: সেন্ট্রাল শরী'আহ বোর্ড ফর ইসলামিক ব্যাংকস অব বাংলাদেশ, ২০০৮
27. কাজী ওমর ফারুক, *ইসলামী ব্যাংকিং পূর্বশর্ত ইসলামী ব্যক্তিত্ব*, ঢাকা: আহসান পাবলিকেশন্স, কাটাবন, ২০০৬
28. এম, উমর চাপরা, *ইসলাম ও অর্থনৈতিক চ্যালেঞ্জ*।
29. ড. এম. এ. মান্নান, *ইসলামী অর্থনীতি: তত্ত্ব ও প্রয়োগ*, ঢাকা: ইসলামিক ইকনমিক্স রিসার্চ ব্যুরো, ১৯৮৩
30. আল্লামা ইউসুফ আল-কারযাভী, *ইসলামের যাকাত বিধান*, ঢাকা: ইসলামিক ফাউন্ডেশন বাংলাদেশ, ১৯৯১
31. অধ্যাপক ড. মোঃ মাসুদ আলম, *ইসলামের বাণিজ্যনীতি : প্রেক্ষাপট বাংলাদেশ, (অপ্রকাশিত পিএইচ.ডি থিসিস-২০১০)*, কেন্দ্রীয় লাইব্রেরী, ঢাকা বিশ্ববিদ্যালয়
32. অধ্যাপক মোঃ আবু তাহের, *ইসলামের অর্থনৈতিক ইতিহাস ও ব্যাংকিং*
33. অধ্যাপক ড. হাফিজ মুজতাবা রিজা আহমাদ, *দারিদ্র বিমোচনে বাংলাদেশের ইসলামী ব্যাংকগুলোর ক্ষুদ্র অর্থায়ন ব্যবস্থা (অপ্রকাশিত পিএইচ.ডি. থিসিস-২০১১)*, কেন্দ্রীয় লাইব্রেরী, ঢাকা বিশ্ববিদ্যালয়।
34. *ইসলামী ব্যাংকিং : জিজ্ঞাসা ও জবাব*, জনসংযোগ বিভাগ, ইসলামী ব্যাংক বাংলাদেশ লিমিটেড ২০১৫
35. *ইসলামী ব্যাংকের বিনিয়োগ পদ্ধতি : শরী'আহর নীতিমালা*, জনসংযোগ বিভাগ, ইসলামী ব্যাংক বাংলাদেশ লিমিটেড ২০১১
36. *ইসলামী জীবনবীমা বর্তমান প্রেক্ষিত*, কাজী মোঃ মোরতুজা আলী, বাংলাদেশ ইনস্টিটিউট অব ইসলামিক থট, ২০০৬

Course Number	:	BIS 106
Course Title	:	English <ul style="list-style-type: none"> • Part-A: Grammar and Reading Comprehension • Part-B: Composition, Long Composition and Amplification of Ideas
Total Marks	:	100
Total Credit Hours	:	4
Total Classes/ Contact hours	:	60 (Per Class 60 minutes)

Part-A : Grammar and Reading Comprehension

1. Course Number: BIS 106 (Part-A)

Course Title: Grammar and Reading Comprehension

2. Credit Hours: 2, Classes/Contact hours: 30

3. Introduction to the Course

This course is designed to enable students to improve their English language skills by engaging in pair work, group work, class discussion etc in English. Students will also gain greater confidence in using English as a foreign language. This course will put equal emphasis on enhancing the speaking, reading, writing and listening skills in students.

4. Specific Objectives

To help the students to-

- read and respond to different types of texts;
- use reading strategies effectively;
- write correct English;
- ask and answer questions with confidence ;
- understand classes lectures, interact and take part in discussion;
- take notes effectively and

- g. identify errors in this own as well as their peers' writings.

5. Course Contents

- a. Verb: (i) Rules of right form of verb; (ii) subject verb agreement; (iii) modal auxiliaries and (iv) articles;
- b. Preposition: (i) prepositions with nouns; (ii) prepositions with adjective and participles; and (iii) preposition verbs;
- c. Voice Change: (i) assertive, (ii) imperative, (iii) interrogative, (iv) negative sentences and (v) quasi-passive voice;
- d. Correction: (i) correction of isolated sentences; (ii) corrections of errors in composition and (iii) idioms and phrases;
- e. Reading Comprehension: (i) effective reading; (iii) types of reading; (iii) reading strategies; (iv) critical reading; and (v) question-answer from texts.

6-7. Unit-wise Learning Outcomes (title, sub-title and number of classes per unit)

Unit-1	classes/contact hours: 06
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Learning Outcomes

At the end of this unit, students will be able to-

- use the right forms of verbs
- write correct sentences by following the rules of subject-verb agreement
- use articles and modal auxiliaries effectively.

Title and Sub title

Verb: (i) Rules of right form of verbs; (ii) subject-verb agreement; (iii) modal auxiliaries and (iv) articles.

Unit-2	classes/contact hours: 04
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Learning Outcomes

At the end of this unit, students will be able to-

- use prepositions with nouns, verbs, adjectives and participles accurately and appropriately.

Title and Sub title

Preposition: (i) prepositions with nouns; (ii) prepositions with adjectives and participles; and (iii) phrasal verbs.

Unit-3	classes/contact hours: 06
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Learning Outcomes

At the end of this unit, students will be able to-

- change the voice of verbs in different forms in different types of sentences.

Title and Sub title

Voice Change: (i) assertive, (ii) imperative, (iii) interrogative, (iv) negative sentences; and (v) quasi-passive voice.

Unit-4	classes/contact hours: 06
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Learning Outcomes

At the end of this unit, students will be able to-

- identify errors and mistakes in their own as well as their peers' writing
- avoid common errors in writing
- edit texts written in English
- use English idioms and phrases appropriately.

Title and Sub title

Correction: (i) correction of isolated sentences; (ii) corrections of errors in composition and (iii) idioms and phrases.

Unit-5	classes/contact hours: 08
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Learning Outcomes

At the end of this unit, students will be able to-

- employ different reading strategies to understand different types of texts
- engage in critical reading
- carry out activities based on reading comprehension purposes.

Title and Sub title

Reading Comprehension: (i) effective reading; (ii) types of reading; (iii) reading strategies; (iv) critical reading and (v) question-answer from texts.

8. Instructional Strategies

(Learner-centered, Interactive, participatory and activity-based)

Lecture, discussion, question-answer, group work, pair work, demonstration, project, presentation, assignment, field work.

9. Assessment

- Formative: In-course exam / Mid-term exam (15 Marks) and Class test/ Class performance/presentation (05 Marks)
- Summative: Semester Final Written [Two short questions out of four ($2 \times 3 = 06$ Marks), two broad questions out of four ($2 \times 12 = 24$ Marks)] and oral tests

10. References

(Book prescribed / Books recommended)

1. Alam, Zerin *et al.* *Advancing Language Skills*. Dhaka: Department of English, University of Dhaka, 2006.
2. Mosback, G and Mosback, V. *Faster Reading*. Cambridge: Cambridge University Press, 1975.
3. Murphy, Raymond. *Intermediate English Grammar*. Cambridge: Cambridge University Press, 1994.
4. Soars, Liz and Soars, John. *Intermediate New Headway English Course*. Oxford: Oxford University Press, 2001.
5. Swan, Michael. *Practical English Usage*. Oxford: Oxford University Press, 2005.
6. Wren and Martin. *High School Grammar*. Delhi: S. Chand & Company Ltd, 2001.
7. Murphy, Raymond. *Intermediate English Grammar*. Cambridge: Cambridge University Press, 1994.

Part-B : Composition, Long Composition and Amplification of Ideas

1. Course Number: BIS 106 (Part-B)

Course Title: Composition, Long Composition and Amplification of Ideas

2. Credit Hours: 2, Classes/Contact hours : 30

3. Introduction to the Course

This course is designed to enable students to improve their English language skills, engaging in pair work, group work, class discussion, etc in English. Students will also gain greater confidence in using English as a foreign language. This course will put equal emphasis on enhancing the speaking, reading, writing and listening skills in students.

4. Specific Objectives

To help the students to-

- a. write paragraphs, personal and business letters, essays, amplification, summary, dialogues, resume/ CV effectively;
- b. engage in brainstorming and generating ideas, take notes, and organize the ideas for writing a coherent text; and
- c. use different cohesive devices in their writing.

5. Course Contents

Paragraphs, letter writing, précis/ summary writing, dialogues, resume/ CV, essays and amplification.

6-7. Unit-wise Learning Outcomes (title, sub-title and number of classes per unit)

Unit-1	classes/contact hours: 07
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Learning Outcomes

At the end of this unit, students will be able to-

- write different types of paragraphs effectively
- use transitional words to ensure cohesion in the paragraphs
- identify and write topic sentences and supporting details in a paragraph.

Title and Sub title

Paragraph writing

Unit-2	classes/contact hours: 05
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Learning Outcomes

At the end of this unit, students will be able to-

- write different types of personal as well as business letters effectively.

Title and Sub title

Letter writing (Job applications, memos, complaint letters etc.)

Unit-3	classes/contact hours: 05
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Learning Outcomes

At the end of this unit, students will be able to-

- summarize a given text
- write and carry out dialogues based on different situations in real life
- write their own resume/ CVs correctly.

Title and Sub title

Précis/ summary writing, dialogues, resume/ CV

Unit-4	classes/contact hours: 10
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Learning Outcomes

At the end of this unit, students will be able to-

- engage in brainstorming and generating ideas, take notes and organize ideas
- write effective essays on different topics by following specific structures
- use transitional words/ phrases to ensure cohesion in their writing
- write effective thesis statements, topic sentences, and concluding paragraphs for academic essays

Title and Sub title

Essay writing (description and narration, cause and effect, comparison and contrast, argumentation)

Unit-5	classes/contact hours: 03
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Learning Outcomes

At the end of this unit, students will be able to-

- write texts elaborating on a given concept or idea in the form of an amplification

- use cohesive devices in their writing

Title and Sub title

Writing amplifications

8. Instructional Strategies

(Learner-centered, Interactive, participatory and activity-based)

Lecture, discussion, question-answer, group work, pair work, demonstration, project, presentation, assignment, field work.

9. Assessment

- Formative: In-course exam / Mid-term exam (15 Marks) and Class test/ Class performance/presentation (05 Marks)
- Summative: Semester Final Written [Two short questions out of four ($2 \times 3 = 06$ Marks), two broad questions out of four ($2 \times 12 = 24$ Marks)] and oral tests

10. References

(Book prescribed / Books recommended)

1. Alam, Zerín *et al.* *Advancing Language Skills*. Dhaka: Department of English, University of Dhaka, 2006.
2. Ashley, A. *Oxford Handbook of Commercial Correspondence*. Oxford, Oxford University Press, 2004.
3. Langan, John. *College Writing Skills with Readings*. New York: McGraw Hill Higher Education, 2005.
4. Soars, Liz and Soars, John. *Intermediate New Headway English Course*. Oxford: Oxford University Press, 2001.

Course Number	:	BIS 201
Course Title	:	Quranic Studies <ul style="list-style-type: none"> • Part-A: Surah al-Ambiya and Surah al-Qasas • Part-B: Surah al-Nur, al-Fath and al-Hujurat
Total Marks	:	100
Total Credit Hours	:	4
Total Classes/ Contact hours	:	60 (Per Class 60 minutes)

Part-A : Surah al-Ambiya and Surah al-Qasas

1. Course Number: BIS 201 (Part-A)

Course Title: Surah al-Ambiya and Surah al-Qasas

2. Credit Hours: 2, Classes/Contact hours : 30

3. Introduction to the Course

This two Surahs (Surah al-Ambiya and Surah al-Qasas) will introduce the students to the stories of different Prophets (A) during their life time. The infinite power of Allah is described in these two Surah. The perennial clash between truth and falsehood has been manifested in these two Surah. This course demonstrates different incidents, the majestic power of Allah, His grace and Niamats bestowed on the prophet Ibrahim (A), Musa (A) Ilyas (A), Lut (A), Zakaria (A), Yahia (A), Dawood (A), Sulaiman (A), Marium (A) and Muhammad (sm) and the ultimate end of the falsehood.

4. Specific Objectives

To help the students to-

- a. discuss the stories of Musa (A) and Firaun;
- b. justify the Mujaja of Musa (A) and the importance of the true path adopted by Musa (A);
- c. differentiate between the path of Allah and the path of Kafir adopted by the tyrant and transgressed rulers of the world;

- d. evaluate some science-related verses on the Big-bang and the creation of life;
- e. recall the nature of human beings and the messengers (Rasul);
- f. summarize the nature of Angels;
- g. point out the idolaters' ridiculous comment on and mockery against the prophets (A);
- h. review the blessings and Niamats bestowed on Prophet Muhammad (sm), Ibrahim (A), Musa (A) and other Prophets;
- i. show the signs of Qiamat.

5. Course Contents

- a. Surah al-Ambiya : The virtue of Surah al-Ambia and it's Shan-e-Nujul and Nomenclature;
- b. Surah al-Ambiya: Subject matter, main theme and the false idea of the then Arabs about the Rasul (sm) ;
- c. Reputation of false Gods and nature of Angels;
- d. Mockery of the idolaters to the Prophets (sm) ;
- e. The sacrifice and test of Iman of Hazrat Ibrahim (A);
- f. The signs of Nuh (A), Dawood (A) and Sulaiman (A);
- g. Signs of Qiamat;
- h. The virtue of Surah Al Qasas and it's Shan-e-Nujul, Nomenclature and main theme;
- i. The rule of Firawon and the birth history of Musa (A);
- j. The Arrogance of Firawon and his ultimate destiny.

6-7. Unit-wise Learning Outcomes (title, sub-title and number of classes per unit)

Unit-1	classes/contact hours: 03
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Learning Outcomes

At the end of this unit, students will be able to-

- explain the reasons for the revelation of Surah al-ambiya
- explain the reason for Nomenclature
- describe the virtues / feature of Surah al Ambiya
- identify the time of revelation of surah al Ambiya

Title and Sub title

Surah al-Ambiya: The virtue of Surah al-Ambia and its Shan-e-Nujul and Nomenclature

Unit-2	classes/contact hours: 04
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Learning Outcomes

At the end of this unit, students will be able to-

- discuss the subject matter
- demonstrate the main theme of the surah
- explain the false idea of the people of the then Arab
- carry out the way of inviting the people by the prophets

Title and Sub title

Surah al-Ambiya: Subject matter, main theme and the false idea of the then Arabs about the Rasul (sm) (Selected by among men)

Unit-3	classes/contact hours: 04
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Learning Outcomes

At the end of this unit, students will be able to-

- identify the nature and feature of false Gods
- describe the work of angels
- relate the relation between Allah and angels

Title and Sub title

Reputation of false Gods and nature of Angels

Unit-4	classes/contact hours: 05
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Learning Outcomes

At the end of this unit, students will be able to-

- describe the nature of the idolaters
- evaluate the idolaters' comments on the Prophets (A)
- discuss the great sacrifice of Ibrahim (a)
- operate themselves with the real test of Iman

Title and Sub title

Mockery of the idolaters to the Prophets (sm), The sacrifice and test of Iman of Hazrat Ibrahim (A).

Unit-5	classes/contact hours: 05
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Learning Outcomes

At the end of this unit, students will be able to-

- identify the Mujeja and nature of the signs exposed by Nuh (A)

- illustrate the way of invitation of Dawood(a) and his power of giving judgement.
- discuss the Mujija of Sulaiman(a) and his kingdom
- rewrite the signs of Hour(qiamat)

Title and Sub title

The signs of Nuh (A), Dawood (A) and Sulaiman (A). signs of Hour (Qiamat)

Unit-6	classes/contact hours: 04
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Learning Outcomes

At the end of this unit, students will be able to-

- describe the subject matter of Surah Al qasas
- assemble the main theme of the Surah
- illustrate the reason for Nomenclature

Title and Sub title

The virtue of Surah Al Qasas and its Shan-e-Nujul, Nomenclature and main theme

Unit-7	classes/contact hours: 05
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Learning Outcomes

At the end of this unit, students will be able to-

- review the administrative ordains of Firawon and his kingdom
- introduce with the boastful nature and Firawon's inhuman and cruel nature
- relate the miraculous power of Musa (A) and Allah's help
- summarize the ultimate fate of a boastful man (Firawon)

Title and Sub title

The rule of Firawon and the birth history of Musa (A), The arrogance, Firawon and his ultimate destiny.

8. Instructional Strategies

(Learner-centered, Interactive, participatory and activity-based)

Lecture, discussion, question-answer, group work, pair work, demonstration, project, presentation, assignment, field work.

9. Assessment

- Formative: In-course exam / Mid-term exam (15 Marks) and Class test/ Class performance/presentation (05 Marks)
- Summative: Semester Final Written [Two short questions out of four ($2 \times 3 = 06$ Marks), two broad questions out of four ($2 \times 12 = 24$ Marks)] and oral tests

10. References

Book prescribed :

- Al-Quran

Books recommended :

1. *The Holy Quran*
2. Abdullah Yusuf Ali, *The Glorious Quran*
3. Sayyid Sulaiman Nadwi, *Tarikh Arb al-Quran*
4. Abd al-Rashid Numani, *Lugat al-Quran*
5. হেফযুর রহমান, *কাসাসুল কুরআন*, ঢাকা: আশরাফিয়া লাইব্রেরি, চকবাজার
6. মুফতি মুহাম্মদ শফি, *তাব্বীয়ে মাআরেফুল কুরআন*, ঢাকা : ইসলামিক ফাউন্ডেশন
7. কাযী সানাউল্লাহ পানিপথি, *তাব্বীয়ে মাযহারী* (অনূদিত), ঢাকা : ইসলামিক ফাউন্ডেশন
8. মাওলানা মোহাম্মদ আমিনুল ইসলাম, *তাব্বীয়ে নূরুল কুরআন*, ঢাকা: আলবালাগ পাবলিকেশনস
9. বিধিবদ্ধ ইসলামিক আইন, ঢাকা : ইসলামিক ফাউন্ডেশন
10. ড. আহমাদ আলী, *ইসলামে শান্তি আইন*, ঢাকা: ইসলামিক সেন্টার

Part-B : Surah al-Nur, al-Fath and al-Hujurat

1. Course Number: BIS 201 (Part-B)

Course Title: Surah al-Nur, al-Fath and al-Hujurat

2. Credit Hours: 2, Classes/Contact hours: 30

3. Introduction to the Course

The Qur'an is eternally contemporary of Muslims. Each generation of Muslims has found new sources of strength, courage and inspiration in it. It is also, for them, a "compass" in the turbulent voyage of life. This course is an attempt to familiarise the students with the teachings and essential rulings of the holy Quran.

4. Specific Objectives

To help the students to-

- a. know the social and religious disciplines;
- b. know the social curtesy and manners;
- c. apply the teachings of the verses in their social and practical life.

5. Course Contents

- a. Introduction to the Holy Quran and the modality of its revelation;
- b. Acquaintance of Surah al-Nur. Translation, explanation, signification and implication of the verses of the selected (al- Nur, al-Fath and al-Hujurat) Surah in human life;
- c. Social and political condition at the time of revelation of the Surah, Importance of social injunctions contained in the surah;
- d. Hudud and its legal and social significance;
- e. Punishment of adultery and Qazaf and its procedure of execution;
- f. The history of Ifk. The provision of Lian and entering the house of others;
- g. The rules of Hijab and its necessity and significance;
- h. The back ground and conditions of the treaty of Hudaibiya, the historical event of Bait al Redwan and its importance;
- i. The conquest of Makkah and Khaiber without bloodshed;
- j. The character of Sahaba in the light of surah al- Fath;
- k. The social rules stated in Surah al-Hujurat;
- l. Meaning of Geebah (Backbiting) and its harmful consequences in the light of the Quran and the Hadith;
- m. The way of settlement between quarrelling two Muslim groups;
- n. Muslim brotherhood in accordance with the Quran;
- o. Definition of Iman and the relation between Iman and Islam etc.

6-7. Unit-wise Learning Outcomes (title, sub-title and number of classes per unit)

Unit-1	classes/contact hours: 12
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Learning Outcomes

At the end of this unit, students will be able to-

- define al-Quran and describe the modality of its revelation
- narrate the acquaintance of Surah al-Nur
- translate surah al-Nur
- explain important verses of Surah al-Nur
- describe the Asbab al- Nujul of Surah al-Nur
- narrate the reason for naming the Surah
- describe the punishment of adultery
- define al-Qazaf and Lian along with their punishment and provisions respectively
- describe the event of Ifk and its significance
- narrate the rulings of Islam to enter into other houses and apply it in their life
- describe the necessity of seeking permission to enter into the house of other and even into the house of parents.
- describe the custom of Hijab and its necessity and significance.
- compare Hijab with modern culture
- analyze the rules of marriage and necessity of marriage
- describe the Adab al- Masjid
- identify the real Mumin with their signs stated in the Surah.

Title and Sub title

Surah al- Nur

Unit-2	classes/contact hours: 10
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Learning Outcomes

At the end of this unit, students will be able to-

- translate Surah al-Fath
- explain some important verses of Surah al- Fath
- describe the Asbab al-Nujul of Surah al-Fath
- narrate the reason for naming the Surah al-Fath
- analyze the background of the treaty of Hudaibiya
- describe the conditions of the treaty of Hudaibiya
- explain the importance of this treaty
- express the back ground of Bait al-Redwan
- narrate the conquest of Khaiber and Makka

- identify the characteristics of Sahabah in the light of the Quran.

Title and Sub title

Surah al-Fath

Unit-3	classes/contact hours: 08
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Learning Outcomes

At the end of this unit, students will be able to-

- describe Asbab al- Nujul of Surah al-Hujurat
- narrate the reason for naming the Surah al-Hujurat
- translate Surah al-Hujurat
- explain some important verses of Surah al-Hujurat
- explain some social injunctions contained in this surah
- define Gibah (backbiting) and describe its consequences in the light of the Quran and hadith
- describe the social rules stated in surah al-Hujurat
- describe the way of settlement of quarrel between the two Muslim groups
- explain Muslim brotherhood in accordance with to the Quran
- define Iman and Islam and show the relationship between them.
- describe the importance of accepting Iman.

Title and Sub title

Surah al-Hujurat

8. Instructional Strategies

(Learner-centered, Interactive, participatory and activity-based)

Lecture, discussion, question-answer, group work, pair work, demonstration, project, presentation, assignment, field work.

9. Assessment

- Formative: In-course exam / Mid-term exam (15 Marks) and Class test/ Class performance/presentation (05 Marks)
- Summative: Semester Final Written [Two short questions out of four ($2 \times 3 = 06$ Marks), two broad questions out of four ($2 \times 12 = 24$ Marks)] and oral tests

10. References

(Book prescribed / Books recommended)

See Part-A

Course Number	:	BIS 202
Course Title	:	Social System, Family Welfare and Aesthetics in Islam <ul style="list-style-type: none"> • Part-A: Social System and Family Welfare in Islam • Part-B: Aesthetics in Islam
Total Marks	:	100
Total Credit Hours	:	4
Total Classes/ Contact hours	:	60 (Per Class 60 minutes)

Part-A : Social System and Family Welfare in Islam

1. Course Number: BIS 202 (Part-A)

Course Title: Social System and Family Welfare in Islam

2. Credit Hours: 2, Classes/Contact hours: 30

3. Introduction to the Course

Man is a social being and every Muslim is a member of one family. Islam provides its teaching for family relations. Rights and duties of parents and children and status of women in Islam are also stipulated in Islam. This course will help the students to know Islamic social system and family welfare.

4. Specific Objectives

To help the students to-

- a. describe the definition of society and social system;
- b. explain Islamic solution of contemporary social crises;
- c. analyze the Qur'anic verses and Hadith regarding family and marriage;
- d. compare the Islamic contemporary society ;
- e. determine parents' and children' rights and duties;
- f. prove the status of women in Islam;
- g. clarify the modern problem of population growth and its Islamic solution;
- h. relate Islamic concept of Azl and the modern concept of family planning;
- i. describe the concept of prevention of Aids in the light of Islam .

5. Course Contents

- a. Basic concept of Social System and Family Welfare: Definition of society and social system; characteristics of Islamic and contemporary society; Islamic solution to contemporary social crises. A definitive study of some verses of the Quran, Hadiths and the Sunnah towards the foundation of social system and family welfare;
- b. Social Institutions: Family: Meaning, aims and objective in the light of the Quran and the Sunnah; Types, functions and features, Marriage: Types and functions;
- c. Husband and Wife: Their role, relationships, rights and duties;
- d. Parents and Children: Their relationships, rights and duties; right of children in the family in relation to analytical study of the Charter of the Children Rights of the United Nations Organization;
- e. The Status of women in Islam: Concept of equality in Islam; Concept of rights and position of women in Islam; Family as in institution of moral, cultural and religious teachings for the children;
- f. Population in Islam: Modern problem of population growth and its Islamic solution; Islamic concept of Azl and modern concept of family planning; concept of Islam about cloning;
- g. AIDS: Concept of prevention of AIDS in the light of Islam.

6-7. Unit-wise Learning Outcomes (title, sub-title and number of classes per unit)

Unit-1	classes/contact hours: 07
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Learning Outcomes

At the end of this unit, students will be able to-

- describe definition of society and social system
- explain Islamic solution of the contemporary social crisis
- analyze the Qur'anic verses and Hadith towards the foundation of social system and family welfare
- compare the Islamic Contemporary society

Title and Sub title

Basic concept of Social System and Family Welfare: Definition of society and social system; characteristics of Islamic and contemporary society; Islamic solution of the contemporary social crises. A definitive study of some verses of the Quran, Hadiths and the Sunnah towards the foundation of social system and family welfare.

Unit-2	classes/contact hours: 05
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Learning Outcomes

At the end of this unit, students will be able to-

- describe meaning, aims and objective of family
- identify types of marriage and its functions
- analyze the Qur'anic verses and Hadithes towards family and marriage
- determine role, relationships, rights and duties of husband and wife.

Title and Sub title

Social Institutions: Family: Meaning, aims and objective in the light of the Quran and the Sunnah. Types, functions and features, Marriage: Types and functions. Husband and Wife: their role, relationships, rights and duties.

Unit-3	classes/contact hours: 05
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Learning Outcomes

At the end of this unit, students will be able to-

- describe parents and children's relationships
- determine parents and children rights and duties
- express children rights as per Charter of the Children Rights of the United Nations Organization.

Title and Sub title

Parents and Children: Their relationships, rights and duties; right of children in the family in relation to analytical study of the Charter of the Children Rights of the United Nations Organization.

Unit-4	classes/contact hours: 05
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Learning Outcomes

At the end of this unit, students will be able to-

- describe the concept of equality in Islam
- identify the status of women in Islam
- evaluate the significance of family as an institution

Title and Sub title

The Status of women in Islam: Concept of equality in Islam; Concept of rights and position of women in Islam; Family as an institution of moral, cultural and religious teachings for the children.

Unit-5	classes/contact hours: 05
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Learning Outcomes

At the end of this unit, students will be able to-

- clarify modern problem of population growth and its Islamic solution
- express Islamic concept of Azl and modern concept of family planning
- analyze the concept of cloning in Islam

Title and Sub title

Population in Islam: Modern problem of population growth and its Islamic solution; Islamic concept of Azl and modern concept of family planning; concept of Islam about cloning.

Unit-6	classes/contact hours: 03
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Learning Outcomes

At the end of this unit, students will be able to-

- explain AIDS and its bad impact in human society
- describe concept of prevention of AIDS in the light of Islam
- instruct himself from immoral conduct

Title and Sub title

AIDS: Concept of prevention of Aids in the light of Islam.

8. Instructional Strategies

(Learner-centered, Interactive, participatory and activity-based)

Lecture, discussion, question-answer, group work, pair work, demonstration, project, presentation, assignment, field work.

9. Assessment

- Formative: In-course exam / Mid-term exam (15 Marks) and Class test/ Class performance/presentation (05 Marks)
- Summative: Semester Final Written [Two short questions out of four ($2 \times 3 = 06$ Marks), two broad questions out of four ($2 \times 12 = 24$ Marks)] and oral tests

10. References

(Book prescribed / Books recommended)

1. Levy R, *Social Structure of Islam*
2. Muhammad Abdur Rahim, *Paribar O Paribarik Jibon*, Dhaka: Khairun Prakashoni.
3. Abdel Rahim Umran, *Familly Planning in the Legacy of Islam*
4. Muhammad Shafiqur Rahman, *Islam O Paribarik Jibon*, 3rd Ed. I E M Unit.
5. United Nations Organizations, *Text of the Charter of the Rights of Children*
6. Abul Hashim, *As I see it*.
7. A.Z.M. Shamsul Alam, *Family Values*.
8. M.F. Nimkoff, *Marriage and the Familly*.
9. অধ্যাপক আবুল কাশেম ভূইয়া, *যুগ জিজ্ঞাসা ও পরিবার*
10. আব্দুস শহীদ নাসিম, *ইসলামের পারিবারিক জীবন*
11. ড. মুহম্মদ শফিকুর রহমান: *ইসলামে পরিবার ও পারিবারিক কল্যাণ*, কামিয়াব প্রকাশন, বাংলা বাজার, ঢাকা।
12. ইমাম বুখারী, *আদাবুল মুফরাদ*, (বাংলা অনুবাদ) ঢাকা: ইসলামিক ফাউন্ডেশন বাংলাদেশ
13. ইউসুফ ইসলামী, *আদাবে জিন্দেগী*
14. ইসমাইল রাজী আল ফারুকী, অধ্যাপক শাহেদ আলী অনূদিত, *আত-তাওহীদ*, ঢাকা: বাংলাদেশ ইনস্টিটিউট অব ইসলামিক থট, ১৯৯৮
15. ডক্টর আবেদল রহীম উমরান, *ইসলামী ঐতিহ্য পরিবার পরিকল্পনা*
16. ইসলামে শিশু পরিচর্যা, ঢাকা: ইসলামিক ফাউন্ডেশন বাংলাদেশ

Part-B : Aesthetics in Islam

1. Course Number: BIS 202 (Part-B)

Course Title: Aesthetics in Islam

2. Credit Hours: 2, Classes/Contact hours : 30

3. Introduction to the Course

Allah is beautiful and HE loves beauty. This course will help the students to know about aesthetics in Islam and its origin and development, its various forms. Students will also know the necessity of aesthetics in human life.

4. Specific Objectives

To help the students to-

- a. describe the origin , development, nature and scope of Aesthetics;
- b. clarify Islamic attitude to Arts;
- c. evaluate the aesthetical views regarding architecture, painting and calligraphy;
- d. express the concept of beauty and its various forms;
- e. analyze the Qur'anic verses and Hadith towards aesthetics;
- f. determine art and society, art and reality;
- g. explain the necessity of aesthetics in human life;
- h. evaluate the value of aesthetics in Islam;
- i. identify essential aesthetical activities practiced in Islam.

5. Course Contents

- a. Basic concept: Definition, origin, nature, scope and development of aesthetics. Aesthetics and non-aesthetics attitude, nature of aesthetics judgment, aesthetics values;
- b. Art and society, Art and reality : Islamic attitude towards art, theories of nature, function and effect of art;
- c. Various form of beauty: Concept of beauty and its various forms; Importance of aesthetics in human life;
- d. Aesthetical activities: Some essential aesthetical activities practiced in Islam; purification of mind, body, entertainment, dress, work, behavior, environment etc.;
- e. Aesthetical views: Aesthetical views regarding Architecture, painting, Calligraphy, Calligraphical development, Gardening etc in Islam.

6-7. Unit-wise Learning Outcomes (title, sub-title and number of classes per unit)

Unit-1	classes/contact hours: 06
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Learning Outcomes

At the end of this unit, students will be able to-

- describe origin , development, nature and scope of aesthetics
- analyze the Qur'anic verses and Hadith towards aesthetics
- evaluate the aesthetical values
- compare aesthetics and non-aesthetics attitude

Title and Sub title

Basic concept: Definition, origin, nature, scope and development of aesthetics.
Aesthetics and non-aesthetics attitude, nature of aesthetics judgment, aesthetics values.

Unit-2	classes/contact hours: 06
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Learning Outcomes

At the end of this unit, students will be able to-

- clarify Islamic attitude to Arts
- express qualities of a good social worker
- evaluate theories of nature
- determine the function of art in society
- analyze the effect of art in society
- identify art and reality

Title and Sub title

Art and society, Art and reality : Islamic attitude towards art, theories of nature, function and effect of art

Unit-3	classes/contact hours: 05
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Learning Outcomes

At the end of this unit, students will be able to-

- explain the concept of beauty
- identify various form of beauty
- evaluate the importance of aesthetics in human life

Title and Sub title

Various form of beauty: Concept of beauty and its various forms; Importance of aesthetics in human life.

Unit-4	classes/contact hours: 07
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Learning Outcomes

At the end of this unit, students will be able to-

- identify essential aesthetical activities practiced in Islam
- describe purification of mind, body and entertainment by aesthetics
- explain aesthetical activities regarding dress, work, behavior and environment.

Title and Sub-title

Aesthetical activities: Some essential aesthetical activities practiced in Islam; purification of mind, body, entertainment, dress, work, behavior, environment etc.

Unit-5	classes/contact hours: 06
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Learning Outcomes

At the end of this unit, students will be able to-

- evaluate aesthetics and architecture
- identify the rulings in Islam
- express calligraphy and calligraphical development in Islam.

Title and Sub-title

Aesthetical views: Aesthetical views regarding Architecture, painting, Calligraphy, Calligraphical development, Gardening etc in Islam

8. Instructional Strategies

(Learner-centered, Interactive, participatory and activity-based)

Lecture, discussion, question-answer, group work, pair work, demonstration, project, presentation, assignment, field work.

9. Assessment

- Formative: In-course exam / Mid-term exam (15 Marks) and Class test/ Class performance/presentation (05 Marks)
- Summative: Semester Final Written [Two short questions out of four ($2 \times 3 = 06$ Marks), two broad questions out of four ($2 \times 12 = 24$ Marks)] and oral tests

10. References

(Book prescribed / Books recommended)

1. Levy R, *Social Structure of Islam*
2. Adrich. K.C., *Philosophy of Art*, Prentice Hall, 1963.
3. Nahmillon V, *Reading of Philosophy and Art and Aesthetic*, London, 1981
4. Osborne, D (ed.), *Aesthetic*, London: Oxford University Press, 1972
5. Read, H, *The Meaning of Art*, London: Faber and Faber, 1951.
6. Read, H., *Art and Alienation*, London: Faber and Faber, 1967.
7. Yuri, B., *Aesthetic*, Progress Publishes, Moscow 1985.
8. Bosanquet, Bernard, *The Lecture or Aesthetics*, London, 1915.
9. Coomerswamy, Ananda: *The Transformation of Nature in Art*, Cambridge-Mass 1934.
10. ওলীউদ্দীন, *মিশকাতুল মাসবীহ* (কিতাব-আল আতইমাহ, কিতাব-আল তাহরাত, কিতাব-আল আদব, কিতাব-আল লিবাস)।
11. ইমাম তিরমিযী, *শামাইল আল-তিরমিযী*, (বাংলা অনুবাদ), ঢাকা: মুহাম্মদী লাইব্রেরী, চক বাজার।
12. ইমাম বুখারী, *আদাবুল মুফরাদ*, (বাংলা অনুবাদ) ঢাকা: ইসলামিক ফাউন্ডেশন বাংলাদেশ।
13. ইউসুফ ইসলাহী, *আদাবে জিন্দেগী*
14. প্রবাস জীবন চৌধুরী, *সৌন্দর্য দর্শন*, কলিকাতা, ১৯৫৪
15. অরুণ ভট্টাচার্য, *নন্দন তত্ত্বের সূত্র*, কলিকাতা: উত্তরসূরী প্রকাশনী
16. সৈয়দ মনজুরুল ইসলাম, *নন্দনতত্ত্ব*, ঢাকা: সন্দেশ, ২০০৬
17. এম.এ. জাকির হোসাইন, *কোরআনের আলোকে সৌন্দর্যতত্ত্ব*, ঢাকা: জ্ঞানকোষ প্রকাশনী, ২০০৬
18. সৈয়দ আলী আহসান, *শিল্প ও শিল্প চেতনা*, ঢাকা: বাংলাদেশ শিল্পকলা একাডেমী, ২০০৪
19. হাসনাত আব্দুল হাই, *সবার জন্য নন্দনতত্ত্ব*, ঢাকা: কাগজ প্রকাশনী, ২০০৪
20. ইসমাইল রাজী আল ফারুকী, অধ্যাপক শাহেদ আলী অনুদিত, *আত-তাওহীদ*, ঢাকা: বাংলাদেশ ইনস্টিটিউট অব ইসলামিক থট, ১৯৯৮
21. ড. কাজী দীন মুহাম্মদ, *জীবন সৌন্দর্য*, ঢাকা: ইসলামিক ফাউন্ডেশন বাংলাদেশ, ১৯৯৫
22. দেবী প্রসাদ চট্টোপাধ্যায়, *রূপ, রস ও সুন্দর*, ঋদ্ধি, ইন্ডিয়া, ১৯৮১
23. নন্দলাল বসু, *শিল্পকলা*, কলিকাতা, ১৯৪৪
24. ড. সুরেন্দ্রনাথ দাশ গুপ্ত, *সৌন্দর্য তত্ত্ব*, কলিকাতা: চিরায়ত প্রকাশন, ১৯৯২
25. ড. এস. এম. লুৎফুর রহমান, *ভৌগলিক পরিবেশ ও দৈহিক নৃবিজ্ঞান*, ঢাকা: ধারণী সাহিত্য সবাগদ, ২৫৪, ভেতরবাড়ী লেন, রথখোলা।
26. নাসিরুদ্দীন তুসী, *হিজাব, পর্দা ও ফ্যাশন*, ঢাকা: পাঞ্জেরী ইসলামিক পাবলিকেশন্স, বাংলাবাজার, ২০০৭
27. নাসিরুদ্দীন তুসী, *ইসলামী শিল্পকলা ও নন্দনতত্ত্ব*, ঢাকা: পাঞ্জেরী ইসলামিক পাবলিকেশন্স, ২০০৭
28. আল্লামা ইউসুফ আল কারজাভী, *ইসলামে হালাল হারামের বিধান*
29. ইমাম মুহাম্মদ আল-গাযালী, *এহইয়াউল উলুমুদ্দীন*, ১-৪ খণ্ড, (অনূ. মুহিউদ্দীন খান, ঢাকা: ১৯৮৭)
30. ড. যুবাইর মুহাম্মদ এহসানুল হক, গবেষণা পত্র-৯, *চিত্রাঙ্কন ও ভাস্কর্য নির্মাণ : ইসলামী দৃষ্টিকোণ*

Course Number	:	BIS 203
Course Title	:	Sociology and Anthropology <ul style="list-style-type: none"> • Part-A: Sociology • Part-B: Anthropology
Total Marks	:	100
Total Credit Hours	:	4
Total Classes/ Contact hours	:	60 (Per Class 60 minutes)

Part-A : Sociology

1. Course Number: BIS 203 (Part-A)

Course Title: Sociology

2. Credit Hours: 2, Classes/Contact hours : 30

3. Introduction to the Course

This course introduces basic concepts used in Sociology. Centering on human interaction, it discusses various social institutions like family, religion, property, state etc and analyze socialization, gender, inequality, power among other substantive issues. It also discusses various structural issues like stratification, poverty, exclusion, urbanization, environment etc and analyzes major behavioral issues like crime, deviance, health etc. Attempts are made to relate these issues with sociological literature citing examples from various societies including Bangladesh. Finally the course endeavors to understand the contemporary changes in our social life from the perspective of globalization.

4. Specific Objectives

To help the students to-

- introduce basic sociological perspectives;
- provide a clear understanding in social structures and stratification patterns;
- discuss the social problems and ways of solving as well as coping with them;
- develop theoretical knowledge and focus on practical understanding about social and cultural diversity in order to face the ways of life and fit in there;
- offer Awareness about social movements and social changes.

5. Course Contents

- a. Introducing Sociology: Definition, Scope and Subject Matter of Sociology. Taking Sociology with You, Significance of Studying Sociology and Sociology of Islam, the Sociological Imagination, the Importance of Global Perspectives, Applying the Sociological Perspectives;
- b. Theoretical Background of Sociology: Major Theoretical Approaches: Functionalism, Conflict Perspective, Symbolic Interactionism and Feminism. Classical Theorists and Their Contributions: Auguste Comte's Law of Three Stages and Emile Durkheim's Social Solidarity and Suicide. Classical Theorists and Their Contributions: Karl Marx's Class and Class Struggle and Max Weber's Rationalization and Ideal Type;
- c. Doing Sociology and Types of Societies: Scientific Research: Designs and Process. Socio Cultural Evolution of Society: Primitive to Modern Society. Nature of Industrial Societies and Post Industrial Societies;
- d. Culture and Globalization: Definition of Culture, Elements of Culture and Cultural Lag. Diversity of Culture and Significance of Cultural Pluralism. Factors and Influence of Globalization in Contemporary World System;
- e. Social Structure and Social Organization: Social Interaction and Social Structure: Definition, Elements and Global Perspective. Understanding Groups: Types of Groups Understanding Organizations: Bureaucracy and Its Characteristics;
- f. Social Systems and Institutions: Economic Systems: Capitalism, Welfare and state Capitalism, Socialism (Communism), Islam (Zakat). Types of Government: Monarchy, Democracy and Oligarchy. Types of Power and Authority: Traditional, Charismatic and Legal Rational;
- g. Social Stratification, Inequality and Poverty: Definition and Social Dimensions of Stratification and Their Interrelationships. Historical Systems of Social Stratification: Slavery, Estate, Caste, Class. Determinants of Social Class: Theories of Karl Marx and Max Weber. Poverty and Mobility: Types and Their Interrelationships;
- h. Family and Socialization: Definitions and Forms of Family and Marriage. Variations and Changing Functions of Family. Defining Socialization as a Life-long Process. Theories of Socialization: Mead, Piaget, Cooley;
- i. Criminal Behavior and Health and Illness: Crime and Deviance: Definition, Types and Characteristics. Sociological Explanation of Crime and Deviance: Durkheim, Merton and Marx. Sociological Perspectives on Health and Illness: Functionalist, Conflict, Interactionist, Labeling.

6-7. Unit-wise Learning Outcomes (title, sub-title and number of classes per unit)

Unit-1	classes/contact hours: 04
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Learning Outcomes

At the end of this unit, students will be able to-

- remember the definitions of the key terms highlighted in boldfaced type throughout the chapter, including the sociological perspective and sociology's major theoretical approaches
- understand the sociological perspective and how it differs from what we think of as 'common sense'. What is the importance of a global perspective?

Title and Sub-title

Introducing Sociology: Definition, Scope and Subject Matter of Sociology. Taking Sociology with You, Significance of Studying Sociology and Sociology of Islam, the Sociological Imagination, the Importance of Global Perspectives, Applying the Sociological Perspectives

Unit-2	classes/contact hours: 04
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Learning Outcomes

At the end of this unit, students will be able to-

- apply sociology's theoretical approaches to specific social patterns. What are the benefits of sociological thinking to your personal life and your career?
- analyze sociology in terms of when, where and why the discipline developed
- evaluate everyday assumptions and common stereotypes, using sociological evidence

Title and Sub-title

Theoretical Background of Sociology: Major Theoretical Approaches: Functionalism, Conflict Perspective, Symbolic Interactionism and Feminism. Classical Theorists and Their Contributions: Auguste Comte's Law of Three Stages and Emile Durkheim's Social Solidarity and Suicide. Classical Theorists and Their Contributions: Karl Marx's Class and Class Struggle and Max Weber's Rationalization and Ideal Type

Unit-3	classes/contact hours: 03
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Learning Outcomes

At the end of this unit, students will be able to-

- know the main elements of the research methods: surveys, participant observation, case studies, secondary analysis, and analysis of documents, experiments, and unobtrusive measures

- explain why common sense can't replace sociological research
- explain how research versus reform and globalization are likely to influence sociology
- understand the process of socio cultural evolution and the various types of societies that have existed throughout human history

Title and Sub-title

Doing Sociology and Types of Societies: Scientific Research: Designs and Process. Socio Cultural Evolution of Society: Primitive to Modern Society. Nature of Industrial Societies and Post Industrial Societies.

Unit-4	classes/contact hours: 03
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Learning Outcomes

At the end of this unit, students will be able to-

- explain what culture is, how culture provides orientations to life, and what practicing cultural relativism means
- know the components of symbolic culture: gestures, language, values, norms, sanctions, folkways, mores, and taboos; also explain the Sapir-Whorf hypothesis
- discuss the major values and explain value clusters, value contradictions, value clashes, how values are lenses of perception, and ideal versus real culture
- take a position on the issue of the existence of cultural universals and contrast sociobiology with sociology
- explain how technology changes culture and what cultural lag and cultural leveling are

Title and Sub-title

Culture and Globalization: Definition of Culture, Elements of Culture and Cultural Lag. Diversity of Culture and Significance of Cultural Pluralism. Factors and Influence of Globalization in Contemporary World System.

Unit-5	classes/contact hours: 03
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Learning Outcomes

At the end of this unit, students will be able to-

- explain the significance of social structure and its components: culture, social class, social status, roles, groups, and social institutions; compare the functionalist and conflict perspectives on social structure; and explain what holds society together
- discuss what symbolic interactionists study and explain dramaturgy, ethnomethodology, and the social construction of reality

- discuss the main characteristics of primary groups, secondary groups, ingroups and out-groups, reference groups, and social networks
- summarize the characteristics of bureaucracies, their dysfunctions, and goal displacement; also contrast ideal and real bureaucracy
- be familiar with the effects of group size on stability, intimacy, attitudes, and behavior; types and styles of leaders; the Asch experiment on peer pressure; the Milgram experiment on authority; and the implications of groupthink

Title and Sub-title

Social Structure and Social Organization: Social Interaction and Social Structure: Definition, Elements and Global Perspective. Understanding Groups: Types of Groups Understanding Organizations: Bureaucracy and Its Characteristics.

Unit-6	classes/contact hours: 03
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Learning Outcomes

At the end of this unit, students will be able to-

- summarize the broad historical shifts in economic systems; emphasize inequality.
- contrast capitalism and socialism: their components, ideologies, criticisms, and convergence
- discuss the globalization of capitalism, including its effects on workers, the divisions of wealth, and the global super class
- explain how the globalization of capitalism might be bringing a New World Order
- contrast power, authority, and violence; compare traditional, rational–legal and charismatic authority
- compare monarchies, democracies, dictatorships, and oligarchies

Title and Sub-title

Social Systems and Institutions: Economic Systems: Capitalism, Welfare and state Capitalism, Socialism (Communism), Islam (Zakat). Types of Government: Monarchy, Democracy and Oligarchy. Types of Power and Authority: Traditional, Charismatic and Legal Rational.

Unit-7	classes/contact hours: 04
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Learning Outcomes

At the end of this unit, students will be able to-

- compare and contrast slavery (including bonded labor), caste, estate, and class systems of social stratification
- contrast the views of Marx and Weber on what determines social class

- contrast the functionalist and conflict views of why social stratification is universal
- contrast the three types of social mobility, and review gender issues in research on social mobility and why social mobility brings pain
- explain the problems in drawing the poverty line, how poverty is related to geography, race-ethnicity, education, feminization, age, and the culture of poverty
- analyze why people are poor; and discuss deferred gratification and the Horatio Alger myth

Title and Sub-title

Social Stratification, Inequality and Poverty: Definition and Social Dimensions of Stratification and Their Interrelationships. Historical Systems of Social Stratification: Slavery, Estate, Caste, Class. Determinants of Social Class: Theories of Karl Marx and Max Weber. Poverty and Mobility: Types and Their Interrelationships.

Unit-8	classes/contact hours: 03
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Learning Outcomes

At the end of this unit, students will be able to-

- define marriage and family and summarize their common cultural themes
- contrast the functionalist, conflict, and symbolic interactionist perspectives on marriage and family
- summarize research on love and courtship, marriage, childbirth, child rearing, and family transitions
- discuss changes in the timetable of family life, cohabitation, and elder care
- summarize problems in measuring divorce, research findings on children and grandchildren of divorce, fathers' contact after divorce, ex-spouses, and remarriage
- summarize the dark and bright sides of family life
- use the ideas and research of Cooley (looking-glass self), Mead (role taking), and Piaget (reasoning) to explain socialization into the self and mind
- explain how the development of personality and morality and socialization into emotions are part of how "society makes us human."
- explain why the family, the neighborhood, religion, day care, school, peer groups, and the workplace are called agents of socialization
- explain what total institutions are and how they resocialize people
- identify major divisions of the life course and discuss the sociological significance of the life course
- understand why we are not prisoners of socialization

Title and Sub-title

Family and Socialization: Definitions and Forms of Family and Marriage. Variations and Changing Functions of Family. Defining Socialization as a Life- long Process. Theories of Socialization: Mead, Piaget, Cooley.

Unit-9	classes/contact hours: 03
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Learning Outcomes

At the end of this unit, students will be able to-

- summarize the relativity of deviance, the need of norms, and the types of sanctions; contrast socio biological, psychological and sociological explanations of deviance
- contrast three theories of deviance: differential association, control, and labeling
- explain how deviance can be functional for society, how mainstream values can produce deviance (strain theory), and how social class is related to crime (illegitimate opportunities)
- explain how social class is related to the criminal justice system and how the criminal justice system is oppressive
- examine the socio cultural dimensions of inequality in health, disease and vulnerability and associated theoretical explanations

Title and Sub-title

Criminal Behavior and Health and Illness: Crime and Deviance: Definition, Types and Characteristics. Sociological Explanation of Crime and Deviance: Durkheim, Merton and Marx. Sociological Perspectives on Health and Illness: Functionalist, Conflict, Interactionist, Labeling.

8. Instructional Strategies

(Learner-centered, Interactive, participatory and activity-based)

Lecture, discussion, question-answer, group work, pair work, demonstration, project, presentation, assignment, field work.

9. Assessment

- Formative: In-course exam / Mid-term exam (15 Marks) and Class test/ Class performance/presentation (05 Marks)
- Summative: Semester Final Written [Two short questions out of four ($2 \times 3 = 06$ Marks), two broad questions out of four ($2 \times 12 = 24$ Marks)] and oral tests

10. References

(Book prescribed / Books recommended)

1. Richard T. Schaefer. 2013. *Sociology in Modules*. 2nd edition New York, NY: McGraw-Hill.
2. James M. Henslin. 2015. *Sociology: A Down-to-Earth Approach*. 11th ed. New Jersey: Pearson
3. John. J. Macionis. 2012. *Sociology*. 14th ed. New Jersey: Pearson
4. Keening, *Sociology*
5. George Simpson, *Man is Society*
6. Bottomore, *Sociology*
7. Gindherg, *Sociology*
8. O. Burn & Nimecoff, *Sociology*
9. Gillin & G. Blackmer, *Outline of Sociology*
10. Fly Chinoy: *Sociology*
11. Gisbert, *Fundamentals of Sociology*
12. Gillin & Cillin, *Cultural Sociology*
13. MacIver, *Society*
14. Mitchell, *Sociology*
15. নাজমুল করিম, *সমাজ বিজ্ঞান সমীক্ষণ*
16. স্যামুয়েল কোনিগ, *সমাজ বিজ্ঞান* (অনুবাদ: রব্বাগলাল সেন)
17. জজ সিমসন, *মানুষের সমাজ* (অনুবাদ, রব্বাগলাল সেন)

Part-B : Anthropology

1. Course Number: BIS 203 (Part-B)

Course Title: Anthropology

2. Credit Hours: 2, Classes/Contact hours : 30

3. Introduction to the Course

The purpose of this course is to make the students acquainted with some of the basic ideas and elements of cultural anthropology. The course will focus on the main fields of anthropology. The students are expected to learn the details of the subject matter of anthropology, applied anthropology, and research methods of cultural anthropology. They will also learn the major schools of cultural anthropology. The students will be required to know the nature, types, role and functions of family, marriage and kinship. They will also have to learn some of the basic elements of economic and political organizations. The students will be required to know the nature, theories, role and functions of religion and magic. Emphasis will be given on culture and personality studies. Rites of passage and belief and rituals are associated with major events of life will also be taught in this course.

4. Specific Objectives

To help the students to-

- a. introduce basic concepts of anthropology;
- b. provide a clear understanding in Culture and Society;
- c. discuss the different social, economic and political systems with their anthropological roots;
- d. develop anthropological knowledge and focus on practical understanding about social and cultural diversity in terms of diversification of religion and beliefs;
- e. offer awareness about social identity and its origin with special reference to Bangladesh.

5. Course Contents

- a. Understanding Anthropology: Physical and Cultural Anthropology: Sub disciplines. Origin and Development of Anthropology as a Separate Discipline. Applied Anthropology: Research Methods of Anthropology;
- b. Understanding Changes in Society and Anthropological Schools Pre historic Cultures : Paleolithic, Mesolithic and Neolithic Culture. Schools of Anthropology: Functionalism, Evolutionism and Diffusionism;
- c. Understanding Social Organizations: Food gathering and producing Economy: Foraging, Horticulture, Agriculture, Pastoralism and Industrialism. Exchange and

Distribution: Reciprocity, Kula Ring, Redistribution and Market System. Family, Marriage and Kinship: Role, Functions and Theories. State: State and government, Origin of state and major anthropological theories of state. Forms of Political Organization: Band, Tribe, Chiefdom, Uncentralized and Centralized Political System;

- d. Understanding Belief and Rituals of societies: Religion and Beliefs: Definition and Characteristics. Theories of Religion: Animism, Animatism, Totemism. Religion in Society: Marxist and Durkheimian Analysis. Magic: Definition, Role and Function. The Relations of Religion to Morals, Science and Magic;
- e. Understanding Race, Rites and Personality: Culture and Personality: The Basic Concepts. Ethnographic Studies: Ruth Benedict, Margaret Mead and Cora Du Bois. Major Events of Life: Birth, Marriage and Death. Beliefs and Rituals associated with the Major Events of Life. Races: Types of Mankind, Characteristics of People of Bangladesh. Tribes of Bangladesh.

6-7. Unit-wise Learning Outcomes (title, sub-title and number of classes per unit)

Unit-1	classes/contact hours: 06
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Learning Outcomes

At the end of this unit, students will be able to-

- define anthropology and summarize their common cultural themes
- contrast the anthropology and all other discipline in social sciences
- understand the significance of explaining social world in an intensive way of thinking
- know about how anthropology emerged as a separate discipline in the academic world
- use the ideas and research of different anthropologists in their everyday life

Title and Sub-title

Understanding Anthropology: Physical and Cultural Anthropology: Sub disciplines. Origin and Development of Anthropology as a Separate Discipline. Applied Anthropology: Research Methods of Anthropology.

Unit-2	classes/contact hours: 06
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Learning Outcomes

At the end of this unit, students will be able to-

- explain what culture is, how culture provides orientations to life, and what practicing cultural relativism means.

- know the components of socio-cultural history, especially the historical elements of human culture in the world.
- discuss the major schools of thought on Anthropology.
- explain how schools of anthropology signify our modern social lives.

Title and Sub-title

Understanding Changes in Society and Anthropological Schools Pre historic Cultures : Paleolithic, Mesolithic and Neolithic Culture. Schools of Anthropology: Functionalism, Evolutionism and Diffusionism.

Unit-3	classes/contact hours: 06
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Learning Outcomes

At the end of this unit, students will be able to-

- understand the historical development of human society in terms of anthropological understanding
- know about economic activities of ancient and primitive human societies
- discuss the distribution system of wealth in primitive communities
- examine the distinction between modern market economy and primitive community based economic systems
- know about the development of family and marriage and intimate relationship as a social system and the relevant theories regarding kinship
- explain the root causes of the development of power, states and political system in human society

Title and Sub-title

Understanding Social Organizations: Food gathering and producing Economy: Foraging, Horticulture, Agriculture, Pastoralism and Industrialism. Exchange and Distribution: Reciprocity, Kula Ring, Redistribution and Market System. Family, Marriage and Kinship: Role, Functions and Theories. State: State and government, Origin of state and major anthropological theories of state. Forms of Political Organization: Band, Tribe, Chiefdom, Uncentralized and Centralized Political System

Unit-4	classes/contact hours: 06
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Learning Outcomes

At the end of this unit, students will be able to-

- know how the belief system and formal religion as a social system emerged
- discuss the characteristics of belief and rituals developed in human society over the time in history
- summarize different theoretical explanations of belief and formal religion
- contrast the functions of science, magic and religion

Title and Sub-title

Understanding Belief and Rituals of societies: Religion and Beliefs: Definition and Characteristics. Theories of Religion: Animism, Animatism, Totemism. Religion in Society: Marxist and Durkheimian Analysis. Magic: Definition, Role and Function. The Relations of Religion to Morals, Science and Magic.

Unit-5	classes/contact hours: 06
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Learning Outcomes

At the end of this unit, students will be able to-

- discuss the events and elements of human life
- know the development of self and personality
- discuss the events of birth, death and related beliefs and rituals
- identify the racial characteristics of mankind and its anthropological explanations
- understand the anthropological explanation of racial identity of people of Bangladesh

Title and Sub-title

Understanding Race, Rites and Personality: Culture and Personality: The Basic Concepts. Ethnographic Studies: Ruth Benedict, Margaret Mead and Cora Du Bios. Major Events of Life: Birth, Marriage and Death. Beliefs and Rituals associated with the Major Events of Life. Races: Types of Mankind, Characteristics of People of Bangladesh. Tribes of Bangladesh

8. Instructional Strategies

(Learner-centered, Interactive, participatory and activity-based)

Lecture, discussion, question-answer, group work, pair work, demonstration, project, presentation, assignment, field work.

9. Assessment

- Formative: In-course exam / Mid-term exam (15 Marks) and Class test/ Class performance/presentation (05 Marks)
- Summative: Semester Final Written [Two short questions out of four ($2 \times 3 = 06$ Marks), two broad questions out of four ($2 \times 12 = 24$ Marks)] and oral tests

10. References

(Book prescribed / Books recommended)

1. Barnow, Victor. 1979. *An Introduction to Anthropology*. St. Louis: Dorsey Press
2. Kottak, Phillip. C. 2010. *Cultural Anthropology*. New York: McGraw Hill
3. Ember, Coral. E. and Ember, Melvin. R. 2010. *Anthropology*. New Jersey: Pearson
4. Beals and Hoize, *Introduction to Anthropology*
5. Hoebel, *Man is the Primitive World*
6. Jacobs and Stern, *General Anthropology*
7. Nesturkh, *Origin of Man*
8. Mestrurkh, *Races of Mankind*
9. Morgn, *Ancient Society*
10. Kroeber, *Anthropology*
11. Bessaiget, *TribeSMer of Chittagong Hill Tracts*.
12. Manchip White, *Anthropology*
13. Lowic, *Primitive Society*
14. Bosa, *General Anthropology*
15. Gurdon, *The Dhasis*
16. Playfair, *The Garos*
17. Mantagu, *Man*
18. Piggot, *Prehistoric India*
19. Wise, *Tribes and castes of Bengal*
20. সামাদ, নৃতত্ত্ব।
21. মাহমুদা ইসলাম, নৃতত্ত্বের সমাজপাঠ
22. মর্গান, আদিম সমাজ (অনুবাদ, বুলবন ওসমান)
23. সান্তার, অরণ্য জনপদ
24. সুফিয়া খানম, পার্বত্য চট্টগ্রামের উপজাতি
25. সৈয়দ আলী নকী ও হাবিবুর, নৃবিজ্ঞান

Course Number	:	BIS 204
Course Title	:	Sunnah in Practical Life (Riyad al-Salihin) <ul style="list-style-type: none"> • Part-A: Chapter No. 1, 2, 4, 6, 7, 8, 10, 23 • Part-B: Chapter No. 26, 59, 276, 277, 279, 280, 327
Total Marks	:	100
Total Credit Hours	:	4
Total Classes/ Contact hours	:	60 (Per Class 60 minutes)

Part-A : Sunnah in Practical Life (Riyad al-Salihin)
Chapter No. 1, 2, 4, 6, 7, 8, 10, 23

1. Course Number: BIS 204 (Part-A)

Course Title: Sunnah in Practical Life (Riyad al-Salihin) Chapter No. 1, 2, 4, 6, 7, 8, 10, 23

2. Credit Hours: 2, Classes/Contact hours : 30

3. Introduction to the Course

To acquire knowledge about translation, explanation and teachings of the verses of Quran and Hadith narrated in the chapter of sincerity (باب جميع في النية وإحضار الإخلاص), penitence (باب التوبة), truthfulness (باب الصدق), piety (باب في التقوى), trust in Allah (باب في اليقين والتوكل), perseverance (باب في الاستقامة), to surpass in virtuous deeds and Incentive for the same (من وحث باب الخيرات إلى المبادرة في) (لخير علما لإقبال عليه بالجد من غير تردد توجه), enjoining virtue and forbidding evil (باب في الأمر بالمعروف والنهي عن المنكر) from Riyad al Salihin and help to understand the importance of practicing them in practical life as the Sunnah of Prophet (sm) .

4. Specific Objectives

To help the students to-

- Comprehend a clear concepts, aims, objectives and subject matters of the *Sunnah* of Prophet Muhammad (sm), obligation of adherence to the *Sunnah* of Prophet (sm) in all spheres of life, Imam Nabawi's life and his

contributions to Hadith studies, characteristics of his book *Riyad al-Salihin* etc. **باب والخفية البارزة والأحوال والأقوال الأعمال جميع في وإحضار النية الإخلاص** (sincerity, selflessness and intention behind all actions and matters open or secret);

- b. Provide a definite idea of translation, explanation, teachings and related subjects of the verses of the Qur`an and sayings of Prophet (sm) narrated in this chapter and in this context to inform the dignity of sincerity and intention behind all actions and matters open or secret;
- c. Provide a definite idea of translation, explanation, teachings and related subjects of the verses of the Qur`an and sayings of Prophet (sm) narrated in this chapter and in this context to inform the definition, conditions, dignity and importance of penitence and instructions of the Prophet (sm) as well;
- d. Provide a definite idea of translation, explanation, teachings and related subjects of the verses of the Qur`an and sayings of Prophet (sm) narrated in this chapter and in this context to inform the definition of truthfulness, methods of maintaining truthfulness in practical life, the ideal of the Prophet (sm) about truthfulness;
- e. Provide a definite idea of translation, explanation, teachings and related subjects of the verses of the Qur`an and sayings of Prophet (sm) narrated in this chapter and in this context to inform the definition, importance and significance of piety and instructions of the Prophet (sm) about piety;
- f. Provide a definite idea of translation, explanation, teachings and related subjects of the verses of the Qur`an and sayings of Prophet (sm) narrated in this chapter and in this context to inform the definition and importance of Belief and Trust in Allah etc;
- g. Provide a definite idea of translation, explanation, teachings and related subjects of the verses of the Qur`an and sayings of Prophet (sm) narrated in this chapter and in this context to inform the methods and importance of perseverance in religion, the ideal of the Prophet (sm) about perseverance in religion etc;
- h. Provide a definite idea of translation, explanation and related subjects of the verses of the Qur`an and sayings of Prophet (sm) narrated in this chapter and in this context to inform the importance of surpassing in virtuous deeds, the ideal of the Prophet (sm) about surpassing in virtuous deeds etc;
- i. Provide a definite idea of translation, explanation, teachings and related subjects of the verses of the Qur`an and sayings of Prophet (sm) narrated in this chapter and in this context to inform the definition and importance of enjoining virtue and forbidding evil, the ideal of the prophet (sm) about enjoining virtue and forbidding evil etc.

5. Course Contents

- a. Concepts, aims, objectives and subject matters of the *Sunnah* of Prophet Muhammad (sm), Obligation of adherence to the *Sunnah* of Prophet (sm) in all spheres of life, Imam Nabawi's life and his contributions to Hadith studies, characteristics of his book *Riyad al-Salihin* etc;

- b. Hadith narrated in the chapter of ‘sincerity, selflessness and intention behind all actions and matters open of secret’;
- c. Hadith narrated in the chapter of Penitence` (باب التوبة);
- d. Hadith narrated in the chapter of Truthfulness` (باب الصدق);
- e. Hadith narrated in the chapter of Piety` (باب في التقوى);
- f. Hadith narrated in the chapter of Belief and Trust in Allah` (باب في اليقين) (والتوكل);
- g. Hadith narrated in the chapter of Perseverance in religion` (باب في الاستقامة);
- h. Hadith narrated in the chapter of Enjoining virtue and Forbidding evil` (باب في الأمر بالمعروف والنهي عن المنكر)

6-7. Unit-wise Learning Outcomes (title, sub-title and number of classes per unit)

Unit-1	classes/contact hours: 03
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Learning Outcomes

At the end of this unit, students will be able to-

- introduce Sunnah
- explain the kinds of Sunnah
- describe the aims of Sunnah
- explain the objectives of Sunnah
- explain the importance of Sunnah in Islamic Shariah
- involve themselves in practicing Sunnah after realizing the importance of application of Sunnah in all spheres of life
- express Imam Nabawi’s life and his contributions to Islamic knowledge and Hadith studies
- explain the features of Riyadh al-Salihin

Title and Sub-title

Concepts, aims, objectives and subject matters of the *Sunnah* of Prophet Muhammad (sm) , obligation of adherence to the *Sunnah* of Prophet (sm) in all spheres of life, Imam Nabawi’s life and his contributions to Hadith studies, characteristics of his book Riyadh al Salehin etc.

Unit-2	classes/contact hours: 02
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Learning Outcomes

At the end of this unit, students will be able to-

- translate and explain the verses of Qur`an and sayings of Prophet (sm) narrated in this chapter
- define Ikhlas

- introduce Niyyat
- explain the importance of Ikhlas and Niyyat in practical life
- involve themselves in practicing Ikhlas and Niyyat in practical life by the realization of the dignity of them

Title and Sub-title

Hadith narrated in the chapter of ‘Sincerity, Selflessness and Intention behind all Actions and Matters Open of Secret’

باب الإخلاص وإحضار النية في جميع الأعمال والأقوال والأحوال البارزة والخفية

Unit-3	classes/contact hours: 04
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Learning Outcomes

At the end of this unit, students will be able to-

- translate and explain the verses of the Qur`an and sayings of Prophet (sm) narrated in this chapter
- introduce Tawba
- describe the importance and dignity of Tawba
- explain the conditions of Penitence
- explain the importance and dignity of Penitence
- inspire themselves in practicing the teachings of the verses of the Qur`an and sayings of the Prophet (sm) regarding Tawba in their practical life

Title and Sub title:

Hadith narrated in the chapter of Penitence` (باب التوبة)

Unit-4	classes/contact hours: 02
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Learning Outcomes

At the end of this unit, students will be able to-

- translate and explain the verses of the Qur`an and sayings of Prophet (sm) narrated in this chapter
- introduce Sidq
- describe the importance and dignity of Truthfulness
- inspire themselves in practicing the teachings of the verses of the Qur`an and sayings of the Prophet (sm) regarding Truthfulness in their practical lives
- involve themselves in Truthfulness and encourage others to do the same by the inspiration of the dignity of Truthfulness

Title and Sub title:

Hadith narrated in the chapter of `Truthfulness` (باب الصدق)

Unit-5	classes/contact hours: 03
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Learning Outcomes

At the end of this unit, students will be able to-

- translate and explain the verses of the Qur`an and sayings of Prophet (sm) narrated in this chapter
- introduce Taqwa
- express the importance and dignity of Taqwa
- inspire themselves in practicing the teachings of the verses of the Qur`an and sayings of the Prophet (sm) regarding Taqwa in their practical lives
- involve themselves in Taqwa and encourage others to do the same by the realizing of the dignity of Taqwa

Title and Sub title:

Hadith narrated in the chapter of `Piety` (باب في التقوى)

Unit-6	classes/contact hours: 04
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Learning Outcomes

At the end of this unit, students will be able to-

- translate and explain the verses of the Qur`an and sayings of Prophet (sm) narrated in this chapter
- identify Yaqin
- describe the importance and dignity of Yaqin
- reflect Yaqin in their practical lives
- identify Tawakkul
- describe the importance and dignity of Tawakkul
- inspire themselves in practicing the teachings of the verses of the Qur`an and sayings of the Prophet (sm) regarding Yaqin and Tawakkul in their practical lives
- reflect Tawakkul in their practical lives

Title and Sub title:

Hadith narrated in the chapter of `Belief and Trust in Allah` (باب في اليقين والتوكل)

Unit-7	classes/contact hours: 04
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Learning Outcomes

At the end of this unit, students will be able to-

- translate and explain the verses of the Qur`an and sayings of Prophet (sm) narrated in this chapter

- identify Istikamat
- describe the importance and dignity of Istikamat
- inspire themselves in practicing the teachings of the verses of the Qur`an and sayings of the Prophet (sm) regarding Istiqamat in their practical lives

Title and Sub title:

Hadith narrated in the chapter of `Perseverance in Religion` (باب في الاستقامة)

Unit-8	classes/contact hours: 04
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Learning Outcomes

At the end of this unit, students will be able to-

- translate and explain the verses of the Qur`an and sayings of Prophet (sm) narrated in this chapter
- identify the surpassing in virtuous deeds
- describe the importance and dignity of virtuous deeds
- inspire themselves in surpassing in virtuous deeds
- express the introduction, importance and dignity of surpassing in Virtuous deeds
- inspire themselves in practicing the teachings of the verses of the Qur`an and sayings of the Prophet (sm) regarding Al- Mubadarah fi al-Khairatin their practical lives

Title and Sub title:

Hadith narrated in the chapter of ‘To Surpass in Virtuous Deeds and Incentive for the same’

(باب في المبادرة إلى الخيرات وحث من توجه لخير على الإقبال عليه بالجد من غير تردد)

Unit-9	classes/contact hours: 04
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Learning Outcomes

At the end of this unit, students will be able to-

- translate and explain the verses of the Qur`an and sayings of Prophet (sm) narrated in this chapter
- introduce Enjoining Virtue and Forbidding Evil
- describe the importance and dignity of Enjoining Virtue and Forbidding Evil
- inspire themselves in enjoining virtue
- express the introduction, importance and dignity of forbidding evil
- inspire themselves in forbidding evil in their practical lives

- inspire themselves in practicing the teachings of the verses of the Qur'an and sayings of the Prophet (sm) regarding al-amr bi al-maruf and al-Nahi an al-Munkar in their practical lives

Title and Sub-Title

Hadith narrated in the chapter of 'Enjoining Virtue and Forbidding Evil'

باب في الأمر بالمعروف والنهي عن المنكر

8. Instructional Strategies

(Learner-centered, Interactive, participatory and activity-based)

Lecture, discussion, question-answer, group work, pair work, demonstration, project, presentation, assignment, field work.

9. Assessment

- Formative: In-course exam / Mid-term exam (15 Marks) and Class test/ Class performance/presentation (05 Marks)
- Summative: Semester Final Written [Two short questions out of four ($2 \times 3 = 06$ Marks), two broad questions out of four ($2 \times 12 = 24$ Marks)] and oral tests

10. References

Book prescribed:

- Imam Mohyuddin Yahya al Nabawi, *Riyad al - Salihin*, (Vol. 1, 2, 3 and 4)

Book Recommended:

1. Bader Uddin al-'Aini, *Umdatul Qari*
2. Ibn Hazar al-'Asqalani, *Fathul Bari*
3. Al-Quastllani, *Ersudus Sari*
4. Al-Nabawee, *Al-Minhaj fi Sharhi Sahih Muslim*
5. Yusuf Afendee, *Najhul Quari*
6. Hafiz Ibn Kathir, *Sharhu Sahihil Bukhari*
7. Anwar Shah Kashmiri, *Fyzul Bari*
8. Al-Kirmani, *Sahihul Bokhari*
9. Al-Kirmani, *Al-Kawakibud Darari*
10. Al Kastallanee, *Ershadus Shari*
11. Yusuf Binnury, *Ma'rifus Sunan*
12. Ibn al-lArabi, *'Arijatul Ahwazi*
13. Mawlana Abdur Rahman Mubarakpuri, *Tuhfatu l Ahwazi*
14. Shabbir Ahmad 'Uthmani, *Fathul Mulhim*
15. Yusuf Afindi Zada, *Isayitu Malikil Muni'm fi Sharhi Inayatu Sahih Muslim*

16. Imadud Din 'Abdur Rahman al-Misri, *Sharhu Muslim*
17. Imam Nababi, *Sharhu Muslim*
18. Mawlana Abul Hasan, *Tanzimul Ashtat*
19. Jafar Ahmad Uthmani, *E'laus Sunan*
20. Abdul Quader al-Qurashi, *Al-Hawee*
21. Al-Kawsari, *al-Hawee fi Siratitl Tahawi*
22. Wali al-Din, Muhammad, *Mishkat-al-Masabih*
23. ইমাম মুহম্মদ আল-গাযালী, *এহইয়াউল উলুমুদ্দীন*, ১-৪ খণ্ড, (অনু. মুহিউদ্দীন খান, ঢাকা: ১৯৮৭)
24. নূর মোহাম্মদ আজমী, *মিশকাত শরীফ*, এমদাদিয়া লাইব্রেরী, ঢাকা
25. মাওলানা মুহাম্মদ আব্দুর রহীম, *হাদীস শরীফ*, খায়রুন প্রকাশনী, ঢাকা
26. ইমাম ইসমাইল আল-বুখারী, *আল-আদাবুল মুফরাদ*, ঢাকা: ইসলামিক ফাউন্ডেশন বাংলাদেশ।
27. ইমাম আবু মুহাম্মদ শফিউদ্দীন আব্দুল আযীম বিন আব্দুল কুয়াওয়া আল মুনযেরী, *আত-তারগীব ওয়াত তারহীব*, ঢাকা: হাসনা প্রকাশনী
28. মাওলানা ফজলুল করীম, *আদর্শ মানব*, ঢাকা: ইসলাম মিশন লাইব্রেরী
29. সম্পাদনা পরিষদ, *রাসূলে কারীম (স.): জীবন ও শিক্ষা*, ঢাকা: ইসলামিক ফাউন্ডেশন বাংলাদেশ
30. ড. মুহাম্মদ জাকির হুসাইন, *আর্থ সামাজিক সমস্যা সমাধানে আল-হাদীসের অবদান*, ঢাকা: ইসলামিক ফাউন্ডেশন বাংলাদেশ
31. হাফিজ আবু শেখ আল-ইসফাহানী, *আখলাকুননবী (স.)*, ঢাকা: ইসলামিক ফাউন্ডেশন বাংলাদেশ
32. মাওলানা মুহাম্মদ ইউসুফ ইসলাহী, *আদাবে জিন্দেগী*, ঢাকা: ইসলামিক ফাউন্ডেশন বাংলাদেশ।

Part-B : Sunnah in Practical Life (Riyad al-Salihin)

Chapter No. 26, 59, 276, 277, 279, 280, 327

1. Course Number: BIS 204 (Part-B)

Course Title: Sunnah in Practical Life (Riyad al-Salihin) Chapter No. 26, 59, 276, 277, 279, 280, 327

2. Credit Hours: 2, Classes/Contact hours: 30

3. Introduction to the Course

Sunnah means practical life of the Great Prophet Hazrat Muhammad (sm). This course describes how Hazrat Muhammad (sm) spent his life according to the indications of the Holy Quran. Actually Sunnah is needed to making man true Muslim. This course helps learners to make commentaries on the Holy Quran to compile Islamic Law, to know the divine qualities of the Prophet Muhammad (sm) and to conduct research on Islam. It also informs the learners how Sahabah, Tabiun, Tabi' Tabiin and next pioneer scholars spent their lives according to the Holy Quran. Making learners true Muslims is the prime aim of this course.

4. Specific Objectives

To help the students to-

- a. introduce the concepts, aims, objectives and subject matters of the Sunnah of Prophet Muhammad (sm) ;
- b. describe the significance and importance of Sunnah in the lives of Muslims;
- c. explain the role and function of the Sunnah in society and state as the second primary sources of Islam;
- d. express the life-style of the prophet Muhammad (sm), Sahabah, the tabi'un and Tabi' Tabiin.

5. Course Contents

- a. Prohibition of Cruelty and Injustice and their eradication;
- b. Earning by Own efforts and Refraining from asking and Taking Lead in giving ;
- c. Prohibition of Flaw and Cheating;
- d. Prohibition of Breach/Violate of Promise;
- e. Prohibition of Pride and Haughtiness ;
- f. Not to cut off Relations with Muslims;
- g. Prohibition of Vulgar and Loose Talking.

6-7. Unit-wise Learning Outcomes (title, sub-title and number of classes per unit)

Unit-1	classes/contact hours: 05
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Learning Outcomes

At the end of this unit, students will be able to-

- discuss lexical and technical meanings of the word *al-Julm* (cruelty)
- encourage others not to be cruel, inhuman and violent
- inform eradications process of cruelty and injustice
- describe the consequences of *al-Julm*

Title and Sub-title

Chapter, 26: Prohibition of Cruelty and Injustice and their Eradication

Unit-2	classes/contact hours: 04
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Learning Outcomes

At the end of this unit, students will be able to-

- inspire others earning by own effort mentioning Sunnah of the Prophet Muhammad (sm)
- encourage everybody not to look forward to others for anything except Allah
- discuss to take lead in giving as directed and charity in Islam

Title and Sub-title

Chapter, 59: Earning by own efforts and Refraining from asking and Taking Lead in giving

Unit-3	classes/contact hours: 04
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Learning Outcomes

At the end of this unit, students will be able to-

- discuss lexical and technical meanings of the word *al-Gashun* (flaw)
- discuss lexical and technical meanings of the word *al-Khidaun* (cheating)
- motivate to give up flaw and cheating

Title and Sub-title

Chapter, 276: Prohibition of Flaw and Cheating

Unit-4	classes/contact hours: 04
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Learning Outcomes

At the end of this unit, students will be able to-

- define *al 'Wawdu and al 'Ahdu* (breach & promise)
- explain the importance and necessity of breach & promise
- describe the consequences the violation of breach of promise

Title and Sub-title

Chapter, 277: Prohibition of Breach/ Violate of Promise

Unit-5	classes/contact hours: 04
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Learning Outcomes

At the end of this unit, students will be able to-

- discuss lexical and technical meaning of the word *al-Iftikhar* (pride)
- explain lexical and technical meaning of *al-Taqla*
- express the necessity of *al-Taqla*
- describe the consequences of *al-Iftikhar* and *al-Bagun*

Title and Sub-title

Chapter, 279: Prohibition of Pride and Haughtiness

Unit-6	classes/contact hours: 04
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Learning Outcomes

At the end of this unit, students will be able to-

- discuss lexical and technical meanings of the word *Hijra* (cut off)
- explain the concept of relation among Muslims
- describe the consequences of cutting off relations with Muslims
- instigate others not to cut off relationship with Muslims

Title and Sub-title

Chapter, 280: Not to cut off Relations with Muslims

Unit-7	classes/contact hours: 05
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Learning Outcomes

At the end of this unit, students will be able to-

- discuss lexical and technical meanings of the word *al Fahsha* and *Bija al-Lisan* (vulgar & loose taking)

- define the meaning of *al-Ta'anun & al-Fahshun*
- describe the characteristics of a Mumin
- explain the consequence vulgar behave of men-women

Title and Sub-title

Chapter, 327: Prohibition of Vulgar and Loose Talking

8. Instructional Strategies

(Learner-centered, Interactive, participatory and activity-based)

Lecture, discussion, question-answer, group work, pair work, demonstration, project, presentation, assignment, field work.

9. Assessment

- Formative: In-course exam / Mid-term exam (15 Marks) and Class test/ Class performance/presentation (05 Marks)
- Summative: Semester Final Written [Two short questions out of four ($2 \times 3 = 06$ Marks), two broad questions out of four ($2 \times 12 = 24$ Marks)] and oral tests

10. References

Book prescribed :

- Imam Mohyiuddin Iyahaal Nabawi, *Riyadus Salihin*, (Vol. 1.2.3. and 4)

Books recommended :

1. Bader Uddin al-`Aini, *Umdatul Qari*.
2. Ibn Hazar Asqalani, *Fathul Bari*
3. Al-Qastalani, *Ersudus Sari*
4. Al-Nabawee, *Al-Minhaj fi Sharhi Sahih Muslim*.
5. Hafiz Ibn Kathir, *Sharhu Sahihil Bukhari*.
6. Anwar Shah kashmiri, *Fyzul Bari*.
7. Al-Kirmani, *Sahihul Bukhari*
8. Al-Kirmani, *Al-Kawakibud Darari*
9. Shabbir Ahmad Uthmani, *Fathul Muslim*
10. ইমাম মুহম্মদ আল-গাযালী, *এহইয়াউল উলুমুদ্দীন*, ১-৪ খণ্ড, (অনু মহিউদ্দীন খান, ঢাকা:১৯৮৭)
11. নূর মোহাম্মদ আজমী, *মিশকাত শরীফ*, এমদাদিয়া লাইব্রেরী, ঢাকা।
12. মাওলানা মুহাম্মদ আবদুর রহীম, *হাদীস শরীফ*, খায়রুন প্রকাশনী, ঢাকা।
13. মাওলানা ফজলুল করীম, *আদর্শ মানব*, ঢাকা: ইসলাম মিশন লাইব্রেরী।
14. সম্পাদনা পরিষদ, *রাসূলে কারীম (স.): জীবন ও শিক্ষা*, ঢাকা: ইসলামিক ফাউন্ডেশন বাংলাদেশ।
15. ড. মুহাম্মদ জাকির হুসাইন, *আর্থসামাজিক সমস্যা সমাধানে আল-হাদীসের অবদান*, ঢাকা: ইসলামিক ফাউন্ডেশন বাংলাদেশ।
16. হাফিজ আবু শেখ আল-ইসফাহানী, *আখলাকুননবী (স.)*, ঢাকা: ইসলামিক ফাউন্ডেশন বাংলাদেশ।

Course Number	:	BIS 205
Course Title	:	Political Science <ul style="list-style-type: none">• Part-A: Political Theory• Part-B: Political and Constitutional Development in Bangladesh
Total Marks	:	100
Total Credit Hours	:	4
Total Classes/ Contact hours	:	60 (Per Class 60 minutes)

Part-A : Political Theory

1. Course Number: BIS 205 (Part-A)

Course Title: Political Theory

2. Credit Hours: 2, Classes/Contact hours : 30

3. Introduction to the Course

This course is designed to provide the student with necessary knowledge and understanding of introduction of political science as a discipline as well as a description of its nature, scope and methods, theory of state, fundamental concept of society, community, power, sovereignty, constitution, law, liberty, rights, duties, equality, nationalism, democracy, forms and organs of the government, political party, electorate and globalization.

4. Specific Objectives

To help the students to-

- a. understand the concept of political science as a discipline and its nature, scope and methods;
- b. make them understand the theories of the origin of the state, concept of society, power, and sovereignty;
- c. help students realize the concept of Constitution, law, Liberty, Rights, equality, nationalism, Internationalism and Globalization;

- d. enable them to evaluate the relevance of political theories, forms and organs of the government, role of political party and electorate.

5. Course Content

- a. Political science: Definition and concept of political science, its nature, scope and methods, Importance of studying political science, Its relationship to other disciplines of social science. and its nature, scope and methods;
- b. State : Definition of state, elements and objectives of the state, concept of welfare state, function of the modern and welfare state, definition of society, community, association and their relations with the state. Theories of the origin of the state : the divine origin theory, the force theory, the social contract theory, the historical theory and their importance and criticisms;
- c. Sovereignty: Definition of Sovereignty, its characteristics, different forms of sovereignty, the monistic and pluralistic concept of sovereignty, Austin's theory of sovereignty and its characteristics and criticism, definition of power, its kinds, role of power, difference between power and force;
- d. Law, Liberty and Equality, Right and Duties: Concept of Law, its characteristics, sources of Law, classification of Law, Relation between Law and morality, concept of International Law, its sources and its role in world politics. Definition of Liberty and its classification, safeguards of Liberty and its relation with Law, concept of equality and its importance, Types of equality and its relation with Liberty. Definition of rights, its nature and characteristics, Different types of rights i.e. moral & Legal rights, social, political and economic rights, various theory of rights, safeguards of rights, concept of duties, responsibilities and duties of a citizens and relation between rights and duties;
- e. Constitution: Definition of constitution, its sources and classification, merits and demerits of written and unwritten, flexible and rigid constitution and characteristics of a good constitution, concept of constitutional government and its characteristics;
- f. Democracy, Forms of governments and Organs of Government: Definition of democracy, its characteristics and different forms, merits and demerits of democracy, condition for the success of democracy. Definition of government, its classification, presidential and parliamentary form of government and their merits and demerits. Organs of the governments: the legislature, the executive and the Judiciary, their relations and power and functions, Independence of Judiciary;
- g. Political Party and The Electorate: Political party, role and functions of political party, classification of party system and its merits and demerits. Definition of electorate, and their role, mode of election and methods of voting;
- h. Nationalism, Internationalism and Globalization : Concept and definition of nation, nationality and nationalism and difference between nation and nationality, elements of nationalism and its limitations, concept of Internationalism and its utility, relation between nationalism and internationalism Concept of Globalization, its process, Impact of Globalization in the developing countries.

6-7. Unit-wise Learning Outcomes (title, sub-title and number of classes per unit)

Unit-1	classes/contact hours: 04
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Learning Outcomes

At the end of this unit, students will be able to-

- describe the definition, nature and scope of political science
- illustrate the method of political science
- distinguish the relationship of political science with other discipline of social science

Title and Sub-title

Political science: Definition and concept of political science, its nature, scope and methods, Importance of studying political science, Its relationship to other disciplines of social science. and its nature, scope and methods

Unit-2	classes/contact hours: 04
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Learning Outcomes

At the end of this unit, students will be able to-

- define the concept of state
- illustrate the function of modern and welfare state
- explain the differences among state, society, community and association
- describe the theories of the origin of the state
- explain the social contract theory and historical theory of the state
- analyses the importance of evolutionary theory with criticism

Title and Sub-title

State : Definition of state, elements and objectives of the state, concept of welfare state, function of the modern and welfare state, definition of society, community, association and their relations with the state. Theories of the origin of the state : the divine origin theory, the force theory, the social contract theory, the historical theory and their importance and criticisms.

Unit-3	classes/contact hours: 02
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Learning Outcomes

At the end of this unit, students will be able to-

- describe the concept of sovereignty
- explain the monistic and pluralistic concept of sovereignty
- prepare themselves to contribute in the safeguard of sovereignty of the state.

Title and Sub-title

Sovereignty: Definition of Sovereignty, its characteristics, different forms of sovereignty, the monistic and pluralistic concept of sovereignty, Austin's theory of sovereignty and its characteristics and criticism, definition of power, its kinds, role of power, difference between power and force.

Unit-4	classes/contact hours: 06
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Learning Outcomes

At the end of this unit, students will be able to-

- explain the concept of law and its sources
- distinguish between the concept of law and morality
- contribute to developing the environment for obey the law of the country
- describe the concept of liberty and equality
- compare the relation between liberty and equality
- prepare themselves as safeguards of liberty
- explain the concept of right and duties
- evaluate the various theory of right
- contribute to the establishment of right of the citizens
- develop the awareness for duties and responsibilities of the citizens.

Title and Sub-title

Law, Liberty and Equality, Right and Duties: Concept of Law, its characteristics, sources of Law, classification of Law, relation between Law and Morality, concept of International Law, its sources and role in the world politics. Definition of Liberty and its classification, safeguards of Liberty and its relation with Law, concept of equality and its importance, types of equality and its relation with Liberty. Definition of rights, its nature and characteristics, different types of rights i.e. moral & legal rights, social, political and economic rights, various theory of rights, safeguards of rights, concept of duties, responsibilities and duties of a citizens and relation between rights and duties.

Unit-5	classes/contact hours: 02
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Learning Outcomes

At the end of this unit, students will be able to-

- define the concept of constitution with its sources
- evaluate the merits and demerits of various type of constitution.
- contribute in the establishment of constitutional government

Title and Sub title

Constitution: Definition of constitution, its sources and classification, merits and demerits of written and unwritten, flexible and rigid constitution and characteristics of a good constitution, concept of constitutional government and its characteristics.

Unit-6	classes/contact hours: 06
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Learning Outcomes

At the end of this unit, students will be able to-

- explain the concept of democracy
- contributing the establishment of democracy in the state.
- illustrate the concept of the forms of government
- compare the presidential and parliamentary form of government with criticism
- explain the concept of organs of the government
- distinguish the function and relation among the organs of the government.
- organize for the establishment of independence of judiciary

Title and Sub-title

Democracy, Forms of governments and Organs of Government: Definition of democracy, its characteristics and different forms, merits and demerits of democracy, condition for the success of democracy. Definition of government, its classification, presidential and parliamentary form of government and their merits and demerits. Organs of the governments: the legislature, the executive and the Judiciary, their relations and power and functions, independence of Judiciary.

Unit-7	classes/contact hours: 02
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Learning Outcomes

At the end of this unit, students will be able to-

- explain the role and function of political party.
- evaluate the party system with criticism
- explain the role of electorate.
- evaluate the methods of voting system.
- suggest for applying the ideal voting system

Title and Sub-title

Political Party and The Electorate: Political party, role and functions of political party, classification of party system and its merits and demerits. Definition of electorate, and their role, mode of election and methods of voting.

Unit-8	classes/contact hours: 04
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Learning Outcomes

At the end of this unit, students will be able to-

- describe the concept of nation, nationality and nationalism
- illustrate the utility of internationalism
- crises the effect if nationalism
- describe the concept of globalization
- evaluate the effect of globalization in the developing countries
- recommend to avoid the bad effect of globalization.

Title and Sub-title

Nationalism, Internationalism and Globalization : Concept and definition of nation, nationality and nationalism and difference between nation and nationality, elements of nationalism and its limitations, concept of Internationalism and its utility, relation between nationalism and internationalism Concept of Globalization, its process, Impact of Globalization in the developing countries.

8. Instructional Strategies

(Learner-centered, Interactive, participatory and activity-based)

Lecture, discussion, question-answer, group work, pair work, demonstration, project, presentation, assignment, field work.

9. Assessment

- Formative: In-course exam / Mid-term exam (15 Marks) and Class test/ Class performance/presentation (05 Marks)
- Summative: Semester Final Written [Two short questions out of four ($2 \times 3 = 06$ Marks), two broad questions out of four ($2 \times 12 = 24$ Marks)] and oral tests

10. References

(Book prescribed / Books recommended)

1. Raymond G Gettell, *Political Science*, Calcutta: The world press private Ltd., 1961.
2. Harold J Laski, *A Gramm of Politics*, London: Allen 1951, rev.ed.
3. Harold J Laski, *An Introduction to Politics*, London: Allen 1951, rev.ed.
4. R.N. Gilchrist, *Principles of Political Science*
5. J.W. Garner, *Political Science and Government*
6. J.W. Garner, *Introduction to Political Science*, New york: American Book Co. 1910.

7. J.R. Lucas, *Principles of Politics*, Oxford, clarendon press 1967.
8. J.A. Schumpeter, *Capitalism, Socialism and Democracy*
9. Maciver, *The Modern State*
10. Haris Khon, *Nationalism, Its Meaning and History*
11. Andrew Vincent, *Theories of the State*
12. G Ponton and P Gill, *Introduction to Politics*
13. Emajuddin Ahmed, *Bureaucratic Elites in Segmented Economic Growth, Pakistan and Bangladesh*, Dhaka, UPL, 1980.
14. Mahfujul Huq Chowdhury (ed.), *Thirty Years of Bangladesh Politics*
15. Rounaq Jahan, *Bangladesh Politics, Problems and Issues*
16. Moudud Ahmed, *Bangladesh : Constitutional Quest for Autonomy 1950-1971*
17. A.M.A. Muhit, *Bangladesh : Emergence of a Nation*
18. Mizanur Rahman Shelley, *Emergence of a Nation in a Multipolar world : Bangladesh*
19. অনাদিকুমার মহাপাত্র, *রাষ্ট্রবিজ্ঞান*, সুহৃদ পাবলিকেশন, কলকাতা
20. ইয়াসমিন আহমেদ ও রাখী বর্মণ, *রাষ্ট্রবিজ্ঞানের ভূমিকা*, ঢাকা: আজিজিয়া বুক ডিপো।
21. আর এম ম্যাকাইভার, *আধুনিক রাষ্ট্র*, অনুবাদ: এমাজ উদ্দীন আহমেদ, ঢাকা: বাংলা একাডেমী, ১৯৭৭
22. ড. এমাজ উদ্দীন আহমেদ, *রাষ্ট্রবিজ্ঞানের কথা*, ঢাকা: বাংলাদেশ বুক করপোরেশন লি., ১৯৬৪

Part-B : Political and Constitutional Development in Bangladesh

1. Course Number: BIS 205 (Part-B)

Course Title: Political and Constitutional Development in Bangladesh

2. Credit Hours: 2, Classes/Contact hours : 30

3. Introduction to the Course

This is an introductory general political science course compulsory for all the students of the program. The content of this course is designed into two parts. Part A Political Theory and Part B Political and Constitutional Development in Bangladesh. This course is designed to familiarise the students with basic theory of Political Science, Political and Constitutional Development in Bangladesh.

4. Specific Objectives

To help the students to-

- a. acquaint the learners with the partition of Pakistan in 1947, the historical state Language Movement of 1952 and its impact on our nation;
- b. introduce the learners to the opposition political parties of east Pakistan, United Front Election 1954, 6 Point Movement of Awami League and 11 Point Movement of Student Society;
- c. familiarise the learners with the history of mass upsurge of 1969, Fall of Ayub Regime and the election of 1970;
- d. acquaint the learners with the history of Liberation War of 1971 and the emergence of independent Bangladesh;
- e. acquaint the learners with the political and the constitutional development in Bangladesh from 1972 up to 2001.

5. Course Contents

- a. Introduction: an overview of the course. Separation of Pakistan, the state Language Movement of 1952 and its impact on the nation;
- b. Growth of opposition political parties in East Pakistan, United Front Election of 1954 and its important on the politics of East Pakistan;
- c. 6 Point Movement of Awami league, 11 Point Movement of Student Society, Mass Upsurge of 1969, fall of Ayub regime and the election of 1970;
- d. Liberation War of 1971 and the emergence of Independent Bangladesh;
- e. Constitution making and the performance of Mujib government. Military coups of 1975;

- f. Regime of Khandakar Mostaque, General Zia and General Ershad;
- g. Anti Ershad movement, Mass Upsurge of 1990, Non Party Caretaker Government, election of 1991, re-introduction of parliamentary system;
- h. Performance of Begum Khaleda Zia's government, movement for neutral caretaker government, election of 1996. Performance of Sheikh Hasina's government, election of 2001 and performance of four parties alliance government under the leadership of Khaleda Zia. Discussion of course summary, group discussion and presentation.

6-7. Unit-wise Learning Outcomes (title, sub-title and number of classes per unit)

Unit-1	classes/contact hours: 06
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Learning Outcomes

At the end of this unit, students will be able to-

- explain the background of the separation of Pakistan
- describe the events of the separation of Pakistan
- explain the background of the State Language Movement of 1952
- know the Introduction of different organizations related to State Language Movement of 1952
- describe the history of the State Language Movement of 1952
- evaluate the importance of the State Language Movement of 1952 on our nation.
- evaluate the impact of the State Language Movement of 1952 on our nation.
- evaluate the role of the State Language Movement of 1952 to develop Bengali nationalism
- inspire themselves to protest against all kinds of discrimination and injustice.
- inspire themselves to serve in favour of the country

Title and Sub-title

Introduction: an overview of the course, Separation of Pakistan, the state language movement of 1952, its importance and impact on the nation.

Unit-2	classes/contact hours: 03
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Learning Outcomes

At the end of this unit, students will be able to-

- describe the introduction of opposition political parties in the east Pakistan such as : Muslim League, Awami Muslim League, National Awami Party, Krishok Sromik Party (KSP), Nezam-e-Islam, Communist Party, Gonotantri Party, Jamat-E-Islami, Pakistan National Congress

- describe the introduction of some political leaders such as: Mowlana Bahsani, Shere-E-Bangla A K Fazlul Haque, Hossain Shahid Shohorawardi, Bangabandhu Sheikh Mujibur Rahman
- explain the background of making United Front
- explain the event of United Front Election of 1954
- evaluate the importance of United Front Election of 1954
- explain the activities of United Front Government
- describe the 21th point of United Front
- describe the fall of United Front government

Title and Sub-title

Growth of opposition political parties in the East Pakistan, United Front Election of 1954 and its important on the politics on East Pakistan.

Unit-3	classes/contact hours: 04
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Learning Outcomes

At the end of this unit, students will be able to-

- describe the background of 6 Point Movement of Awami League in 1966
- describe the 6 Point programme of Awami League
- discuss the importance of 6 Point Movement on the politics of Pakistan
- discuss the impact of 6 Point Movement on the politics of Pakistan
- criticize that, the 6 Point Movement was basically the of Bengali middle classes movement
- describe the backgorund of making student society
- describe the 11 Point Movement of student society
- describe the backgorund of Agartola case, activities and aftermath
- explain the background of the Mass Upsurge of 1969
- describe the nature and events of Mass Upsurge of 1969
- evaluate the impact of Mass Upsurge of 1969 on the politice of Pakistan.
- explain the role of students society in the Mass Upsurge of 1969
- describe the background of Pakistan general election of 1970
- explain the activities of the election of 1970
- explain the election issues of Awami League and Muslim League
- explain the failure of Muslim League government
- explain the causes of winning Awami League in the eleciton of 1970

Title and Sub-title

6 point movement of Awami League in 1966, 11 Point Movement of student society and Mass Upsurge of 1969, fall of Ayub regime and the election of 1970.

Unit-4	classes/contact hours: 06
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Learning Outcomes

At the end of this unit, students will be able to-

- describe the discrimination between east and west Pakistan.
- describe the background of Bangladesh Liberation war of 1971
- analysis the causes of Liberation War of 1971
- describe the glorious history of the Liberation War of 1971
- describe the nature of the Liberation War of 1971
- explain the brave activities and self sacrifice of our heroes freedom fighters
- explain the role of mass people to the Liberation War of 1971
- explain the role of the leftist political parties to the Liberation War of 1971
- describe the international role to the Liberation War of 1971
- inspire themselves to protest all kinds of discrimination and injustice
- inspire themselves to serve for motherland
- inspire themselves to work for discrimination and corruption free Bangladesh

Title and Sub-title

Liberation War of 1971 and the emergence of Independent Bangladesh.

Unit-5	classes/contact hours: 02
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Learning Outcomes

At the end of this unit, students will be able to-

- describe the background of Bangladesh Constitution making
- describe the Constitution of 1972 of Bangladesh
- evaluate the performance of Mujib government

Title and Sub-title

Constitution making and the performance of Mujib government.

Unit-6	classes/contact hours: 04
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Learning Outcomes

At the end of this unit, students will be able to-

- explain the background of Military coups of 1975
- describe the events of Military coups of 1975
- describe the regime of Khandakar Mostaque government
- evaluate the regime of General Ziaur Rahman government
- explain the regime of General Ershad government

Title and Sub-title

Military coups of 1975, regime of Khandakar Mostaque, General Ziaur Rahman and General Ershad.

Unit-7	classes/contact hours: 02
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Learning Outcomes

At the end of this unit, students will be able to-

- describe the background of anti Ershad movement of 1990
- describe the nature and events of anti Ershad movement of 1990
- explain the causes of falling Ershad government of 1990
- explain the background of non party caretaker government of 1990
- describe the election of 1991 and re-introduction of parliamentary government system

Title and Sub-title

Anti Ershad movement, mass upsurge of 1990, non party caretaker government, election of 1991, re-introduction of parliamentary system.

Unit-8	classes/contact hours: 03
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Learning Outcome

At the end of this unit, students will be able to-

- evaluate the performance of Begum Khaleda Zia's government of 1991-1996
- describe the movement for neutral caretaker government in 1996
- describe the events of the election of 1996
- evaluate the performance of Sheikh Hasina's government of 1996-2001
- describe the events of the election of 2001
- evaluate the performance of four parties alliance government of 2001-2006

Title and Sub-title

Performance of Begum Khaleda Zia's government, movement for neutral caretaker government, election of 1996. Performance of Sheikh Hasina's government, election of 2001 and performance of four parties alliance government under the leadership of Khaleda Zia. Discussion of course summary, group discussion and presentation.

8. Instructional Strategies

(Learner-centered, Interactive, participatory and activity-based)

Lecture, discussion, question-answer, group work, pair work, demonstration, project, presentation, assignment, field work.

9. Assessment

- Formative: In-course exam / Mid-term exam (15 Marks) and Class test/ Class performance/presentation (05 Marks)
- Summative: Semester Final Written [Two short questions out of four ($2 \times 3 = 06$ Marks), two broad questions out of four ($2 \times 12 = 24$ Marks)] and oral tests

10. References

(Book prescribed / Books recommended)

1. Talukder Maniruzzaman, *Politics and Security of Bangladesh*.
2. Talukder Maniruzzaman, *Radical politics and the Emergence of Bangladesh*
3. Najma Chaudhury, *The Legislative process in Bangladesh*
4. Mahfujul Huq Chowdhury (ed.), *Thirty Years of Bangladesh Politics*
5. Rounaq Jahan, *Bangladesh Politics, Problems and Issues*
6. Moudud Ahmed, *Bangladesh : Constitutional Quest for Autonomy 1950-1971*
7. A.M.A. Muhit, *Bangladesh : Emergence of a Nation*
8. Mizanur Rahman Shelley, *Emergence of a Nation in a Multipolar world : Bangladesh*
9. শেখ মুজিবুর রহমান, *অসমাপ্ত আত্মজীবনী*, দি ইউনিভার্সিটি প্রেস লিমিটেড, ঢাকা, জানুয়ারী ২০১৪
10. শেখ মুজিবুর রহমান, *কারাগারের রোজনামাচা*
11. সিমিন হোসেন রিমি, *নেতা ও পিতা*
12. ড. হারুন-অর-রশিদ, *বাংলাদেশ : রাজনীতি, সরকার ও শাসনতান্ত্রিক উন্নয়ন ১৭৫৭-২০০০*, ঢাকা: নিউ এজ পাবলিকেশন্স।
13. ড. হারুন-অর-রশিদ, *বাঙ্গালির রাষ্ট্রচিন্তা ও স্বাধীন বাংলাদেশের অভ্যুদয়*, ঢাকা : আগামী প্রকাশনী, ২০০১
14. ড. আবদুল ওদুদ ভূঁইঞা, *বাংলাদেশের রাজনৈতিক উন্নয়ন*
15. ড. মো: মাহবুবুর রহমান, *বাংলাদেশের ইতিহাস ১৯৪৭-৭১*, ঢাকা: সময় প্রকাশন।
16. ড. আবু মোঃ দেলোয়ার হোসেন, *বাংলাদেশের ইতিহাস (১৯০৫-১৯৭১)*, ঢাকা: ঢাকা বিশ্ববিদ্যালয় প্রকাশনী, ২০০৮
17. আবুল ফজল হক, *বাংলাদেশের শাসন ব্যবস্থা ও রাজনীতি*
18. তালুকদার মনিরুজ্জামান, *বাংলাদেশের রাজনীতি সংকট ও বিশ্লেষণ*, ঢাকা: বাংলাদেশ কো-অপারেটিভ বুক সোসাইটি লিঃ, ২০০১
19. এমাজউদ্দীন আহমদ, *বাংলাদেশের রাজনীতি ও সংস্কৃতি*, ঢাকা: জ্ঞান বিতরণী, ২০০১
20. আবুল মনসুর আহমেদ, *আমার দেখা রাজনীতির পঞ্চাশ বছর*
21. বদরুদ্দীন উমর, *পূর্ব বাংলার ভাষা আন্দোলন ও তৎকালীন রাজনীতি*
22. বাংলাদেশ সরকার, *বাংলাদেশের স্বাধীনতা যুদ্ধ : দলিলপত্র*, ১৫ খণ্ড, ১৯৮৪

Course Number	:	BIS 206
Course Title	:	Political System and Human Rights in Islam <ul style="list-style-type: none"> • Part-A: Political System in Islam • Part-B: Human Rights in Islam
Total Marks	:	100
Total Credit Hours	:	4
Total Classes/ Contact hours	:	60 (Per Class 60 minutes)

Part-A : Political System in Islam

1. Course Number: BIS 206 (Part-A)

Course Title: Political System in Islam

2. Credit Hours: 2, Classes/Contact hours: 30

3. Introduction to the Course

This course will highlight the students on the definition, characteristics, Importance of state, government, sovereignty, Khilafat, Ummah, Liberty, Democracy, Rights-duties and Diplomacy in the light of Islam.

4. Specific Objectives

To help the students to-

- make the students aware of the political system in Islam;
- describe the state, government, organs of government;
- explain separation of powers, sovereignty, the qualities, virtues and duties of the Head of Islamic state administrators and government employees;
- explain the rights and duties of citizens;
- describe Nationalism, Internationalism, Capitalism, Secularism, Rationalism, Marxism, Socialism, Racism and Bureaucracy;
- describe Khilafat, Millat, Ummah, liberty, Democracy, Diplomacy, internal policy, foreign policy in the light of Islam.

5. Course Contents

- a. Islamic State : Definition, characteristics, importance of Islamic state, differences between an Islamic state and modern state. The convention of Madina as the guidelines for state;
- b. Government: Its meaning, formation, various kinds of government, organs of government-Legislature, Executive, Judiciary; separation of powers : electoral and political parties;
- c. Qualities, virtues and duties of the head of Islamic state, administrators and government employees;
- d. Sovereignty: its meaning, nature and characteristics, nationalism, internationalism, capitalism, secularism, rationalism, marxism, Socialism, racism and bureaucracy;
- e. Description of Khilafat, Millat, Ummah, Liberty, Democracy;
- f. Rights : Rights and duties of citizens-Muslims and non-Muslims;
- g. Diplomacy: Definition, scope, internal policy, foreign policy of an Islamic state.

6-7. Unit-wise Learning Outcomes (title, sub-title and number of classes per unit)

Unit-1	classes/contact hours: 05
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Learning Outcomes

At the end of this unit, students will be able to-

- define Islamic state and modern state
- describe the characteristics and importance of Islamic state
- compare between an Islamic state and modern state
- analyse the convention of Madina as the guidelines for state

Title and Sub-title

Islamic State : Definition, characteristics, importance of Islamic state, differences between an Islamic state and modern state. The convention of Madina as the guidelines for state.

Unit-2	classes/contact hours: 05
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Learning Outcomes

At the end of this unit, students will be able to-

- define government, various kinds of government, organs of government-Legislature, Executive, Judiciary; separation of powers

- describe the nature, importance, functions of Islamic Legislature (Majlis-E-Shura), Executive and Judiciary
- explain the nature and functions of electoral and political parties
- apply the knowledge in their practical life

Title and Sub-title

Government: Its meaning, formation, various kinds of government, organs of government-Legislature, Executive, Judiciary; separation of powers : electoral and political parties;

Unit-3	classes/contact hours: 04
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Learning Outcomes

At the end of this unit, students will be able to-

- describe the qualities, virtues and duties of the head, administrators and government employees of an Islamic State
- demonstrate these qualities and virtues
- apply these in their practical life

Title and Sub-title

Qualities, virtues and duties of the head of Islamic state, administrators and government employees;

Unit-4	classes/contact hours: 05
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Learning Outcomes

At the end of this unit, students will be able to-

- describe the meaning, nature and characteristics of sovereignty, nationalism, internationalism, capitalism, secularism, rationalism, marxism, socialism, racism and bureaucracy in the light of the Quran and Sunnah
- compare the ideologies of nationalism, internationalism, capitalism, secularism, rationalism, marxism, socialism , racism, bureaucracy and Islam
- discover the best ideologies in human life

Title and Sub-title

Sovereignty: its meaning, nature and characteristics, nationalism, internationalism, capitalism, secularism, rationalism, marxism, socialism, racism and bureaucracy;

Unit-5	classes/contact hours: 05
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Learning Outcomes

At the end of this unit, students will be able to-

- define Khilafat, Millat, Ummah, Liberty and Democracy
- describe nature and characteristics of democracy and khilafat
- distinguish between democracy and khilafat

Title and Sub-title

Description of Khilafat, Millat, Ummah, Liberty, Democracy.

Unit-6	classes/contact hours: 03
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Learning Outcomes

At the end of this unit, students will be able to-

- describe the rights of citizens and the duties and responsibilities of citizens towards state in the light of Islam
- express measures taken in Islam to protect the right of non-Muslims

Title and Sub-title

Rights : Rights and duties of citizens-Muslims and non-Muslims

Unit-7	classes/contact hours: 03
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Learning Outcomes

At the end of this unit, students will be able to-

- describe the meaning and scope of diplomacy
- determine internal policy of an Islamic state
- apply the foreign policy of an Islamic state

Title and Sub-title

Diplomacy: Definition, scope, internal policy, foreign policy of an Islamic state.

8. Instructional Strategies

(Learner-centered, Interactive, participatory and activity-based)

Lecture, discussion, question-answer, group work, pair work, demonstration, project, presentation, assignment, field work.

9. Assessment

- Formative: In-course exam / Mid-term exam (15 Marks) and Class test/ Class performance/presentation (05 Marks)
- Summative: Semester Final Written [Two short questions out of four ($2 \times 3 = 06$ Marks), two broad questions out of four ($2 \times 12 = 24$ Marks)] and oral tests

10. References

(Book prescribed / Books recommended)

1. *Al-Quran*.
2. Al-Sahih Al-Bukhari, *Kitab al-Ahkam, Kitab al-Itisam bi al-Sunnah, Kitab al-Maghazi and Kitab al-Shurut*
3. Al-Sahih Muslim, *Kitab al-Imarah, Kitab al-Jihad wa al-Siyar*
4. Muhammad Ali, *The Religion of Islam*
5. Shah Waliullah, *Hujjatullah al-Baligha*
6. Dr. Hamidullah, *The Muslim Conduct of State*
7. Gibb, *Modern Trends in Islam*
8. Arnold, *The Preaching of Islam*
9. Syed Ameer Ali, *The Spirit of Islam*
10. K. Bakhsh, *Political System in Islam*
11. মাওলানা মুহাম্মদ আবদুর রহীম, আল-কুরআনে রাষ্ট্র ও সরকার
12. মাওলানা মুহাম্মদ আবদুর রহীম, ইসলামী রাজনীতির ভূমিকা
13. শেখ মুহাম্মদ লুৎফুর রহমান, ইসলাম রাষ্ট্র ও সমাজ
14. আবদুর রাজ্জাক, ইসলামী রাষ্ট্রের বৈশিষ্ট্য ও আদর্শ
15. মুহাম্মদ আযাদ, ইসলামে রাষ্ট্র ও সরকার পরিচালনার মূলনীতি
16. মফিজুল্লাহ কবির, ইসলাম ও খেলাফত

Part-B : Human Rights in Islam

1. Course Number: BIS 206 (Part-B)

Course Title: Human Rights in Islam

2. Credit Hours: 2, Classes/Contact hours: 30

3. Introduction to the Course

This course has been designed with an aim to offer to the students an elementary understanding of human rights, one of the most burning and challenging issues of the present world. In this course, the relevant texts of the Islamic framework of human rights shall be introduced to the students. The relevant texts of the Universal Declaration of Human Rights (UDHR), one of the potential primary source documents on the topic of human rights, shall also be introduced to them for their comparative understanding of different human rights provisions.

4. Specific Objectives

This course has seven units each of which has its instructional objectives. The students are expected to read the objectives of each unit and bear them in mind as they go through the unit. Nevertheless, the following are overall objectives of the course. These overall objectives of the course are to provide the students an understanding of:

- a. importance of the study of human rights ;
- b. role and function of human rights in society and state;
- c. definition of human rights from the view-point of Natural Rights theory;
- d. origin and development of human rights in the western perspective;
- e. definition of human rights from the view-point of *Sharīah*;
- f. Huquq and their classifications;
- g. Islamic sources of and methodology for human rights;
- h. categories of human rights, such as, civil, political, economic, social, cultural, etc.;
- i. similarities and dissimilarities between the idea of Islam and that of the west in different issues of human rights .

5. Course Contents

- a. Concept Of Human Rights In Western Perspective: Definition of human rights from the view-point of Natural Rights theory; their origin and development in the western perspective ; the International Bill of Rights of the UNO ;

- b. Concept Of Human Rights In Islam: Definition of human rights from the view-point of *Sharīah*; Huquq and their classifications; Islamic sources of and methodology for human rights;
- c. Right To Equality And Non-Discrimination: Right to equality and non-discrimination in Islamic sources and in the text of the Universal Declaration of Human Rights (UDHR) with a special reference to the rights of women and non-Muslims;
- d. Civil Rights: Right to life, liberty and security of person; right to honor and dignity; right to freedom from slavery; right against torture or cruel, inhuman or degrading treatment or punishment; right to marry and to found a family; right to privacy; freedom of conscience and religion; right to education, etc. in Islamic sources and in the text of the Universal Declaration of Human Rights (UDHR);
- e. Political Rights: Right to a nationality; freedom of movement; right to seek asylum from persecution; right to freedom of peaceful assembly and association; right to take part in public affairs; right to equal access to public services, etc. in Islamic sources and in the text of the Universal Declaration of Human Rights (UDHR);
- f. Economic Rights: Right to own property and security of property; right to work; right to just remuneration; right to favorable condition of work, etc. in Islamic sources and in the text of the Universal Declaration of Human Rights (UDHR);
- g. Legal Rights: Right to recognition everywhere as a person before law; right to equality regarding protection of law; right against arbitrary arrest, detention or exile; right to remedy for violating one's fundamental rights; right against self-incrimination, etc. in Islamic sources and in the text of the Universal Declaration of Human Rights (UDHR).

6-7. Unit-wise Learning Outcomes (title, sub-title and number of classes per unit)

Unit-1	classes/contact hours: 05
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Learning Outcomes

At the end of this unit, students will be able to-

- present definition and concept of human rights
- discuss origin and development of human rights
- cite examples of human rights enumerated in the texts of the Universal Declaration of Human Rights (UDHR)
- demonstrate a catalogue of human rights

Title and Sub-title

Concept of Human Rights In Western Perspective : Definition of human rights from the view-point of Natural Rights theory; their origin and development in the western perspective; the International Bill of Rights of the UNO

Unit-2	classes/contact hours: 05
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Learning Outcomes

At the end of this unit, students will be able to-

- define human rights in Islamic perspective
- differentiate between definitions of Islamic and Natural Rights Doctrine
- classify the Huquq (rights)
- cite examples of human rights and duties enumerated in the texts of Qur'an and the Hadith

Title and Sub title

Concept of Human Rights In Islam : Definition of human rights from the viewpoint of *Sharīah*; Huquq and their classifications; Islamic sources of and methodology for human rights.

Unit-3	classes/contact hours: 04
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Learning Outcomes

At the end of this unit, students will be able to-

- recite verses of the Quran relating to the right to equality and non-discrimination
- cite the text of the Universal Declaration of Human Rights (UDHR) relating to the right to equality and non-discrimination
- describe rights of women and non-Muslims

Title and Sub title

Right To Equality And Non-Discrimination : Right to equality and non-discrimination in Islamic sources and in the text of the Universal Declaration of Human Rights (UDHR) with a special reference to the rights of women and non-Muslims

Unit-4	classes/contact hours: 04
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Learning Outcomes

At the end of this unit, students will be able to-

- recite verses of the Qur'an relating to the rights of civil category
- cite the text of the Universal Declaration of Human Rights (UDHR) relating to the rights of civil category
- demonstrate similarities and dissimilarities between the ideas of Islam and the west relating to the rights of civil category

Title and Sub title

Civil Rights : Right to life, liberty and security of person; right to honor and dignity; right to freedom from slavery; right against torture or cruel, inhuman or degrading treatment or punishment; right to marry and to found a family; right to privacy; freedom of conscience and religion; right to education, etc. in Islamic sources and in the text of the Universal *Declaration* of Human Rights (UDHR)

Unit-5	classes/contact hours: 04
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Learning Outcomes

At the end of this unit, students will be able to-

- recite verses of the Qur'an relating to the rights of political category
- cite the text of the Universal Declaration of Human Rights (UDHR) relating to the rights of political category
- demonstrate similarities and dissimilarities between the ideas of Islam and the west relating to the rights of political category

Title and Sub title

Political Rights : Right to a nationality; freedom of movement; right to seek asylum from persecution; right to freedom of peaceful assembly and association; right to take part in public affairs; right to equal access to public services, etc. in Islamic sources and in the text of the Universal Declaration of Human Rights (UDHR)

Unit-6	classes/contact hours: 04
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Learning Outcomes

At the end of this unit, students will be able to-

- recite verses of the Qur'an relating to the rights of economic category

- cite the text of the Universal Declaration of Human Rights (UDHR) relating to the rights of economic category
- demonstrate similarities and dissimilarities between the ideas of Islam and the west relating to the rights of economic category

Title and Sub title

Economic Rights : Right to own property and security of property; right to work; right to just remuneration; right to favorable condition of work, etc. in Islamic sources and in the text of the Universal Declaration of Human Rights (UDHR)

Unit-7	classes/contact hours: 04
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Learning Outcomes

At the end of this unit, students will be able to-

- recite verses of the Qur'an relating to the rights of legal category
- cite the text of the Universal Declaration of Human Rights (UDHR) relating to the rights of legal category
- demonstrate similarities and dissimilarities between the ideas of Islam and the west relating to the rights of legal category

Title and Sub title

Legal Rights : Right to recognition everywhere as a person before law; right to equality regarding protection of law; right against arbitrary arrest, detention or exile; right to remedy for violating one's fundamental rights; right against self-incrimination, etc. in Islamic sources and in the text of the Universal Declaration of Human Rights (UDHR)

8. Instructional Strategies

(Learner-centered, Interactive, participatory and activity-based)

Lecture, discussion, question-answer, group work, pair work, demonstration, project, presentation, assignment, field work.

9. Assessment

- Formative: In-course exam / Mid-term exam (15 Marks) and Class test/ Class performance/presentation (05 Marks)
- Summative: Semester Final Written [Two short questions out of four ($2 \times 3 = 06$ Marks), two broad questions out of four ($2 \times 12 = 24$ Marks)] and oral tests

10. References

(Book prescribed / Books recommended)

1. Ghazi Shamsur Rahman, *Manobadhikar Bhashya*, Dhaka: Bangla Academy, 1994
2. C. M. Sharif, *Human Rights in Islam*, Lahore: All Pakistan Islamic education congress, 1993
3. J. Mahoney, *The Challenge of Human Rights: Origin, Development and Significance*, USA: Blackwell publishing, 2007
4. J. Habgood, *Human Nature And Human Rights*, Habgood, Making Sense, London: SPCK, 1993
5. Booklet, *Human Rights The International Bill of Human Rights*, United Nations
6. W. H. Brackney, *Human Rights and the World Major Religions*, Praeger publishers, 2005
7. S. M. Maddani, *Family of the Holy Prophet (SAW)*, Karachi: International Islamic publisher, 1980
8. S. F. H. Faizi, *Sermons of the Prophet (sm)*, Pakistan: Islamic book foundation, 1987
9. G. B. Herbert, *A Philosophical History of Rights*, Brunswick, NJ: Transaction publishers, 2002
10. S. K. Mathews, "The Origin and Development of Human Rights", STARS: Int. Journal (Humanities and Social Sciences) India, vol. 2, no. 1, 2008
11. N. I. Ahsan, *Islamic Law and Human Rights*, Islamabad LAW Review, International Islamic university, Islamabad, 2003
12. J. Mahoney. *The Making of Moral Theology: A Study of the Roman Catholic Tradition*, Clarendon press, 1989
13. S. Arlene, *Human Rights in Religious Tradition*, New York: The Pilgrim Press, 1982
14. N. M. Shaik, *Woman in Muslim Society*, New Dehli: Kitab Behvan, 1991
15. R. Tuck, *Natural Rights Theories: Their Origin and Development*, New York: Cambridge university press, pp. 32-40, 1997
16. N. H. Khan, *Human Rights, in Islamic Concept of Human Rights*, S. M. Haider, Ed, Lahore: The book house, 1978

Course Number	:	BIS 301
Course Title	:	Study of al-Tafsir <ul style="list-style-type: none"> • Part-A: Textual Study of Tafsir of Surah al-Anfal • Part-B: Textual Study of Tafsir of Surah al-Tawbah
Total Marks	:	100
Total Credit Hours	:	4
Total Classes/ Contact hours	:	60 (Per Class 60 minutes)

Part-A : Textual Study of Tafsir of Surah al-Anfal

1. Course Number: BIS 301 (Part-A)

Course Title: Textual Study of Tafsir of Surah al-Anfal

2. Credit Hours: 2, Classes/Contact hours : 30

3. Introduction to the Course

Tafsir is an important source of Islamic Knowledge. So this course is intended for the students of B.A Honors program in Islamic Studies. The main objective of this course is to assist the students to acquire knowledge regarding the Tafsir of Surah al-Anfal.

4. Specific Objectives

To help the students to-

- a. study the Tafsir of Surah al-Anfal, Tafsir al- Khassaf of Allahmah zamakhshari is the recommended book for this course;
- b. assists the learners to know how Allahmah Zamakhsari explains the Holy Quran;
- c. know the various events related to the verses of the selected Surah Al-anfal.

5. Course Contents

- a. Definition of Tafsir, its origin and development. Biography of the author and characteristics of Tafsir al-Khassaf, introduction of Surah al-Anfal and its Shane Nuzul, reason of naming of Surah al-Anfal;

- b. Translation and exegesis of these verses (verses : 1-19), definition of al-Anfal and the rules of its distribution, characteristics of a real Mumin, Shan-e-Nujul of these verses, the event of the battle of Badr, the blessings of Allah bestowed upon the Muslims in the battle of Badr, different views regarding the battle of Badr, helping the Muslims in the battle field by the angles, the war policy of Islam, Islamic rulings regarding fleeing from battle field, and other important rules of Islam related to these verses;
- c. Translation and expention of these verses (verses : 20-30), obedience to Allah and His Prophet (sm) , Shan-e-Nujul of the verse no-24, meaning of the verse لما يحييكم , significance of the verse واعلموا أن الله يحول بين المرء و قلبه , meaning of the word الفتنة , description of Muhammad's (sm) Hijrat from Makka to Madina;
- d. Translation and Tafsir of these verses (verses : 31-38), Shan-e-Nujul of these verses, historic event alluded to the verse no-31, explanation of the verse no-33, meaning of the words تصدّية and مكاء in the verse no35 , who are meant by the verse no-36, meaning of the words الطيب and الخثيث in the verse no- 37;
- e. Translation and Tafsir of these verses (verses : 39-44), shan-e- Nujul of these verses, the meaning of the words الدين and فتنة in the verse no-39, Meaning of Qital (قتال) and its rules in Islam, meaning of Ganimah (الغنيمة) and Fai (الفى) , rules of distributing the Ganimah (الغنيمة),description of the battle of Badr ,and some other question relevant to these verses;
- f. Translation and Tafsir of these verses (verses : 45-49), shan-e- Nujul of these verses, meaning of the portion of the verse وتذهب ريحكم , ruling of Islam about fleeing from battle field, ways of success in the battle according to the Quran, deceiving the Quraish by the Satan in the war of badr, inner meaning of the saying of Satan إني أخاف الله—;
- g. Translation and Tafsir of these verses (verses : 50-60), Shan-e-Nujul of these verses, consequence of Fer`aun and his relatives, worst animals to Allah the almighty, invitation to the Jews to embrace Islam, punishment of violating the treaty according to Islam, importance of Jihad and stay conscious about Jihad with necessary weapons;
- h. Translation and Tafsir of these verses (verses : 61-66), Shan-e-Nujul of these verses, importance of treaty between Muslims and non Muslims, Hazrat Umar's embracing of Islam, inspiration of Jihad rules of Islam about fleeing from battle;
- i. Translation and Tafsir of these verses (verses : 67-75), Shan-e- Nujul of these verses, war prisoner context, opinions of Imams about war prisoner, and these verses related concern questions etc.

6-7. Unit-wise Learning Outcomes (title, sub-title and number of classes per unit)

Unit-1	classes/contact hours: 02
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Learning Outcomes

At the end of this unit, students will be able to-

- define Tafsir
- describe the origin and development of Tafsir
- narrate the biography of Allamah Zamakhshari
- Analyze the characteristics of Tafsir al-Khassaf,
- Present an Introduction to Surah al-Anfal and its Shane Nuzul,
- Discuss the reason of naming fo Surah al-Anfal,

Title and Sub-title

Definition of Tafsir, its origin and development. Biography of the author and characteristics of Tafsir al-Khassaf, introduction of Surah al-Anfal and its Shane Nuzul, reason of naming of Surah al-Anfal

Unit-2	classes/contact hours: 07
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Learning Outcomes

At the end of this unit, students will be able to-

- translate these verses
- describe the Tafsir of these verses according to Khashaf
- explain the Shan-e-Nujul of these verses
- define al-Anfal and describe the rules of its distribution
- analyze the characteristics of a real Mumin
- describe the historic event of the battle of Badr
- discuss the blessings of Allah bestowed upon the Muslims in the battle of Badr,
- narrate how Allah the Almighty helps the Muslims by sending angles in the battle of Badr
- explain some important words of these verses

Title and Sub title

Translation and exegesis of these verses (verses : 1-19), definition of al-Anfal and the rules of its distribution, characteristics of a real Mumin, Shan-e-Nujul of these verses, the event of the battle of Badr, the blessings of Allah bestowed upon the Muslims in the battle of Badr, different views regarding the battle of Badr, helping the Muslims in the battle field by the angles, the war policy of Islam, Islamic rulings regarding fleeing from battle field, and other important rules of Islam related to these verses.

Unit-3	classes/contact hours: 07
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Learning Outcomes

At the end of this unit, students will be able to-

- translate these verses
- describe the Tafsir of these verses according to Kashsaf
- explain the Shan-e-Nujul of these verses
- narrate the necessity of obedience to Allah and His prophet (sm)
- explain the meaning of the verse لما يحييكم
- analyze the significance of the verse واعلموا أن الله يحول بين المرء و قلبه
- exaggerate the meaning of the word الفتنة
- describe the background of Muhammad's (sm) Hijrat from Makka to Madina

Title and Sub-title

Translation and expention of these verses (verses : 20-30), obedience to Allah and His Prophet (sm), Shan-e-Nujul of the verse no-24, meaning of the verse لما يحييكم significance of the verse واعلموا أن الله يحول بين المرء و قلبه , meaning of the word الفتنة , description of Muhammad's (sm) Hijrat from Makka to Madina

Unit-4	classes/contact hours: 02
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Learning Outcomes

At the end of this unit, students will be able to-

- translate these verses
- describe the Tafsir of these verses according to Kashsaf
- explain the Shan-e-Nujul of these verses
- describe the historic event alluded to the verse no-31
- explain of the verse no-33
- analyze the meaning of the words تصدية and مكاء in the verse no-35
- present a clear introduction of that persons who are meant by the verse no36
- explain the meaning of the words الطيب and الخثيث in the verse no- 37

Title and Sub-title

Translation and Tafsir of these verses (verses : 31-38), Shan-e-Nujul of these verses, historic event alluded to the verse no-31, explanation of the verse no-33, meaning of the words تصدية and مكاء in the verse no35 , who are meant by the verse no-36, meaning of the words الطيب and الخثيث in the verse no- 37

Unit-5	classes/contact hours: 02
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Learning Outcomes

At the end of this unit, students will be able to-

- translate these verses
- describe the Tafsir of these verses according to Kashsaf
- explain the shan-e-Nujul of these verses
- analyze the meaning of Qital (قتال) and its rules in Islam
- explain the meaning of Ganimah (الغنيمة) and Fai (الفئ)
- describe the rules of distributing Ganimah (الغنيمة)
- present a clear description about the battle of Badr

Title and Sub-title

Translation and Tafsir of these verses (verses : 39-44), shan-e- Nujul of these verses, the meaning of the words فتنة and الدين in the verse no-39, Meaning of Qital (قتال) and its rules in Islam, meaning of Ganimah (الغنيمة) and Fai (الفئ) , rules of distributing the Ganimah (الغنيمة),description of the battle of Badr ,and some other question relevant to these verses.

Unit-6	classes/contact hours: 02
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Learning Outcomes

At the end of this unit, students will be able to-

- translate these verses
- describe the Tafsir of these verses according to Kashsaf
- explain the shan-e- Nujul of these verses
- interpret the verse وتذهب ربحكم clearly
- describe the rules Islam about fleeing from the battle field
- identify the ways of success in the battle according to the Quran
- describe how Satan deceived the Quraish in the war of Badr
- explain properly the inner meaning of the saying of Satan إني أخاف الله

Title and Sub-title

Translation and Tafsir of these verses (verses : 45-49), shan-e- Nujul of these verses, meaning of the portion of the verse وتذهب ربحكم, ruling of Islam about fleeing from battle field, ways of success in the battle according to the Quran, deceiving the Quraish by the Satan in the war of badr, inner meaning of the saying of Satan إني أخاف الله

Unit-7	classes/contact hours: 04
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Learning Outcomes

At the end of this unit, students will be able to-

- translate these verses,
- describe the Tafsir of these verses according to Kashesaf
- discuss the shan-e-Nujul of these verses
- describe the consequence of Fir'aun and his relatives
- distinguish who are the worst animals to Allah the almighty
- describe the punishment of violating the treaty according to Islam
- realize the importance of Jihad and stay conscious about Jihad with necessary weapons

Title and Sub-title

Translation and Tafsir of these verses (verses : 50-60), Shan-e-Nujul of these verses, consequence of Fer'aun and his relatives, worst animals to Allah the almighty, invitation to the Jews to embrace Islam, punishment of violating the treaty according to Islam, importance of Jihad and stay conscious about Jihad with necessary weapons.

Unit-8	classes/contact hours: 02
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Learning Outcomes

At the end of this unit, students will be able to-

- translate these verses,
- describe the Tafsir of these verses according to Kashesaf
- discuss the shan-e- Nujul of these verses
- describe the importance of treaty between Muslims and non Muslims,
- narrate the historic event of Hazrat Umar's embracing Islam,
- realize the necessity of Jihad

Title and Sub-title

Translation and Tafsir of these verses (verses : 61-66), Shan-e-Nujul of these verses, importance of treaty between Muslims and non Muslims, Hazrat Umar's embracing of Islam, inspiration of Jihad rules of Islam about fleeing from battle.

Unit-9	classes/contact hours: 02
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Learning Outcomes

At the end of this unit, students will be able to-

- translate these verses

- describe the Tafsir of these verses according to Kashshaf
- discuss the shan-e- Nujul of these verses
- describe different opinions of Imams regarding war of prisoners

Title and Sub-title

Translation and Tafsir of these verses (verses : 67-75), Shan-e- Nujul of these verses, war prisoner context, opinions of Imams about war prisoner, and these verses related concern questions etc.

8. Instructional Strategies

(Learner-centered, Interactive, participatory and activity-based)

Lecture, discussion, question-answer, group work, pair work, demonstration, project, presentation, assignment, field work.

9. Assessment

- Formative: In-course exam / Mid-term exam (15 Marks) and Class test/ Class performance/presentation (05 Marks)
- Summative: Semester Final Written [Two short questions out of four ($2 \times 3 = 06$ Marks), two broad questions out of four ($2 \times 12 = 24$ Marks)] and oral tests

10. References

Book prescribed :

- Allahmah Zamakhshari : *Al-Kashshaf*

Books recommended:

1. Maulavi Muhammad Ali, *The Holy Quran*
2. Abdullah Yusuf Ali, *The Glorious Quran*
3. Sayyid Sulaiman Nadwi, *Tarikh Arb al-Quran*
4. Abd al-Rashid Numani, *Lugat al-Quran*
5. আল্লামা আবুল ফিদা ইসমাইল ইবন কাছীর, *তাফসীরে ইবন কাছীর*, (অনু: অধ্যাপক আখতার ফারুক) ঢাকা : ইসলামিক ফাউন্ডেশন
6. কাযী নাসির উদ্দীন আব্দুল্লাহ ইবন উমর আল বায়যাবী, *আনওয়ারুল তানখীল ওয়া আসরারুল তাবীল*, বৈরুত: দারুল কুতুব আল ইলমিয়াহ, ১৯৮৮
7. আল কুরআনুল কারীম, ঢাকা : ইসলামিক ফাউন্ডেশন
8. হেফযুর রহমান, *কাসাসুল কুরআন*, ঢাকা: আশরাফিয়া লাইব্রেরি, চকবাজার
9. মুফতি মুহাম্মদ শফী, *তাফসীরে মাআরেফুল কুরআন*, ঢাকা : ইসলামিক ফাউন্ডেশন
10. কাযী সানাউল্লাহ পানিপথি, *তাফসীরে মাযহারী* (অনূদিত), ঢাকা : ইসলামিক ফাউন্ডেশন
11. মাওলানা মোহাম্মদ আমিনুল ইসলাম, *তাফসীরে নূরুল কুরআন*, ঢাকা: আলবালাগ পাবলিকেশনস
12. ড. মোহাম্মদ বেলাল হোসেন, *তাফসীরুল কাশ্শাফ*

13. মুহাম্মদ ইবন জারীর আল-তাবারী, জামি'উল বায়ান 'আন তা'বিলে আয়িল কুরআন
14. আবু আব্দুল্লাহ মুহাম্মদ আল কুরতুবী, আল জামি'লি আহকামিল কুর'আন (তাফসীর কুরতুবী)
15. আবুল হাসান আলী আল বাগদাদী, লুবাবুত তা'বীল ফী মা'আনীত তানযীল (তাফসীল খাফিন)
16. শিহাব উদ্দীন মাহমুদ আল আলুসী, রুহুল মা'আনী ফী তাফসীর কুর'আনিল আযীম ওয়া সাব'ঈল মাছানী
17. মুহাম্মদ ইবন ইউসুফ আল আন্দালুসী, তাফসির বাহরুল মুহীত
18. জালাল উদ্দীন মাহলী ও জালাল উদ্দীন সুয়ূতী, তাফসীর জালালাইন
19. মাওলানা আশরাফ আলী থানভী, বায়ানুল কুরআন

Part-B : Textual Study of Tafsir of Surah al-Tawbah

1. Course Number: BIS 301 (Part-B)

Course Title: Textual Study of Tafsir of Surah al-Tawbah

2. Credit Hours: 2, Classes/Contact hours : 30

3. Introduction to the Course

Tafsir refers to a genre of Muslim literature and to the process of interpretation of scripture. In Islamic contexts, it is defined as understanding and revealing Allah's will which has been conveyed by the Qur'anic text, by means of the arabic language and one's own knowledge. This is an intensive course on how to study and how to understand the Qur'an based on Surah al-Tawba. The Surah al-Tawbah is one of the most important Surahs of the Quran and very weighty in meaning, carrying the core message of the Qur'an. In addition to the meaning and Tafsir of the Surah the student will study many of the sciences of the Qur'an as well as principles of Tafsir .

4. Specific Objectives

To help the students to-

- a. draw a general picture about each ayah that presents only one meaning and moves towards exegetical methodology (usul al-Tafsir);
- b. familiarise oneself with multiple aspects of Tafsir , especially concerning the explanation of words and the various statements of the exegetes (aqwal al-Mufasssin);
- c. understand exegetical methodology, the causes of different opinions, the categories of interpretation, the rules of interpretation, the rules of giving preponderance (tarjih), knowing the nomenclature of the exegetes, knowing the variant readings (qira'at), causes of revelation (asbab al-nuzul), abrogation (al-nasikhwa al-mansukh), etc.;
- d. make them know the most correct view what is said about each ayah, as well as the strongest non-preponderant views, as these have the possibility of also being correct;
- e. provide the scope of research on various issues in the major references and practically apply the methodologies, focusing on the specialised features which distinguish each exegete, be that language, fiqh, variant readings, etc.

5. Course contents

- a. Introduction to the Tafsir : Tafsir : meaning, sources and importance; the Tafsir methodology; different books of Tafsir ; Tafsir al-Kasshaf: history and uniqueness, its author and belief etc.;

- b. Introduction to the Surah: Titles of the Surah; condition of revelation; significance of the Surah; Use of BaSMalah before its recitation etc;
- c. Al Walawal Bara : Surah al-Tawbah, Verse 01 to 24;
- d. Triumph of Islam: Surah al-Tawbah, Verse 24 to 37;
- e. Tabuk expedition: Surah al-Tawbah, Verse 38 to 41;
- f. Munafiqun, the Hypocrites: Surah al-Tawbah, Verse 38 to 106;
- g. Masjid, the place of worship: Surah al-Tawbah, Verse 107 to 110;
- h. The Faithful: Surah al-Tawbah, Verse 111 to 129.

6-7. Unit-wise Learning Outcomes (title, sub-title and number of classes per unit)

Unit-1	classes/contact hours: 02
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Learning Outcomes

At the end of this unit, students will be able to-

- describe the meaning of Tafsir
- define Tafsir along with all of its types
- compare different methodologies used in Tafsir Literature
- describe the biography of al-Zamakhshari
- discuss characteristics of Tafsir al-Kasshaf

Title and Sub-title

Introduction to the Tafsir : Tafsir : meaning, sources and importance; the Tafsir methodology; different books of Tafsir ; Tafsir al-Kasshaf: history and uniqueness, its author and belief etc.

Unit-2	classes/contact hours: 03
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Learning Outcomes

At the end of this unit, students will be able to-

- describe various names of the Surah with meaning
- discuss the background of the Surah
- summarize the key points of the Surah
- use Basmalah before the surah properly

Title and Sub-title

Introduction to the Surah: Titles of the Surah; condition of revelation; significance of the Surah; Use of Basmalah before its recitation etc

Unit-3	classes/contact hours: 04
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Learning Outcomes

At the end of this unit, students will be able to-

- explain the declaration the immunity of Muslims towards the non-Muslims
- distinguish different principles of relationship between Muslim and non-Muslims
- discuss the importance of treaty with the others
- discuss various aspects of Jihad and it's significant
- describe the rulings on Idolaters' service of the Sacred House

Title and Sub-title

Al Walawal Bara : Surah al-Tawbah, Verse o1 to 24

Unit-4	classes/contact hours: 03
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Learning Outcomes

By the end of the unit, students will be able to-

- describe the battle of Hunayun
- outline the beliefs of Jews and Christians
- express the punishment of not giving Zakat
- discuss Shahrul haram

Title and Sub-title

Triumph of Islam: Surah al-Tawbah, Verse 24 to 37

Unit-5	classes/contact hours: 02
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Learning Outcomes

At the end of this unit, students will be able to-

- recall the Tabuk expedition
- evaluate the necessity of Tabuk expedition
- point out the impact of the event in the history of Islam

Title and Sub-title

Tabuk expedition: Surah al-Tawbah, Verse 38 to 41

Unit-6	classes/contact hours: 10
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Learning Outcomes

At the end of this unit, students will be able to-

- introduce Munafiqun, the Hypocrites

- describe different aspects of Tabuk expedition
- demonstrate the heads of Zakat
- generalize the characteristics of believers

Title and Sub-title

Munafiqun, the Hypocrites: Surah al-Tawbah, Verse 38 to 106

Unit-7	classes/contact hours: 02
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Learning Outcomes

By the end of the unit, students will be able to-

- discuss the place of Masjid in Islam
- distinguish between lawful and unlawful Masjid
- practice the rulings on establishing Masjid

Title and Sub-title

Masjid, the place of worship: Surah al-Tawbah, Verse 107 to 110

Unit-8	classes/contact hours: 04
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Learning Outcomes

By the end of the unit, students will be able to-

- describe the rewards of the believers
- discuss the rulings on asking forgiveness for the disbelievers
- evaluate the activities of the three (companions) left behind
- practice what the Faithful should do in their daily life
- summarize the greatness of the Prophet

Title and Sub-title

The Faithful: Surah al-Tawbah, Verse 111 to 129

8. Instructional Strategies

(Learner-centered, Interactive, participatory and activity-based)

Lecture, discussion, question-answer, group work, pair work, demonstration, project, presentation, assignment, field work.

9. Assessment

- Formative: In-course exam / Mid-term exam (15 Marks) and Class test/ Class performance/presentation (05 Marks)
- Summative: Semester Final Written [Two short questions out of four ($2 \times 3 = 06$ Marks), two broad questions out of four ($2 \times 12 = 24$ Marks)] and oral tests

10. References

Book prescribed :

- Al-Zamakhshari : *Al-Kashshaf*

Books recommended :

See Part-A

Course Number	:	BIS 302
Course Title	:	Study of al-Kalam and Muslim Philosophy <ul style="list-style-type: none"> • Part-A: Study of al-Kalam • Part-B: Study of Muslim Philosophy
Total Marks	:	100
Total Credit Hours	:	4
Total Classes/ Contact hours	:	60 (Per Class 60 minutes)

Part-A : Study of al-Kalam

1. Course Number: BIS 302 (Part-A)

Course Title: Study of al-Kalam

2. Credit Hours: 2, Classes/Contact hours : 30

3. Introduction to the Course

This is a compulsory course for all the students of the program. The course is designed to assist students to earn knowledge and to have clear concept about the rise and history of al-Kalam, importance and necessity of belief, fundamental belief of Islam, belief of Ahl-Sunnah-wal Zama`at, the Quranic verses and Prophetic statements in Islamic aqidah.

4. Specific Objectives

To help the students to-

- introduce Islamic Aqidah or al-Kalam, its subject matter, aim, necessity and importance;
- give concept about the rise and history of al-Kalam;
- have an idea of fundamental believes of Islam;
- introduce students to the believes of Ahl-Sunnah wal-Zama`t with evidences;
- explain evidences of Islamic Aqidah;
- evaluate the condition of Aqidah in Bangladesh as well as in Muslim world.

5. Course Contents

- a. Origin and Development of al-Kalam/Rise of al-Kalam, Meaning, Importance and necessity of al-Kalam or al-Aqidah;
- b. Fundamental believes of Islam ;
- c. Tawhid and Topics that contradict Tawhid such as Kufr, Nifaq, Shirk, Bid‘at etc.;
- d. Al-Ash`ariya doctrines; Attributes of Allah, Vision of Allah, Allah the Creator of actions/Freedom of will, Punishment or Reward in Grave, Questining by Munkar and Nakir, Kabirah etc. ;
- e. Risalat, Khatme Nabuwwat, Nature of Miraj ;
- f. Ressurrection; the reality of al-Mijan, al-Kitab, Hawj al-Kawser, Shafaat, Sirat, Heaven, Hell etc. ;
- g. Karamat of Saints ;
- h. Khilafat and Imammat etc.

6-7. Unit-wise Learning Outcomes (title, sub-title and number of classes per unit)

Unit-1	classes/contact hours: 03
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Learning Outcomes

At the end of this unit, students will be able to-

- describe the rise and history of al-Kalam
- explain the meaning of al-Kalam, its importance and necessity

Title and Sub-title

Origin and Development of al-Kalam, Meaning, Importance and necessity of al-Kalam or al-Aqidah

Unit-2	classes/contact hours: 02
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Learning Outcomes

At the end of this unit, students will be able to-

- explain the fundamental believes of Islam
- evaluate the importance and necessity of belief or aqidah

Title and Sub-title

Fundamental believes of Islam

Unit-3	classes/contact hours: 05
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Learning Outcomes

At the end of this unit, students will be able to-

- describe Tawhid and matters that contradict Tawhid
- explain Kufr, its kinds and its ruling
- describe Nifaq its signs, kinds and ruling
- explain Shirk, kinds, rule and consequence
- describe Bid'at, kinds, rule

Title and Sub-title

Tawhid and topics that contradict Tawhid such as Kufr, Nifaq, Shirk, Bid'at etc

Unit-4	classes/contact hours: 08
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Learning Outcomes

At the end of this unit, students will be able to-

- compare between right and wrong believes
- describe the believes of Ahl-Sunnah-wal Jama'at
- analyze the Quranic verses and Prophetic statements in Islamic Aqidah

Title and Sub-title

Al-Ash'ariya doctrines; attributes of Allah, vision of Allah, Allah the creator of actions, freedom of will, punishment or reward in grave, questioning by Munkar and Nakir, Kabirah etc.

Unit-5	classes/contact hours: 04
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Learning Outcomes

At the end of this unit, students will be able to-

- explain Risalat and Khatme Nabuwwat
- describe the nature of Miraj of holy Prophet (sm)

Title and Sub-title

Risalat, Khatme Nabuwwat, nature of Miraj

Unit-6	classes/contact hours: 04
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Learning Outcomes

At the end of this unit, students will be able to-

- explain the reality of al-Mijan, al-Kitab, Hawj al-Kawser, Shafaat, Sirat,
- describe the existence of Heaven and Hell

Title and Sub-title

Ressurrection; the reality of al-Mijan, al-Kitab, Hawj al-Kawser, Shafaat, Sirat, Heaven, Hell etc.

Unit-7	classes/contact hours: 02
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Learning Outcomes

At the end of this unit, students will be able to-

- explain the Karamat of the Saints

Title and Sub-title

Karamat of Saints

Unit-8	classes/contact hours: 02
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Learning Outcomes

At the end of this unit, students will be able to-

- explain Khilafat and Imamat
- describe the qualities of Caliph and Imam

Title and Sub-title

Khilafat and Imamat etc.

8. Instructional Strategies

(Learner-centered, Interactive, participatory and activity-based)

Lecture, discussion, question-answer, group work, pair work, demonstration, project, presentation, assignment, field work.

9. Assessment

- Formative: In-course exam / Mid-term exam (15 Marks) and Class test/ Class performance/presentation (05 Marks)
- Summative: Semester Final Written [Two short questions out of four ($2 \times 3 = 06$ Marks), two broad questions out of four ($2 \times 12 = 24$ Marks)] and oral tests

10. References

Book prescribed :

- Al-Taftazani, *Sharh al-Aqaid Lin-Nasafi*

Books Recommended :

1. Sad al-Din Taftazani, *Sharah al-Maqasid fi-ilm al-Kalam*
2. Imam Tahawi, *Sharhu Aqida at-Tahawiah*
3. Dr. Saeed Ibn Masfar al-Kahtani, *Aqidatu Ahli Sunnat wal Jama 't*
4. Abdur Rahman Ibn Hasan, *Fathul Mazib Sharhu Kitab at-Tawhid*
5. Abu Musa, *Islami Aqidah*, Dhaka: Islamic Foundation Bangladesh,
6. Dr. A.N.M. Raisuddin, *Al-Kalam*.
7. মাওলানা মুহাম্মাদ আবদুর রহীম, *সুনাত ও বিদ'আত*
8. ড. মোহাম্মদ শফিউল আলম ভূঁইয়া, *বিদ'আতের পরিচয় ও পরিণাম*
9. ড. খন্দকার আ.ন.ম. আব্দুল্লাহ জাহাঙ্গীর, *ইসলামী আক্বীদা*
10. ইমাম আবু হানিফা, *ফিকহুল আকবার*
11. ইমাম তাহাভী, *আক্বীদাতুত তাহাভী*

Part-B : Study of Muslim Philosophy

1. Course Number: BIS 302 (Part-B)

Course Title: Study of Muslim Philosophy

2. Credit Hours: 2, Classes/Contact hours : 30

3. Introduction to the Course

Philosophy is the study of general and fundamental problems concerning matters such as existence, knowledge, values, reasons and language. Islamic philosophy is a period of intense philosophical development beginning in the 2nd hijry century of the Islamic calendar (early 9th century) and lasting until the 6th hijry century (late 12th century). The period is known as the golden age and the achievements of this period had a crucial influence on the development of modern philosophy and science. This period starts with al-kindī in the 9th century and ends with Ibn Rushd at the end of 12th century. Muslim philosophy is the philosophy of Muslim thinkers.

4. Specific Objectives

To help the students to-

- a. describe the origin and development of Muslim philosophy;
- b. describe the definition of philosophy and Muslim philosophy;
- c. describe the origin and development of several Muslim philosophical groups and their doctrines;
- d. determine Muslim's contribution to philosophy;
- e. prove the status of Muslim philosophers in the world;
- f. evaluate the Muslim philosophers contribution to philosophy.

5. Course Contents

- a. Definition of philosophy and Muslim philosophy;
- b. Nature, scope and sources of Muslim philosophy;
- c. Causes of the rise of different schools of thought in Islam and their main doctrines;
- d. The Sunnīs, the Shīas, the Kharijīs, the Murjiyas, the Sifatīyas, the Qadariyas and the Jabariyas, the Mutazilas, the Ashariyas, the Zahiriyas, Ikhwan al- Safa;
- e. The four Juristic schools and Sufism;
- f. Short biography of following great Philosophers and their main thoughts; al-Kindi, al-Farabi, Ibn Miskawayh, Ibn Sina, al- Ghazali, Ibn Bajjah, Ibn Tufail, Ibn Rushd, Fakhar al-Din al-Razi, Ibn Khaldun, Shah Waliullah & Muhammad Iqbal.

6-7. Unit-wise Learning Outcomes (title, sub-title and number of classes per unit)

Unit-1	classes/contact hours: 05
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Learning Outcomes

At the end of this unit, students will be able to-

- explain definition of Philosophy and Muslim Philosophy,
- evaluate the significance of Philosophy and Muslim Philosophy

Title and Sub title

Definition of Philosophy and Muslim Philosophy, nature, scope and sources of Muslim philosophy

Unit-2	classes/contact hours: 04
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Learning Outcomes

At the end of this unit, students will be able to-

- describe the origin of Muslim philosophy,
- explain development of Muslim philosophy,
- evaluate the importance of Muslim philosophy

Title and Sub title

Origin and development of Muslim philosophy

Unit-3	classes/contact hours: 04
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Learning Outcomes

At the end of this unit, students will be able to-

- describe the causes of the rise of different opinions in Muslim society.
- explain various opinion of Muslim thinkers.
- express Muslim contribution to Philosophy,
- evaluate Muslim contribution to Philosophy

Title and Sub title

Causes of the rise of different schools of thought in Islam, Causes of rising of different opinions in Muslim society.

Unit-4	classes/contact hours: 06
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Learning Outcomes

At the end of this unit, students will be able to-

- describe Sunnie, Shiah and Khariji
- describe the Khariji community and their origin and development and their main doctrines.
- evaluate the importance of Sunnie, Shiah and Khariji community in Muslim Philosophy.

Title and Sub title

The Sunnies, the Shiias, the Khariji: Description of Sunnie, Shiah and Khariji community. Origin and development of this groups and their main doctrines.

Unit-5	classes/contact hours: 05
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Learning Outcomes

At the end of this unit, students will be able to-

- describe the causes of rising of the Mutazilas, the Ashariyas, the Qadariyas and the Jabariyas, the Murjiyas, the Sifatiyas and their main doctrines.
- explain the different opinions of Muslim groups.
- describe main doctrines of Mutazilas, Ashariyas, Qadariyas, Jabariyas Sifatiyas and Murjiyas

Title and Sub title

The Mutazilas, the Ashariyas, the Qadariyas and the Jabariyas, the Murjiyas, the Sifatiyas : The causes of rising of following Muslim groups the Mutazilas, the Ashariyas, the Qadariyas and the Jabariyas, the Murjiyas, the Sifatiyas and their main doctrines.

Unit-6	classes/contact hours: 06
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Learning Outcomes

At the end of this unit, students will be able to-

- describe the life of some great Muslim Philosophers.
- analyze the different opinions of Muslim Philosophers.

Title and Sub title

Short biography of following great Philosophers and their main thoughts; al-Kindi, al-Farabi, Ibn Miskawayh, Ibn Sina, al- Ghazali, Ibn Bajjah, Ibn Tufail, Ibn Rushd, Fakhar al-Din al-Razi, Ibn Khaldun, Shah Waliullah & Muhammad Iqbal

8. Instructional Strategies

(Learner-centered, Interactive, participatory and activity-based)

Lecture, discussion, question-answer, group work, pair work, demonstration, project, presentation, assignment, field work.

9. Assessment

- Formative: In-course exam / Mid-term exam (15 Marks) and Class test/ Class performance/presentation (05 Marks)
- Summative: Semester Final Written [Two short questions out of four ($2 \times 3 = 06$ Marks), two broad questions out of four ($2 \times 12 = 24$ Marks)] and oral tests

10. References

(Book prescribed / Books recommended)

1. Jurzi Zaidan, *Tarikh al-Tamaddun-i-Islami*
2. S. Bilgrami, *Tamaddun-i-Islami*
3. De-Boer, *History of Philosophy in Islam.*
4. Iqbal, *Reconstruction Religious thought in Islam*
5. M.M. Sharif, *A History of Muslim Philosophy*
6. Abdus Salam, *Tarikh-i-Falasafa-i-Islam*
7. De Boer, T. J., *The History of Philosophy in Islam*, tr. by E.R. Jones, London: Luzac and Co. Ltd., 1965
8. Fakhry, M., *A History of Islamic Philosophy*, New York: Columbia University Press, 1970
9. Hai, S. A., *Muslim Philosophy*, Dhaka: Islamic Foundation Bangladesh, 1982
10. Hakim, Khalifa Abdul, *Islamic Ideology: The Fundamental Beliefs and Principles of Islam and their Application to Practical Life*, 7th ed., Lahore: Institute of Islamic Culture, 1974; বাংলা অনুবাদ, সাইয়েদ আবদুল হাই, ইসলামী ভাবধারা, ওয় মুদ্রণ, ঢাকা: আলহিকমাহ্ পাবলিকেশনস, ২০০৪
11. Iqbal, M., *The Secret of the Self* (Asrar-e-Khudi) Eng. tr. R. A. Nicholson, Lahore: Sh. Muhammad Ashraf, 1950
12. Mustafa, K., *Al-Ghazali's Theory of Knowledge*, Dhaka: Remon Publishers, 2003
13. Quasem, M. A., *The Ethics of Al-Ghazali*, New York: Caravan Books Ltd., 1979
14. Rahman, S., *An Introduction to Islamic Culture and Philosophy*, Dhaka: Mullick Brothers, 1970

15. Sharif, M. M. (ed.), *A History of Muslim Philosophy*, 2 Vols. Wiesbaden, Germany: Otto Harrassowitz, 1963
16. Sharif, M. M., *Muslim Thought and Its Origin and Achievements*, Lahore: Sh. Muhammad Ashraf, 1959
17. Watt, W. M., *Islamic Philosophy and Theology*, London: Edinburgh University Press, 1979
18. Dr. Abu Ameenah Bilal Philips, *The Fundamentals of Twheed*
19. আমিনুল ইসলাম সম্পা, *মুসলিম দর্শন ও সংস্কৃতি*, ঢাকা: নওরোজ কিতাবিস্থান।
20. মো: আবদুল হালিম, *মুসলিম দর্শন, চেতনা ও প্রবাহ*, ঢাকা: বাংলা একাডেমী, ১৯৯৮
21. ড. রশীদুল আলম, *মুসলিম দর্শনের ভূমিকা*, ঢাকা: মেরিট ফেয়ার প্রকাশন, ৩৮/৪, বাংলাবাজার।
22. আমিনুল ইসলাম, *মুসলিম ধর্মতত্ত্ব ও দর্শন*, ২য় সংস্করণ, ঢাকা: মাওলা ব্রাদার্স, ২০০০
23. আমিনুল ইসলাম, *ইসলাম ধর্ম ও মুসলিম দর্শন*, ঢাকা: উত্তরণ প্রকাশ, ২০০৪
24. মো. বদিউর রহমান, *মুসলিম দর্শনের ইতিহাস*, ১ম খণ্ড, ঢাকা: নওরোজ কিতাবিস্থান, ২০০৫
25. ড. মুহাম্মদ আব্দুল বাকী, *বাংলাদেশে বিভিন্ন মুসলিম সম্প্রদায়ের ইতিবৃত্ত ও মতাদর্শ*, ঢাকা: ২০০৯

Course Number	:	BIS 303
Course Title	:	Sufism and some Prominent Sufis <ul style="list-style-type: none"> • Part-A: Sufism • Part-B: Some Prominent Sufis
Total Marks	:	100
Total Credit Hours	:	4
Total Classes/ Contact hours	:	60 (Per Class 60 minutes)

Part-A : Sufism

1. Course Number: BIS 303 (Part-A)

Course Title: Sufism

2. Credit Hours: 2, Classes/Contact hours : 30

3. Introduction to the Course

This course focuses on Sufism Different doctrines of Sufism will be discussed in this course. Learners will know the ways of making relationship with the supreme Lord of mankind. Islam has its own philosophy and view on this doctrine. The emergence and nature of practicing Sufism are demonstrated in this course.

4. Specific Objectives

To help the students to-

- acknowledge the introduction of Sufism;
- describe the origin and development of Sufism;
- identify the principles of Sufism ;
- explain the external and internal sources of Sufism Sufi doctrines;
- explain the condition of Sufism in Bangladesh;
- evaluate comparison between Sufism and orthodox Islam.

5. Course contents

- Concept of Sufism with the meaning of the word;
- Origin and development of Sufism;

- c. Principles of Sufism;
- d. Internal and External sources of Sufism;
- e. Sufi doctrines;
- f. Fana and Baqa and Sufi order;
- g. Sufism and orthodox Islam;
- h. Sufism in Bangladesh.

6-7. Unit-wise Learning Outcomes (title, sub-title and number of classes per unit)

Unit-1	classes/contact hours: 02
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Learning Outcomes

At the end of this unit, students will be able to-

- point out the meaning of the word Sufi and Suffa.
- define the term Sufism
- analyze different opinions on Sufism

Title and Sub-title

Concept of Sufism with the meaning of the word ‘Sufi’

Unit-2	classes/contact hours: 03
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Learning Outcomes

At the end of this unit, students will be able to-

- describe the origin of Sufism
- analyze the development of various schools of Sufism
- explain different thoughts and opinions on the development of Sufism
- describe different sects on the origins of Sufism

Title and Sub-title

Origin and development of Sufism

Unit-3	classes/contact hours: 03
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Learning Outcomes

At the end of this unit, students will be able to-

- explain different principles of this dogma.
- practice the ways of reaching the highest status of this dogma.
- introduce the adopting path of different Sufis

Title and Sub-title

Principles of Sufism

Unit-4	classes/contact hours: 03
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Learning Outcomes

At the end of this unit, students will be able to-

- explain the internal sources of Sufism
- explain the external sources of Sufism
- clarify the true and authentic sources of Sufism
- distinguish between effective sources of Sufism

Title and Sub-title

Internal and external sources of Sufism

Unit-5	classes/contact hours: 03
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Learning Outcomes

At the end of this unit, students will be able to-

- give the idea of different doctrines.
- clarify the effect of Sufi doctrines in our society
- analyze the ways of purifying Qalb.

Title and Sub-title

Sufi doctrines.

Unit-6	classes/contact hours: 03
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Learning Outcomes

At the end of this unit, students will be able to-

- analyze the special way of Fana and Baqa.
- explain the way of achieving Fana and Baqa
- evaluate the impacts of Fana and Baqa in rectifying the soul

Title and Sub-title

Fana and Baqa and Sufi order

Unit-7	classes/contact hours: 08
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Learning Outcomes

At the end of this unit, students will be able to-

- describe the conditions of Sufism in Bangladesh.
- discuss the history of Sufis in Bangladesh.
- determine the nature and characteristics of different suffies in Bangladesh.
- Express the influence of suffies in the society.

Title and Sub-title

Sufism in Bangladesh

Unit-8	classes/contact hours: 05
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Learning Outcomes

At the end of this unit, students will be able to-

- express the view of Islam regarding Sufism
- differentiate between Sufism and fundamental approaches of Islam.
- analyze real approach of Islam towards Sufism

Title and Sub-title

Sufism and Orthodox Islam.

8. Instructional Strategies

(Learner-centered, Interactive, participatory and activity-based)

Lecture, discussion, question-answer, group work, pair work, demonstration, project, presentation, assignment, field work.

9. Assessment

- Formative: In-course exam / Mid-term exam (15 Marks) and Class test/ Class performance/presentation (05 Marks)
- Summative: Semester Final Written [Two short questions out of four ($2 \times 3 = 06$ Marks), two broad questions out of four ($2 \times 12 = 24$ Marks)] and oral tests

10. References

(Book prescribed / Books recommended)

1. Saiyed Abdul Hai, *Muslim Philosophy*
2. ড. আ.ন.ম. রইছ উদ্দিন, *সূফীবাদ ও প্রাসঙ্গিক বিষয়*
3. ড. রশিদুল আলম, *মুসলিম দর্শনের ভূমিকা*
4. ড. ফকির আবদুর রশিদ, *সূফী দর্শন*
5. ড. কাজী দীন মুহম্মদ, *সূফীবাদ ও আমাদের সমাজ*
6. ইমাম গাযালী, *তাসাউফ এবং ইসলামের মৌলিক শিক্ষা*, ঢাকা: মদীনা পাবলিকেশনস, ২০০১
7. শাহ নিসার উদ্দীন আহমদ (র), *মিনহাজুল ওয়াসূল*, ছারছীনা দারুচ্ছুনাং লাইব্রেরী, পিরোজপুর: ছারছীনা, ২০০৬
8. শাহ নিসার উদ্দীন আহমদ (র), *তালীমে মারেফাত*, ছারছীনা দারুচ্ছুনাং লাইব্রেরী, পিরোজপুর: ছারছীনা, ২০০৬
9. মাওলানা আযীযুর রহমান নেছারাবাদী, *ইসলাম ও তাছাওফ*, ঝালকাঠি: নেছারাবাদ।
10. মুফতী মাওলানা মোহাম্মদ আলী, *কুলব সংশোধন*, ঢাকা: মদীনা পাবলিকেশনস, ২০০২
11. মুহাম্মদ মুস্তফা হামীদী, *খাযীনা তুল আসরার*, পিরোজপুর: ছারছীনা দারুচ্ছুনাং লাইব্রেরী, ছারছীনা, ২০০৫
12. ইমাম গাযালী, *এসলাহে নফস*, রশীদ বুক হাউস, ঢাকা, ২০০১
13. ইমাম গাযালী, *দাকায়েকুল আখবার*, ঢাকা: হেরা পাবলিকেশনস, ১৯৭৮
14. ইমাম গাযালী, *কিমিয়ায়ে সা'আদাত*, ঢাকা: এমদাদিয়া লাইব্রেরী, ১৯৮৬
15. ইমাম গাযালী, *এহইয়াউল-উলুমিদীন*, ঢাকা: বায়তুল মুকাররম, ১৯৯০
16. ইমাম গাযালী, *মাকাশাফাতুল কুলুব*, ঢাকা: দারুল ইফতা, ১৯৮৯
17. মাওলানা আব্দুল খালেক, *ছেরাজুহ-হালেকীন*, ঢাকা: সেবা পাবলিকেশনস, সিবি-১১০ মহাখালী, ১৪০২
18. ড. আ.ফ.ম. আবু বকর সিদ্দীক, *রুহের খোরাক*, ঢাকা: মুজাদ্দিয়া কমপেণ্ডব্ল, পলণ্ডবী, ২০০৪
19. আল্লামা হাফিয ইবনুল কায়্যিম, *রুহের রহস্য*, ঢাকা: আহসান পাবলিকেশনস, ১৯৯৮
20. খানবাহাদুর আহছানউল্লাহ, *ছুফী*, ঢাকা: আহসানিয়া মিশন, ১৯৯৬
21. ড. এ. আর, এম, আলী হায়দার, *নুরুল মুমিনীন*, ঢাকা: খাজা পাবলিকেশনস।
22. ড. এ. আর, এম, আলী হায়দার, *আল্লাহর সাথে দীদার, ১ম ও ২য় খণ্ড*, ঢাকা: ১৯৭৭
23. ড. এ. আর, এম, আলী হায়দার, *দিক দর্শন*, ঢাকা
24. ড. এ. আর, এম, আলী হায়দার, *ওযীফাতুল মুসলিমীন*, ঢাকা

Part-B : Some Prominent Sufis

1. Course Number: BIS 303 (Part-B)

Course Title: Some Prominent Sufis

2. Credit Hours: 2, Classes/Contact hours : 30

3. Introduction to the Course

Sufism can be described broadly as the intensification of Islamic faith and practice, or the tendency among Muslims to strive for a personal engagement with the divine reality. Sufism continues to be one of the areas of Islamic studies which attracts present research and interest. This course will therefore summarise the works and teachings of different Sufis and will aim to familiar the learners with the vast Sufi legacy of Islam. This study will be devoted to a discussion of the development of Sufism through ages by describing the life and works of various pious saints of Islam, in the hope that this will assist in understanding the complex phenomenon of Sufism

4. Specific Objectives

To help the students to-

- a. understand key concepts of Sufism along with its development in the human society;
- b. identify the role of various Sufis in the development process of Tasawwuf;
- c. acquaint the learners with the works of different Sufis ;
- d. introduce the learners with the contemporary Sufi studies and its influences upon Islamic civilization and culture;
- e. develop an attitude for using different methods of self-purification;
- f. gain proper knowledge of Sufism through the understanding the teachings of famous Sufis of the world.

5. Course contents

Life of Some prominent Sufis such as Hasan al-Bisri, Ibrahim Ibn Adham, Abu Hashim Kufi, Zunnun-al Misri, Bayazid al-Bostami, Junaid Baghdadi, Mansur Hallaj; Imam Ghazali, Sayyed Abdul QuaderJilani, Khawja Muinuddin Chisti, Nizamuddin Awlia.

6-7. Unit-wise Learning Outcomes (title, sub-title and number of classes per unit)

Unit-1	classes/contact hours: 03
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Learning Outcomes

At the end of this unit, students will be able to-

- define Sufism
- describe the history of Sufism through ages
- evaluate the basis of Sufism according to the Quran and the Sunnah
- follow Sufi path to attain purification of soul
- discuss the significance and essential of Tasawwuf

Title and Sub-title

Introduction to Sufism : meaning, definition, origin and development; the basis of Sufism ; the importance and necessity of Tasawuf in human life

Unit-2	classes/contact hours: 05
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Learning Outcomes

At the end of this unit, students will be able to-

- discuss the life history Hasan al-Bisri and Ibrahim Ibn Adham
- evaluate their contribution to Sufism
- follow their teachings to become a sufi

Title and Sub-title

Hasan al-Bisri and Ibrahim Ibn Adham

Unit-3	classes/contact hours: 05
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Learning Outcomes

At the end of this unit, students will be able to-

- give a introduction of Abu Hashim Kufi and Zunnun-al Misri
- discuss their works to establish Tasawwuf
- categorize their role in different aspects of Sufism

Title and Sub-title

Abu Hashim Kufi and Zunnun-al Misri

Unit-4	classes/contact hours: 05
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Learning Outcomes

At the end of this unit, students will be able to-

- recall the biography of Bayazid al-Bostami and Junaid Baghdadi
- appraise their role in the preaching of Islam
- describe their Karamat (miracles)

Title and Sub-title

Bayazid al-Bostami and Junaid Baghdadi

Unit-5	classes/contact hours: 05
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Learning Outcomes

At the end of this unit, students will be able to-

- draw the life sketch of Mansur Hallaj and Imam Ghazali
- distinguish between the Shariah and Tasawwuf
- evaluate the works of Imam Ghazali in creating a bridge between shariah and Sufism
- justify the allegations made against Mansur Hallaj

Title and Sub-title

Mansur Hallaj and Imam Ghazali

Unit-6	classes/contact hours: 05
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Learning Outcomes

At the end of this unit, students will be able to-

- discuss the biography of Sayyed Abdul Quader Jilani and Khawja Muinuddin Chisti
- validate the establishment of Sufi Tariqa
- point out their influences upon the Muslims as well as non-Muslims
- review their writings and its necessity for humankind
- describe his Karamat

Title and Sub-title

Sayyed Abdul Quader Jilani and Khawja Muinuddin Chisti

Unit-7	classes/contact hours: 02
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Learning Outcomes

At the end of this unit, students will be able to-

- describe the important events of the life of Nizamuddin Awlia
- prepare a report on his teaching and its application in the current world.
- pronounce his speeches and quotes

Title and Sub-title

Nizamuddin Awlia

8. Instructional Strategies

(Learner-centered, Interactive, participatory and activity-based)

Lecture, discussion, question-answer, group work, pair work, demonstration, project, presentation, assignment, field work.

9. Assessment

- Formative: In-course exam / Mid-term exam (15 Marks) and Class test/ Class performance/presentation (05 Marks)
- Summative: Semester Final Written [Two short questions out of four ($2 \times 3 = 06$ Marks), two broad questions out of four ($2 \times 12 = 24$ Marks)] and oral tests

10. References

(Book prescribed / Books recommended)

1. Saiyed Abdul Hai, *Muslim Philosophy*
2. Dr. Muhammad Ishaq, *India's Contribution to the Study of Hadith Literature*
3. ড. রশিদুল আলম, মুসলিম দর্শনের ভূমিকা
4. মুহাম্মদ রুহুল আমীন, মুসলিম সংস্কৃতির ইতিহাস
5. ড. কাজী দীন মুহাম্মদ, সূফীবাদ ও আমাদের সমাজ
6. খানবাহাদুর আহছানউল্লাহ, ছুফী, ঢাকা: আহসানিয়া মিশন, ১৯৯৬
7. মাওলানা নূরুর রহমান, তায়্যেকেরাতুল আওলিয়া
8. ড. মুহাম্মদ আব্দুল বাকী, বাংলাদেশের বিভিন্ন মুসলিম সম্প্রদায়ের ইতিবৃত্ত ও মতাদর্শ
9. আ ন ম বজলুর রশীদ, আমাদের সূফী-সাধক
10. আব্দুল মান্নান তালিব, বাংলাদেশে ইসলাম

Course Number	:	BIS 304
Course Title	:	Introduction to Islamic Law, Personal Law and Law of Inheritance in Islam <ul style="list-style-type: none"> • Part-A: Introduction to Islamic Law • Part-B: Personal Law and Law of Inheritance in Islam
Total Marks	:	100
Total Credit Hours	:	4
Total Classes/ Contact hours	:	60 (Per Class 60 minutes)

Part-A : Introduction to Islamic Law

1. Course Number: BIS 304 (Part-A)

Course Title: Introduction to Islamic Law

2. Credit Hours: 2, Classes/Contact hours : 30

3. Introduction to the Course

This course is intended to help the students to study and digest various technical terminologies of the *Sharīah* Law, its various concepts, scope, characteristics, theories and sources, etc. The course will also introduce the learners to various intellectual activities employed by Islamic sages in respect of the development of *Sharī'ah*. Through this course, the students will have an understanding of the amazing law making rules and methodologies of *Sharīah*. Thus they will hopefully be skilled in *Sharīah* law making modalities and technicalities and be able to use them to extract legal solutions, within the Islamic framework, for newly emerging legal questions.

4. Specific Objectives

To help the students to-

- discuss the significance of the study of Islamic Law (*Sharīah*);
- discuss the importance of the *Sharīah* in the lives of Muslims ;
- explain role and function of the *Sharīah* in society and state as a complete legal system;

- d. define various technical terms and terminologies of the *Sharīah* ;
- e. discuss nature, origin and development of the *Sharīah*;
- f. discuss scope, characteristics, theories and sources of and methodology for the *Sharīah*;
- g. explain *Sharīah* arrangements to cope with changing conditions;
- h. describe law making methods for making *Sharīah* adaptable to the contemporary demands.

5. Course Contents

Major contents of the course are as follows:

- a. Law, Shariah, Fiqh And Usul Al-Fiqh: The lexical and technical meanings of the word Law; major branches of Law; lexical and technical meanings of the word “Sharīah”; importance, concept and scope of the Sharīah; lexical and technical meanings of the word Fiqh; subject-matter of Fiqh; lexical and technical meanings of the word Uṣūl al-fiqh; relations among Law, Sharīah, Fiqh and Uṣūl al-Fiqh;
- b. Principal Sources Of Shariah: Qur’ān as the first primary source of the Sharīah; Hadīth as the second primary source of the Sharīah; their significance in the law making procedure;
- c. Secondary Sources Of Shariah: Ijtihad And Its Different Forms/ Methods: Lexical and technical meanings of the word Ijmā; lexical and technical meanings of the word Qiyās; lexical and technical meanings of the word al-Ijtihād; lexical and technical meanings of the word Istih̄sān; lexical and technical meanings of the word Maṣālih Mursalah; lexical and technical meanings of the word Istiṣhāb; lexical and technical meanings of the word Sadd `dh-Dharāi‘ (Blocking The Ways); lexical and technical meanings of the word ‘Urf (Practice) and lexical and technical meanings of the word Ādah (Custom); their significance in the law making activities of Sharīah;
- d. Schools Of Thought And Taqlid: Definition of Madhhab (School of thought); prominent Madhabs; factors responsible for the establishment of the Schools; Definition of Taqlid and its necessities;
- e. Codification Of Islamic Law: Concept of codification of Islamic law; its origin, development, methods and significance;
- f. Neo-Ijtihad: Takhayyur, Talfiq, Tawil Al-Jadid And Maqasid Al-Shariah: Lexical and technical meanings of the words Neo-Ijtihad, Takhayyur, Talfiq and Tawil al-Jadid; their illustrations with examples; Maqasid al- Sharīah: concept, origin and development; their categories, methods and significance .

6-7. Unit-wise Learning Outcomes (title, sub-title and number of classes per unit)

Unit-1	classes/contact hours: 04
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Learning Outcomes

At the end of this unit, students will be able to-

- explain both the lexical and technical meaning of Law and Shariah
- illustrate both the lexical and technical meanings of the word *Sharīah*
- differentiate between the *Sharīah* and other legal systems with particular reference to their areas of concept and scope
- describe the counterparts of *Sharīah* relating to various branches of Law
- explain the lexical and technical meanings of the word *Fiqh*
- describe the subject matter of *Fiqh*
- discuss relations among *Sharīah*, *Fiqh* and *Uṣūl al-fiqh* as technical terms in the study of the Islamic Law
- identify the areas of similarity and difference between *Sharīah* and *Fiqh* and *Uṣūl al-Fiqh* in relation to the Islamic Law

Title and Sub-title

Law, Shariah, Fiqh And Usul Al-Fiqh : The lexical and technical meanings of the word Law; major branches of Law; lexical and technical meanings of the word “*Sharīah*”; importance, concept and scope of the *Sharīah*; lexical and technical meanings of the word *Fiqh*; subject-matter of *Fiqh*; lexical and technical meanings of the word *Uṣūl al-Fiqh*; relations among Law, *Sharīah*, *Fiqh* and *Uṣūl al-Fiqh*

Unit-2	classes/contact hours: 06
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Learning Outcomes

At the end of this unit, students will be able to-

- highlight the significance of the *Qur’ān* as the first primary source of *Sharīah*
- recite and explain some verses of the *Qur’ān* for legal purposes
- explain the legal significance of *Sunnah*
- recite and explain some Hadiths for legal purposes
- indicate the relevance of some texts of the Quran and the Hadiths with different kinds of laws

Title and Sub-title

Principal Sources Of Shariah : *Qur’ān* as the first primary source of the *Sharīah*; *Hadīth* as the second primary source of the *Sharīah*; illustration of their significance in law

making procedure citing some *NUSUS* (texts) of the Quran and the Hadiths along with an indication of their relevance with different kinds of laws

Unit-3	classes/contact hours: 10
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Learning Outcomes

At the end of this unit, students will be able to-

- define *al-Ijtīād*
- enumerate different forms and methods of *Ijtīād*
- define *al-Ijmā‘*
- illustrate *Ijmā‘* as a source of the *Sharīah* with examples
- define *Qiyās*
- illustrate *Qiyās* as source of *Sharī‘ah* with examples
- define *al-Ijtihād*
- highlight the conditions under which *al-Ijtihād* must be / must not be exercised
- discuss the lexical and technical meanings of the word *Istihsān*
- explain *Istihsān* as source of *Sharī‘ah* with examples
- discuss lexical and technical meanings of the word *Maṣālih Mursalah*
- explain *Maṣālih Mursalah* as source of *Sharī‘ah* with examples
- discuss lexical and technical meanings of the word *Istiḥāb*
- illustrate *Istiḥāb* as source of *Sharī‘ah* with examples
- discuss lexical and technical meanings of the word *Sadd ‘dh-Dharā‘i‘* (Blocking The Ways)
- illustrate *Sadd ‘dh-Dharā‘i‘* (Blocking The Ways) as source of *Sharī‘ah* with examples
- discuss lexical and technical meanings of the word *‘Urf (Practice)*
- illustrate *‘Urf (Practice)* as source of *Sharī‘ah* with examples
- discuss lexical and technical meanings of the word *Ādah* (Custom)
- illustrate *Ādah* (Custom) as source of *Sharī‘ah* with examples

Title and Sub-title

Secondary Sources of Shariah: Ijtihad and its different forms/ methods : Lexical and technical meanings of the Ijtihād; its different forms and methods; lexical and technical meanings of the word *Ijmā‘*; lexical and technical meanings of the word *Qiyās*; lexical and technical meanings of the word *al-Ijtihād*; lexical and technical meanings of the word *Istihsān*; lexical and technical meanings of the word *Maṣālih Mursalah*; lexical and technical meanings of the word *Istiḥāb*; lexical and technical meanings of the word *Sadd ‘dh-Dharā‘i‘* (Blocking The Ways); lexical and technical meanings of the word *‘Urf (Practice)* and lexical and technical meanings of the word *Ādah* (Custom); their significance in the law making activities of *Sharīah*

Unit-4	classes/contact hours: 02
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Learning Outcomes

At the end of this unit, students will be able to-

- define *Madhhab*
- explain the circumstances surrounding the foundation of the schools of Law
- define Taqlid
- discuss the necessity of Taqlid

Title and Sub-title

Schools of Thought and Taqlid : Definition of *Madhhab* (School of thought); prominent *Madhhabs*; factors responsible for the establishment of the Schools; Definition of Taqlid and its necessities

Unit-5	classes/contact hours: 02
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Learning Outcomes

At the end of this unit, students will be able to-

- explain the concept of the codification of Islamic Law
- discuss, in brief, the origin and development of the codification of Islamic Law
- describe the methods of the codification of Islamic Law
- illustrate the significance of the codification of Islamic Law
- debate on the permissibility/ prohibition of the codification of Islamic Law in the light of the arguments offered by the *‘Ulama*

Title and Sub-title

Codification of Islamic Law : Concept of codification of Islamic law; its origin, development, methods and significance

Unit-6	classes/contact hours: 06
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Learning Outcomes

At the end of this unit, students will be able to-

- discuss lexical and technical meanings of the word *Neo-Ijtihad*
- illustrate *Neo-Ijtihad* with examples
- discuss lexical and technical meanings of the word *Takhayyur* and *Talfiq*
- explain *Takhayyur* and *Talfiq* with examples
- discuss lexical and technical meanings of the word *Tawil al-Jadid*
- illustrate *Tawil al-Jadid* with examples
- discuss lexical and technical meanings of the word *Maqasid al- Sharīah*
- explain the concept of *Maqasid al- Sharīah*

- discuss the origin and development of *Maqasid al- Sharīah*
- describe the categories of *Maqasid al- Sharīah*
- illustrate the background, significance and methods of *Maqasid al- Sharīah*

Title and Sub-title

Neo-Ijtihad: Takhyyur, Talfiq, Tawil al-Jadid and Maqasid al-Shariah : Lexical and technical meanings of the words *Neo-Ijtihad*, *Takhayyur*, *Talfiq* and *Tawil al-Jadid*; their illustrations with examples; *Maqasid al- Sharīah*: concept, background of origin and development; their categories, methods and significance

8. Instructional Strategies

(Learner-centered, Interactive, participatory and activity-based)

Lecture, discussion, question-answer, group work, pair work, demonstration, project, presentation, assignment, field work.

9. Assessment

- Formative: In-course exam / Mid-term exam (15 Marks) and Class test/ Class performance/presentation (05 Marks)
- Summative: Semester Final Written [Two short questions out of four ($2 \times 3 = 06$ Marks), two broad questions out of four ($2 \times 12 = 24$ Marks)] and oral tests

10. References

(Book prescribed / Books recommended)

1. Mohammad Hashim Kamali, (1991). *Principles Of Islamic Jurisprudence*, Cambridge, Islamic Text Society.
2. Alamgir Muhammad Serajuddin, (1999). *Shar'ah Law And Society Tradition And Change In Indian Subcontinent*, Dhaka, Asiatic Society of Bangladesh.
3. Al-Dawālibi, M. M. (1963/1383). *Al-Madhkal ilā ilm Uṣūl al-Fiqh*, Damascus, Matbaat Jamiat Dimashq.
4. Doi, A. R. I. (1984/1404). *Sharīah: the Islamic Law*, London, Ta Ha Publishers.
5. Coulson, N.J. (1964). *A History Of Islamic Law*, Delhi, Universal Law Publishing Co. Pvt. Ltd.
6. Hasan, A. (1970). *The Early Development of Islamic Jurisprudence*, Islamabad, Islamic Research Institute Publishers
7. Schacht, J. (1975) *The Origins of Muhammadan Jurisprudence* (Oxford, Claredon Press.)
8. Qadri, A.A. (1986). *Islamic Jurisprudence in the Modern World*, New Delhi, Taj Printers.
9. Khallāf, Abdu'l-Wahhāb (2003). *Ilm Usūlu 'l-Fiqh*, Cairo, Dāru 'l-Hadīth.

10. Hashim Kamali, “Al-Maqasid al-Shariah: The Objectives of Islamic Law”, The Muslim Lawyer Journal, 3, No.1, (April-June, 1998), 2;
11. Amin Aḥsan Iṣlāḥī (2000). *Islamic Law: Concept and Codification*, 1st edn. Lahore: Islamic Publications Ltd.

Part-B : Personal Law and Law of Inheritance in Islam

1. Course Number: BIS 304 (Part-B)

Course Title: Personal Law and Law of Inheritance in Islam

2. Credit Hours: 2, Classes/Contact hours : 30

3. Introduction to the Course

The Islamic personal law has been originated from the Quran-Hadith and developed in the Abbasid period as a separated literature. This portion of above mentioned course has included marriage, Talaq and various types of Maslah and solutions related to both. Inheritance Law is another dimension of Islamic law. Both parts of this course is very important in Muslim life. Creating skills among the learners in personal law and law of Inheritance in Islam is the prime aim of this course.

4. Specific Objectives

To help the students to-

- a. define marriage and explain significance, goals, purpose of marriage;
- b. describe the Rukn and conditions of marriage;
- c. explain the qualities of witness in marriage;
- d. explain the difference between Nikha and Bai and describe the words by which marriage occurs, the words by which it does not occur ;
- e. answer various types of marriage related questions;
- f. discuss the meaning of Muhrramat, the women whom it is lawful to marry and those with whom marriage is unlawful;
- g. define prohibited marriage as practiced by some Muslim sects and distinguish between Nikha-e-Muwakkat and Nikha-e-Mutah ;
- h. discuss the rules of marriage of the bride and the bridegroom staying in two different countries through telephone, fax and internet;
- i. focus on who is one allowed marrying and notifying equality between bride and bridegroom in the aspect of qualifications to peaceful conjugal life;
- j. explain the meaning of Mahr, amount of Mahr and the various types of Mas'alah and solution related to the Mahr;
- k. explain meaning of Talaq, types of Talaq, execution of Talaq, delegation of Talaq and explain the various types of masala and solution related to the Talaq;
- l. identify meaning, base, conditions, aim, purpose and necessary of Ilmul Faraid;
- m. determine equality or difference between man and women in getting abandoned property of dead through analyzing logic;
- n. analyze the numbers of Zawil al-Forod ;
- o. discuss other the conditions of Ashabul Faraid;

- p. evaluate the amount of abandoned property for inheritors/heirs.

5. Course Contents

Personal Law

- a. Marriage: Definition ; the words by which marriage is contracted and not contracted, goals, purpose, difference between marriage and trading, witnesses and its qualifications. Mahr: Meaning, amount of Mahr, various types of masala and solution related to the Mahr;
- b. Muhrramat: Meaning; women whom it is Lawful to marry and of those with whom marriage is unlawful, Wali and Kufo: Who is one allowed to marry? Looking equality among a spouse for peaceful conjugal life;
- c. Nikah-e- Ahlo-Shirk (Non muslim) : The marriage of infidels;
- d. Law of Talaq or Divorce: Meaning,Talaq al-Sunnah or Regular Divorce, Executions of Divorce, Delegation of Divorce, Divorce by a conditional vow, the divorce of the sick, Rija't or returning a divorced wife, Hila, Khoola, Zihar, Lian or Imprecation, the Iddah, the establishment of parentage, Hizanah or the care of infant children and Nafaqa or subsistence.

Law of Inheritance

- a. Definition of Ilm al-Farayd (Law of Inheritance);
- b. Meaning of Zawil Furud, different kinds, and their rights. Definition of al-Asaba and its kinds;
- c. Meaning of al-Aul and its kinds;
- d. Concepts of Tamasul, Tadakhul, Tawafuq and Tabayun;
- e. Introductions of al-Rad and its method;
- f. Definitions of al-Munasakha and its method.

6-7. Unit-wise Learning Outcomes (title, sub-title and number of classes per unit)

Unit-1	classes/contact hours: 05
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Learning Outcomes

At the end of this unit, students will be able to-

- define Marriage.
- discuss the words by which marriage is lawful and by which it is unlawful
- explain the goals and purpose of marriage.

- differentiate between marriage and trading.
- express about witnesses, its qualifications and without witness marriage will be lawful or not.
- discuss the meaning and amount of Mahr with the opinions of Imam
- describe various types of masala related to the Mahr and its solution.

Title and Sub-title

Marriage and Mahr: Definition of Marriage, the words by which marriage is contracted and not contracted, goals, purpose, difference between marriage and trading, witnesses and its qualifications. Mahr: Meaning, amount of Mahr, various types of masala and solution related to the Mahr

Unit-2	classes/contact hours: 04
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Learning Outcomes

At the end of this unit, students will be able to-

- discuss meaning of Muhrramat.
- determine women with whom it is lawful to marry and of those with whom marriage is unlawful.
- discuss the role of guardianship in marriage.
- determine equality among a spouse for peaceful conjugal life.

Title and Sub-title

Muhrramat: Meaning; women whom it is Lawful to marry and of those with whom marriage is unlawful, Wali and Kufo: Who is one allowed to marry? Looking equality among a spouse for peaceful conjugal life.

Unit-3	classes/contact hours: 02
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Learning Outcomes

At the end of this unit, students will be able to-

- discuss the marriage of infidels.
- describe the issue of marriage between Muslim and a non Muslim

Title and Sub-title

Nikah-e- Ahl al-Shirk (non Muslim)

Unit-4	classes/contact hours: 03
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Learning Outcomes

At the end of this unit, students will be able to-

- discuss the meaning of Talaq and inform other about executions of divorce

- recall classifications of Talaq and discuss on all classifications.
- answer various types of masala regarding Talaq.

Title and Sub-title

Law of Talaq or Divorce

Unit-5	classes/contact hours: 02
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Learning Outcomes

At the end of this unit, students will be able to-

- define Ilm al-Farayd (Inheritance Law)
- describe the origin and development of Inheritance Law in Islam

Title and Sub-title

Definition of Ilm al-Farayd (Law of Inheritance).

Unit-6	classes/contact hours: 06
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Learning Outcomes

At the end of this unit, students will be able to-

- introduce the meaning of Zawil al-Farod and describe their kinds.
- discuss their rights with example in detail.
- define of al-Asaba and its kinds in detail.

Title and Sub-title

Meaning of Zawil Furud, different kinds, and their rights, Definition of al-Asaba and its kinds.

Unit-7	classes/contact hours: 04
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Learning Outcomes

At the end of this unit, students will be able to-

- describe the meaning of al-Aul and its kinds
- discuss the Concepts of Tamasul, Tadakhul, Tawafuq and Tabayun and differentiate among those.

Title and Sub-title

Meaning of al-Aul and its kinds, Concepts of Tamasul, Tadakhul, Tawafuq and Tabayun

Unit-8	classes/contact hours: 04
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Learning Outcomes

At the end of this unit, students will be able to-

- explain al-Rad and its methods.
- discuss the definitions of al-Munasakha and explain the process

Title and Sub-title

Introduction to al-Rad and its method, Definitions of al-Munasakha and its method

8. Instructional Strategies

(Learner-centered, Interactive, participatory and activity-based)

Lecture, discussion, question-answer, group work, pair work, demonstration, project, presentation, assignment, field work.

9. Assessment

- Formative: In-course exam / Mid-term exam (15 Marks) and Class test/ Class performance/presentation (05 Marks)
- Summative: Semester Final Written [Two short questions out of four ($2 \times 3 = 06$ Marks), two broad questions out of four ($2 \times 12 = 24$ Marks)] and oral tests

10. References

(Book prescribed / Books recommended)

1. Burhan Uddin Al-Marginani, *Al-Hidaya*.
2. Obaidullah bin Masud, *Sharhol Bekaya*.
3. Sirajul Haque, *Al-Siraji*, Dhaka: Emdadia Library
4. Charles Hamilton, *The Hedaya*, New Delhi: Kitab Bhavan
5. Muhammad Mustafa Khan, *Islamic Law of Inheritance*
6. Robert Roberts, *The Social Laws of the Quran*
7. Islamic Foundation Bangladesh, *Codified Islamic Law*
8. Moulana Fazlur Rahman Ashrafi, *Rights of Women in Islamic Inheritance and Farayez*
9. Shah Abdul Hannan, *Social Laws of Islam*
10. Justice Abdul Bari Sarkar, *Maintenances of Divorces in the light of Islam*, Dhaka: Islamic Foundation Bangladesh
11. K. N. Ahmad, *Muslim Law of Divorce*, New Delhi: Kitab Bhavan
12. Syed Khalid Rashid, *Muslim Law*, Lucknow: Eastern Book Company, Lalbagh
13. Abdur Rahman, *Shariah The Islamic Law*, London: Taha Publishers
14. ইসলামী আইন বিধিবদ্ধকরণ বোর্ড, *বিধিবদ্ধ ইসলামী আইন*, ঢাকা: ইসলামিক ফাউন্ডেশন বাংলাদেশ।
15. গাজী শামছুর রহমান, *ফারায়েয*, ঢাকা: ইসলামিক ফাউন্ডেশন বাংলাদেশ।

16. গাজী শামছুর রহমান, ইসলামী আইন ব্যবস্থা, ঢাকা: ইসলামিক ফাউন্ডেশন বাংলাদেশ।
17. মোহাম্মদ মজিবুর রহমান, মুসলিম ও পারিবারিক আইন পরিচিতি, ঢাকা: কামরুন বুক হাউস।
18. তানযীলুর রহমান, ইসলামী আইনের সংকলন, ঢাকা: ইসলামিক ফাউন্ডেশন বাংলাদেশ।

Course Number	:	BIS 305
Course Title	:	International Relations and Contemporary Issues in Islam <ul style="list-style-type: none"> • Part-A: International Relations in Islam • Part-B: Contemporary Issues in Islam
Total Marks	:	100
Total Credit Hours	:	4
Total Classes/ Contact hours	:	60 (Per Class 60 minutes)

Part-A : International Relations in Islam

1. Course Number: BIS 305 (Part-A)

Course Title: International Relations in Islam

2. Credit Hours: 2, Classes/Contact hours : 30

3. Introduction to the Course

This course aims to introduce the learners to the rudiments of Islamic perspectives of International Relations (IR). IR is a branch of Political Science that deals with interactions between state and non-state actors in the international system. Such interactions between state and non-state actors include any or all of aspects of peace, war/conflict, dispute, separation, belligerency, settlement, pact, treaties, neutrality, cooperation, conferences, organization, etc. However, this course is designed to offer to the students the studies of the Islamic perspectives of the three important aspects of IR: (i) war/conflict, (ii) peace and (iii) neutrality.

4. Specific Objectives

To help the students to-

- discuss importance of the study of International Relations;
- explain fundamentals of International Relations;
- describe rudiments of Islamic perspectives of International Relations;
- explain development of thoughts of Islamic sages on different aspects of International Relations;

- e. explain different modes of interpreting the texts of the Quran and the Hadiths relating them to different aspects of International Relations.

5. Course Contents

Major contents of the course are as follows:

- a. Concept of International Relations and Approaches to the Study of IR: Concept of IR as a course of study, as a situation and as a principle; approaches to the Study of IR: Three broad contending schools of thought - realism, liberalism and idealism;
- b. Concept of International Relations In Islam: Definition of International Relations from the view-point of early literature of *Fiqh* and first systematic intellectual study of IR in Islamic scholarship;
- c. Traditional Paradigm of IR In Fiqh: The concepts of *Dar Al-Islam*, *Dar Al-Harb*, *Dar Al-'Ahd* in Fiqh and their relationships;
- d. War/Conflict: Theory of war/conflict in Fiqh and evaluation of its evidences in the Quran, the Hadiths and the Fiqh;
- e. Peace: Theory of peace in Fiqh and evaluation of its evidences in the Quran, the Hadiths and the Fiqh;
- f. Neutrality: Theory of neutrality in Fiqh and evaluation of its evidences in the Quran, the Hadiths and the Fiqh.

6-7. Unit-wise Learning Outcomes (title, sub-title and number of classes per unit)

Unit-1	classes/contact hours: 05
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Learning Outcomes

At the end of this unit, students will be able to-

- discuss concept of International Relations
- explain different approaches to the study of International Relations

Title and Sub-title

Concept of International Relations and Approaches to the Study of IR: Concept of IR as a course of study, as a situation and as a principle; approaches to the Study of IR: Three broad contending schools of thought - realism, liberalism and idealism

Unit-2	classes/contact hours: 05
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Learning Outcomes

At the end of this unit, students will be able to-

- define International Relations in Islamic perspective

- discuss first systematic intellectual study of IR in Islamic scholarship

Title and Sub-title

Concept of International Relations In Islam : Definition of International Relations from the view-point of early literature of *Fiqh* and first systematic intellectual study of IR in Islamic scholarship

Unit-3	classes/contact hours: 05
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Learning Outcomes

At the end of this unit, students will be able to-

- discuss the concepts of *Dar Al-Islam*, *Dar Al-Harb* and *Dar Al-'Ahd*
- explain the classical idea of relationships of *Dar Al-Islam*, *Dar Al-Harb* and *Dar Al-'Ahd*

Title and Sub-title

Traditional Paradigm of IR In Fiqh : The concepts of *Dar Al-Islam*, *Dar Al-Harb*, *Dar Al-'Ahd* in Fiqh and their relationships

Unit-4	classes/contact hours: 05
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Learning Outcomes

At the end of this unit, students will be able to-

- discuss the theory of war/conflict
- explain the verses of the Qur'an and the Hadiths relating to the theory of war/conflict
- evaluate the theory of war/conflict formulated in Fiqh

Title and Sub-title

War/Conflict : Theory of war/conflict in Fiqh and evaluation of its evidences in the Quran, the Hadiths and the Fiqh

Unit-5	classes/contact hours: 05
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Learning Outcomes

At the end of this unit, students will be able to-

- discuss the theory of peace
- explain the verses of the Qur'an and the Hadiths relating to the theory of peace
- evaluate the theory of peace formulated in Fiqh

Title and Sub-title

Peace : Theory of peace in Fiqh and evaluation of its evidences in the Quran, the Hadiths and the Fiqh

Unit-6	classes/contact hours: 05
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Learning Outcomes

At the end of this unit, students will be able to-

- discuss the theory of neutrality
- explain the verses of the Qur'an and the Hadiths relating to the theory of neutrality
- evaluate the theory of neutrality formulated in Fiqh

Title and Sub-title

Neutrality : Theory of neutrality in Fiqh and evaluation of its evidences in the Quran, the Hadiths and the Fiqh

8. Instructional Strategies

(Learner-centered, Interactive, participatory and activity-based)

Lecture, discussion, question-answer, group work, pair work, demonstration, project, presentation, assignment, field work.

9. Assessment

- Formative: In-course exam / Mid-term exam (15 Marks) and Class test/ Class performance/presentation (05 Marks)
- Summative: Semester Final Written [Two short questions out of four ($2 \times 3 = 06$ Marks), two broad questions out of four ($2 \times 12 = 24$ Marks)] and oral tests

10. References

(Book prescribed / Books recommended)

1. Baylis, John; Smith, Steve (2001). *The globalization of world politics: an introduction to international relations* (2. ed.). Oxford : Oxford Univ. Press.
2. Mingst, Karen A., & Arreguín-Toft, Ivan M. (2011). *Essentials of International Relations* (5th ed.). New York: W. W. Norton & Company.
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6. Muhammad Hamidullah (1977). *Muslim Conduct of State*, Lahore: Sh. Muhammad Ashraf.
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8. Abu Zahrah, Mohammad (1964). *al-`lāqāt ad-Dawliyyah fī al-Islām* [International Relations in Islam]. Cairo: al-Dar al-Qawmiyah.
9. Ghazi, Mahmood (1998). *Introduction to al-Shaibani's al-Siyar al-Saghir*. Islamabad: Islamic Research Institute.
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Part-B : Contemporary Issues in Islam

1. Course Number: BIS 305 (Part-B)

Course Title: Contemporary Issues in Islam

2. Credit Hours: 2, Classes/Contact hours : 30

3. Introduction to the Course

Since the world changing event of 9/11, various issues pertaining to contemporary Islam have gained the attention of an increasing number of scholars (and also non-scholars) from across academic disciplines. Peace and war doctrines, Terrorism and Fundamentalism, the relationship between the Islamic tradition and modernity, Islamic scriptural hermeneutics, Islam and politics, gender issues and interfaith dialogue have emerged as some of the most significant of such issues. The course aims to place these issues within a larger historical context and discuss their contemporary significance

4. Specific Objectives

To help the students to-

- a. provide advanced knowledge in the field of Islamic studies and insight into contemporary issues related to Islam;
- b. provide solution of cultural, educational, scientific and epistemological problems encountered by Muslims in the present age;
- c. provide an Islamic response to the intellectual and cultural challenges of the modern world;
- d. produce Muslim scholars for inter-faith and inter-civilization discussions and dialogues;
- e. highlight the role of Islam in development of various fields of knowledge and global civilization.

5. Course Contents

- a. Islam in the Current World ;
- b. Islam and Politics;
- c. Islam and Feminism;
- d. Islam and Biomedical Ethics;
- e. Dignity of Humankind;
- f. Islam and Environment;
- g. Human Rights in Islam;
- h. Islam and Economic Challenges;
- i. Islam and the West;
- j. Legal Issues in Islam;

k. Modern Issues of Fiqh.

6-7. Unit-wise Learning Outcomes (title, sub-title and number of classes per unit)

Unit-1	classes/contact hours: 03
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Learning Outcomes

At the end of this unit, students will be able to-

- identify the problems of contemporary Muslim Ummah
- investigate different prospects of Islam in the current world
- practice some pragmatic techniques to the unification of Ummah
- follow Islamic teachings to overcome the distress of Muslims

Title and Sub-title

Islam in the Current World : The problems and prospects of Islam as well as Muslim Ummah: Past, Present and future; the challenges towards Islam and its response; the disunity of Muslims.

Unit-2	classes/contact hours: 03
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Learning Outcomes

At the end of this unit, students will be able to-

- compare among different government systems
- design Islamic Khilaphate system for the betterment of mankind
- justify the Kinship system according to the Islamic Ideology
- debate on various issues of secular ideology

Title and Sub-title

Islam and Politics : The idea of Khilaphath with the comparison with Theocracy, Autocracy, Democracy and Communism; Kingship in the Muslim world; Secularism; the concept of equality and Justice.

Unit-3	classes/contact hours: 03
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Learning Outcomes

At the end of this unit, students will be able to-

- discuss Islamic feminism and its features
- examine various allegations raised against Islam with arguments

- place women rights in their daily livelihood
- share their opinion regarding women empowerment

Title and Sub-title

Islam and Feminism : Islamic feminism; feminists allegations against Islam; Rights of women in Islam legal rights (status of women as witness, can a woman be a judge? etc.), political rights (i.e - women Leadership, right to vote, empowerment etc.), economic rights (e.g. law of inheritance), religio-cultural rights (e.g. dress code, marriage, divorce, witness of women etc.)

Unit-4	classes/contact hours: 04
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Learning Outcomes

At the end of this unit, students will be able to-

- sort out various contemporary issues of biomedical aspects
- take part in permissible biomedical works in their daily life
- describe Islamic rulings in different critical medical conditions
- participate in further research regarding these issues.

Title and Sub-title

Islam and Biomedical Ethics : Blood Transfusion; Organ Plantation and Donation; Trade of milk of mother; Dead body preservation and transfer; Brain death; gene therapy; plastic surgery etc.

Unit-5	classes/contact hours: 02
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Learning Outcomes

At the end of this unit, students will be able to-

- define abortion, cloning and other related terms
- classify various motherhoods
- apply Islamic rulings regarding the usage of drugs in their life
- avoid prohibited deeds according to the Islamic medical ethics
- uphold the dignity of human kind in the society

Title and Sub-title

Dignity of Humankind : Abortion; Euthanasia; Cloning; Surrogate Motherhood; Embryo Fertilization; genetic fingerprint; Usage of drugs to prevent menstruation and pregnancy etc

Unit-6	classes/contact hours: 02
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Learning Outcomes

At the end of this unit, students will be able to-

- discuss Islamic rulings on halal food
- distinguish between the slaughtering of Muslims and Non-Muslims
- evaluate the teachings of Islam regarding different environmental issues

Title and Sub-title

Islam and Environment : Meat eating; Experiment with/on animals; halal food; slaughtering of Ahl al-Kitab; animals, plants and the environment in Islam

Unit-7	classes/contact hours: 02
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Learning Outcomes

At the end of this unit, students will be able to-

- compare between the rights of Muslims and non-Muslims
- formulate the duties of and towards non-Muslims by a Muslim
- avoid illegal migration towards the non-Muslims states.

Title and Sub-title

Human Rights in Islam : Rights and duties of non-Muslims in an Islamic State and Society, Muslims' perception of their rights in non-Muslim Society and in the Muslim States (e.g. migration).

Unit-8	classes/contact hours: 03
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Learning Outcomes

At the end of this unit, students will be able to-

- identify the profit from the Interest
- experience the business in open market economy
- organize business in capital market
- evaluate the pros and cons of Micro finance in their society

Title and Sub-title

Islam and Economic Challenges : Interest vs. profit; loss sharing banking system; open market economy; ruling on sale of right; selling brand; Capital Market; Microfinance etc.

Unit-9	classes/contact hours: 03
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Learning Outcomes

At the end of this unit, students will be able to-

- analyze the reasons behind terrorism in the current world order
- distinguish between Jihad and holy war
- relate between Islamophobia and western aggression

Title and Sub-title

Islam and the West : Terrorism, Fanaticism and Fundamentalism; Conflict between religious laws and civil laws; Islamophobia, Faith hate, hate crime; Intellectual battle; Media aggression etc.

Unit-10	classes/contact hours: 05
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Learning Outcomes

At the end of this unit, students will be able to-

- define fatwa
- evaluate the condition of Fatwa in Bangladesh
- apply copy right act in their daily life
- plan to eradicate crimes through the Islamic legal system
- describe the rulings of Islam regarding various issues of purification
- apply the rulings of Islam in their society
- debate on controversial topics and conclude with arguments
- practice authentic and proper Islamic direction in their individual performance

Title and Sub-title

Legal Issues in Islam : Fatwa (religious verdict): Use, Misuse and Abuse; Islam and eradication of crimes from society; copy right

Modern Issue of Fiqh

Taharat: Water recycling; Dry cleaning; Using nail polish; Using industrial structure of nail, teeth, Beard and hair dyes; Replacement of hair, Use of catheter, Using perfume and detergents with pork fat or alcohol etc.

Salat: Praying on the ship and plane; Khutbah in mother language

Swam: Watching the Moon for Swam and Eid; medical issues in Sawm (i.e- Use of suppository, inhaler, anaesthesia, injection; kidney dialysis, blood donation etc.)

Zakat: Transferring Zakat from one country to another, Paying of SadaqatulFitr from local food;

Hajj: Pilgrim of Woman without Mahram; Crossing Miqat without Ihram; Ihram for Umrah in Aysha's Mosque.

8. Instructional Strategies

(Learner-centered, Interactive, participatory and activity-based)

Lecture, discussion, question-answer, group work, pair work, demonstration, project, presentation, assignment, field work.

9. Assessment

- Formative: In-course exam / Mid-term exam (15 Marks) and Class test/ Class performance/presentation (05 Marks)
- Summative: Semester Final Written [Two short questions out of four ($2 \times 3 = 06$ Marks), two broad questions out of four ($2 \times 12 = 24$ Marks)] and oral tests

10. References

(Book prescribed / Books recommended)

1. Ahmad, M T. 2008. *Islam's Response to Contemporary Issues*. UK: Islam International Publications Ltd, Surrey.
2. Ahmed, F. 2012. *Muslim Ummah in the Contemporary World*. Dhaka: IFB.
3. Al-Alwani, T.J. 2005. *Issues in Contemporary Islamic Thought*. VA USA: IIIT.
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19. Khan, A.M. 2003. *Contemporary Islamic Response to the Western Impact: A Case Study of the Muslim Institute of London*. Kanishka Publ.
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28. Ramadan, T. 2004. *Western Muslims and Future of Islam*. New York: Oxford University Press
29. Schubel, V.J. 1993. *Religious Performance in Contemporary Islam: Shi'i Devotional Rituals in South Asia*. University of South Carolina Press
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Course Number	:	BIS 306
Course Title	:	Computer Literacy <ul style="list-style-type: none"> • Part-A: Computer Literacy • Part-B: Computer Literacy
Total Marks	:	100
Total Credit Hours	:	4
Total Classes/ Contact hours	:	60 (Per Class 60 minutes)

Part-A : Computer Literacy

1. Course Number: BIS 306 (Part-A)

Course Title: Computer Literacy

2. Credit Hours: 2, Classes/Contact hours : 30

3. Introduction to the Course

This is basically a computer fundamental course. Nowadays we cannot think our lives without computer technologies. Therefore, it is necessary to learn the basics of different types of computer technologies and their applications.

4. Specific Objectives

To help the students to-

- make the students understand and learn the basics of computers,
- how to operate it,
- to make them familiar with the parts and functions of computer,
- its types, number systems, codes and logic functions,
- how to use computer in our daily life,
- its characteristics, usage, limitations, benefits etc.
- operate a computer, store and manipulate data and use the basic programs of a computer.

5. Course Contents

Theory Part

- a. Introduction to Computer : Introduction and Basic Organization, Types of Computer, History and Generations of Computers.
- b. Number Systems, Codes and Logic Functions : Number System, Conversion of Numbers, Data Representation and Codes, Logic Functions, Logic Gates and DeMorgan's Theorem.
- c. CPU and Microprocessors : Organization and Microcomputer, Classification of Microprocessor [generations & characteristics (RISC and CISC)] Components of CPU, Structure in Microprocessors – ALU, CU. and Motherboard.
- d. Input and Output Devices : Input and Output Devices, Others Peripheral Devices
- e. Memory Organization : Main Memory, Secondary Memory and Cache memory
- f. Computer and Society : Impact of Computers, Computer virus and crime, Factors affecting computer [Heat, Dust, Water, Power-line problems]

Practical Part:

- a. Word Processing : Introduction to Word Processing, Different Word Processing, Creating Document, Editing Commands, Formatting, Creating Tables, Picture, Word Art and Printing.
- b. Powerpoint and Presentation : Introduction to Power Point Window, Slide Presentation and Design.

6-7. Unit-wise Learning Outcomes (title, sub-title and number of classes per unit)

Unit-1	classes/contact hours: 03
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Learning Outcomes

By the end of the unit, students will be able to-

- learn about computer, data processing, characteristic features of computers, computer generations and their characteristic features, basic organization of a computer system and operations performed by the individual components of a computer system

Title and Sub-title

Introduction to Computer : Introduction and Basic Organization, Types of Computer, History and Generations of Computers.

Unit-2	classes/contact hours: 06
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Learning Outcomes

At the end of this unit, students will be able to-

- know about different number systems including binary, octal and hexadecimal; computer codes such as ASCII, BCD and EBCDIC; computer arithmetic including addition, subtraction, multiplication and division in binary; Boolean algebra, function and minimization; logic gates and circuits, combinational circuits design

Title and Sub-title

Number Systems, Codes and Logic Functions : Number System, Conversion of Numbers, Data Representation and Codes, Logic Functions, Logic Gates and DeMorgan's Theorem.

Unit-3	classes/contact hours: 04
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Learning Outcomes

At the end of this unit, students will be able to-

- learn about different components of a CPU, classifications of microprocessor, internal structure of a microprocessor, determining the speed of a processor

Title and Sub-title

CPU and Microprocessors : Organization and Microcomputer, Classification of Microprocessor [generations & characteristics (RISC and CISC)] Components of CPU, Structure in Microprocessors – AIU, CU. and Motherboard.

Unit-4	classes/contact hours: 04
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Learning Outcomes

At the end of this unit, students will be able to-

- learn the working procedures of commonly used input and output devices such as keyboard, mouse, scanner, monitor, printer, plotters etc.

Title and Sub-title

Input and Output Devices : Input and Output Devices, Others Peripheral Devices

Unit-5	classes/contact hours: 04
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Learning Outcomes

At the end of this unit, students will be able to-

- learn the types and capacity of memory, relationship between processor and main memory, secondary storage devices and their need, classification and commonly used secondary storage devices

Title and Sub-title

Memory Organization : Main Memory, Secondary Memory and Cache memory

Unit-6	classes/contact hours: 03
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Learning Outcomes

At the end of this unit, students will be able to-

- learn the effect of computer technologies on the society, the concept of computer virus and crime, how to use internet technology safely

Title and Sub-title

Computer and Society : Impact of Computers, Computer virus and crime, Factors affecting computer [Heat, Dust, Water, Power-line problems]

Unit-7	classes/contact hours: 03
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Learning Outcomes

At the end of this unit, students will be able to-

- work with Microsoft Word software. They will learn to create and edit files, use different formatting and editing commands, creating tables, inserting pictures, word art, equations etc.

Title and Sub-title

Word Processing : Introduction to Word Processing, Different Word Processing, Creating Document, Editing Commands, Formatting, Creating Tables, Picture, Word Art and Printing.

Unit-8	classes/contact hours: 03
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Learning Outcomes

At the end of this unit, students will be able to-

- work with Microsoft Power Point software. They will learn how to create different types of presentation slides and animations

Title and Sub-title

Powerpoint and Presentation : Introduction to Power Point Window, Slide Presentation and Design.

8. Instructional Strategies

(Learner-centered, Interactive, participatory and activity-based)

Lecture, discussion, question-answer, group work, pair work, demonstration, project, presentation, assignment, field work.

9. Assessment

- Formative: In-course exams / Mid-term exam (15 Marks) and classes test/ classes performance/presentation (05 Marks)
- Summative: Semester Final examination (Theory) - 25 Marks, (Lab) - 5 Marks

10. References

(Book prescribed / Books recommended)

1. Pradeep K. Sinha and Priti Sinha, *Computer Fundamentals*, BPB Publications.
2. Peter Norton, *Introduction to Computers*, McGraw-Hill Education.
3. S.E. Hutchinson & S.C. Sayer, cp. iters. the Perspective, 1988
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9. Martin Cripps, *An Introduction to Computer Hardware*.
10. Bettie Hampton Ellis, *Word Processing Concept and Applications*
11. Appad Barnan Dan 1. Porat, *Introduction to Micro Computers and Micro Processor*
12. Job Long Prentice, *FoxPro for to Windows*
13. Androw S. Tanenbaun, *Computer Network*
14. Laurie A. Perry, *Microsoft Excel for Windows*
15. Martin S. SMitheas *Excell for Windows*
16. M.J. Norisis, *SPSS for Windows Base System*
17. Carolyne Jorgensen, *Mastering (Lotus) 123*
18. মাহবুবুর রহমান, এডভান্সড ডিস্ক অপারেটিং সিস্টেম, কম্পিউটার লাইব্রেরী, ১৯৯৬
19. তরিকুল ইসলাম চৌধুরী, ইন্টারনেট-ই-মেইল, কম্পিউটার লাইব্রেরী, ১৯৯৬
20. লুৎফর রহমান এবং হাসান শহীদ, কম্পিউটার বিজ্ঞান, গ্রীন ভিউ পাবলিকেশন্স, ১৯৯৬
21. লুৎফর রহমান এবং মো: আলমগীর, আধুনিক কম্পিউটার বিজ্ঞান, গ্রীন ভিউ পাবলিকেশন্স, ১৯৯৬

Part-B: Computer Literacy

1. Course Number: BIS 306 (Part-B)

Course Title: Computer Literacy

2. Credit Hours: 2, Classes/Contact hours : 30

3. Introduction to the Course

This course is a fundamental course on computing. As digitization is touching our lives in almost all spheres, computer is omnipresent due to this. The main focus of the course is to make the students understand and learn the basics of computers, how to operate it, to make familiar with the parts and functions of computer, its types, how to use computer in our day to day life, its characteristics, its usage, limitations and benefits etc.

4. Specific Objectives

To help the students to-

- a. operate a computer ;
- b. use the basic programs of a computer.

5. Course Contents

Theory Part

- a. Networks and Internet: Introduction to Computer Networks (LAN, MAN & WAN), Introduction to the Internet, Internet and Extranet Internet services and protocols WWW, Web Browser, Data Communication and OSI Models;
- b. Computer Software : Introduction and Classification, System Software, Application Package Programs, Programming Languages;
- c. Operating Systems : Introduction to Operating System, Functions and Types of Operating Systems, Popular Operating Systems [DOS, MS-DOS, Windows 95-XP, Windows NT, UNIX and Linux];
- d. Programming Languages : Generation of Programming Language, Different Programming languages, Translator Software, Steps of programming language, Algorithmic and Flowcharting;
- e. Web Page : Web page design, Static and dynamic web page, HTML and dynamic HTML.

Practical Part

- a. Spreadsheet Analysis (Excel) : Introduction to the Spreadsheet, Creating Worksheet, Editing Techniques, Chart Wizard, Creating and Modifying Charts, Formulas and Functions;
- b. Internet Uses : Chatting, Web browsers (Netscape) Navigator, Microsoft's Internet Explorer and Outlook Express.

6-7. Unit-wise Learning Outcomes (title, sub-title and number of classes per unit)

Unit-1	classes/contact hours: 05
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Learning Outcomes

At the end of this unit, students will be able to-

- learn about computer network, different types of computer networks and their characteristics, various types of transmission media, network topology, brief history of internet, applications and different services of internet

Title and Sub-title

Networks and Internet

Unit-2	classes/contact hours: 05
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Learning Outcomes

At the end of this unit, students will be able to-

- know about different types of programming languages, different types of software, purpose of different types of software and the detail of common software

Title and Sub-title

Computer Software

Unit-3	classes/contact hours: 05
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Learning Outcomes

At the end of this unit, students will be able to-

- learn about operating systems, their functions and uses. They will also learn about various types of operating systems

Title and Sub-title

Operating Systems

Unit-4	classes/contact hours: 04
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Learning Outcomes

At the end of this unit, students will be able to-

- learn about different generations of programming languages, their advantages and disadvantages. They will also learn about different types of programming languages and their usage.

Title and Sub-title

Programming Languages

Unit-5	classes/contact hours: 03
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Learning Outcomes

At the end of this unit, students will be able to-

- learn the basics of static and dynamic webpage design

Title and Sub-title

Web Page

Unit-6	classes/contact hours: 04
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Learning Outcomes

At the end of this unit, students will be able to-

- create and edit worksheet, use different formulas and functions in worksheet, create and edit charts from worksheet

Title and Sub-title

Spreadsheet Analysis

Unit-7	classes/contact hours: 04
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Learning Outcomes

At the end of this unit, students will be able to-

- use different applications of internet. They will learn to exchange emails, navigate webpages, efficiently use search engines etc.

Title and Sub-title

Internet Uses

8. Instructional Strategies

(Learner-centered, Interactive, participatory and activity-based)

Lecture, discussion, question-answer, group work, pair work, demonstration, project, presentation, assignment, field work.

9. Assessment

- Formative: In-course exams / Mid-term exam (15 Marks) and classes test/ classes performance/presentation (05 Marks)
- Summative: Semester Final examination (Theory) - 25 Marks, (Lab) - 5 Marks

10. References

(Book prescribed / Books recommended)

See Part-A

Course Number	:	BIS 307 (A)
Course Title	:	Arabic Literature, Grammar, Translation and Composition <ul style="list-style-type: none"> • Part-A: Arabic Literature • Part-B: Arabic Grammar, Translation and Composition
Total Marks	:	100
Total Credit Hours	:	4
Total Classes/ Contact hours	:	60 (Per Class 60 minutes)

Part-A : Arabic Literature

1. Course Number: BIS 307 (A) (Part-A)

Course Title: Arabic Literature

2. Credit Hours: 2, Classes/Contact hours : 30

3. Introduction to the Course

This is an optional course for those students who choose it. This course is designed to assist students to earn knowledge in Arabic literature (selected pieces for Arabic prose and poetry).

4. Specific Objectives

To help the students to-

- introduce Arabic literature, its necessity and importance;
- give concept about the ancient Arabic literature;
- have idea of Maqama literature;
- introduce students with Diwan (one kind of poetry book);
- explain the meaning of selected prose and poetry.

5. Course Contents

- Prose : Maqamat al-Hamadani-1&2, Yawm al-Islam, Pp.5-30;

- b. Poetry : Diwan-u- Hassan Ibn Thabit, Pp.58-60, Diwan-u-Hafij Ibrahim, Vol-2, Pp.129-134.

6-7. Unit-wise Learning Outcomes (title, sub-title and number of classes per unit)

Unit-1	classes/contact hours: 06
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Learning Outcomes

At the end of this unit, students will be able to-

- describe the history of Maqamat literature
- explain the meaning of Maqamat
- achieve the teachings of Maqamat literature

Title and Sub-title

Maqamat al-Hamadani-1

Unit-2	classes/contact hours: 05
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Learning Outcomes

At the end of this unit, students will be able to-

- explain the teaching of Maqamat literature
- evaluate the literary highness of Maqamat literature

Title and Sub-title

Maqamat al-Hamadani-2

Unit-3	classes/contact hours: 05
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Learning Outcomes

At the end of this unit, students will be able to-

- describe the fundamentals of Islam
- explain the advent of Islam
- describe two basic sources of Islam i.e the Quran and sunnah

Title and Sub-title

Yawm al-Islam

Unit-4	classes/contact hours: 06
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Learning Outcomes

At the end of this unit, students will be able to-

- describe the characteristics of Diwan literature
- analyze the status of holy Prophet's (sm) poet Hassan Ibn Thabit and his poetry

Title and Sub-title

Diwan-u- Hassan Ibn Thabit

Unit-5	classes/contact hours: 08
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Learning Outcomes

At the end of this unit, students will be able to-

- explain rathsa for Muhammad Abduhu
- describe the dedication and sacrifice of Imam Muhammad Abduhu for the sake of Islam

Title and Sub-title

Diwan-u-Hafij Ibrahim

8. Instructional Strategies

(Learner-centered, Interactive, participatory and activity-based)

Lecture, discussion, question-answer, group work, pair work, demonstration, project, presentation, assignment, field work.

9. Assessment

- Formative: In-course exam / Mid-term exam (15 Marks) and Class test/ Class performance/presentation (05 Marks)
- Summative: Semester Final Written [Two short questions out of four ($2 \times 3 = 06$ Marks), three broad questions out of six ($3 \times 8 = 24$ Marks)] and oral tests

10. References

(Book prescribed / Books recommended)

1. Al-Hamadani, *Maqamat 1-2*
2. Ahmad Amin, *Yawm al-Islam*, pp. 5-30
3. Haasan Ibn Thabit, *Diwan (London 1916)*, pp. 58-60
4. Hafiz Ibrahim, *Diwan (5h edition)*, vol. II, pp. 129-134

Part-B : Arabic Grammar, Translation and Composition

1. Course Number: BIS 307 (A) (Part-B)

Course Title: Arabic Grammar, Translation and Composition

2. Credit Hours: 2, Classes/Contact hours : 30

3. Introduction to the Course

Arabic Grammar helps the student to build up him/herself in the field of language and literature. This course provides a guideline on how to communicate a person in Arabic with others correctly.

4. Specific Objectives

To help the students to-

- a. describe about importance rules of Arabic Grammar;
- b. analyze the grammatical rules used in the Quran and Hadith;
- c. evaluate the implementation of Arabic grammar;
- d. discover the history of Arabic grammar;
- e. apply the right form of words in Arabic language;
- f. distinguish the gender form in Arabic words;
- g. translate from the Arabic into other languages;
- h. apply the Arabic proverb in practical life.

5. Course contents

- a. Importance of Arabic language ;
- b. History of Arabic grammar;
- c. Classifications of Arabic grammar ;
- d. Definition and classifications of words;
- e. Al-ISM (Noun) and its classifications;
- f. Pronoun and its classifications;
- g. Gender, its classifications and practice;
- h. Number and its practice ;
- i. Verb, Al-Filu Al-Muta'addi (transitive verb) and Al-Filu Al-Lajem (intransitive verb), symptom of verb and other classifications and adverb ;
- j. Al-Awamil ;
- k. Al-Harf (Prepositions and conjunctions);
- l. Arabic proverb and translation.

6-7. Unit-wise Learning Outcomes (title, sub-title and number of classes per unit)

Unit-1	classes/contact hours: 02
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Learning Outcomes

At the end of this unit, students will be able to-

- describe the motto and purpose of Arabic language
- realize the significance of Arabic language
- dedicate to learn the Arabic language

Title and Sub-title

Importance of Arabic language of Quran and Hadith

Unit-2	classes/contact hours: 02
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Learning Outcomes

By the end of the unit, students will be able to-

- know the history of launching of Arabic grammar
- describe the persons who were involved with the history of Arabic grammar
- enhance self confidence to learn Arabic grammar

Title and Sub-title

History of Arabic grammar : Role of Abul Aswad Duwaily

Unit-3	classes/contact hours: 02
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Learning Outcomes

At the end of this unit, students will be able to-

- explain the classifications of Arabic grammar

Title and Sub-title

Classifications of Arabic grammar : Al-Naho, Al-Saarf

Unit-4	classes/contact hours: 02
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Learning Outcomes

At the end of this unit, students will be able to-

- define the definition of Arabic words

- discuss various kinds of Arabic words

Title and Sub-title

Definition and classifications of words : Parts of Speech

Unit-5	classes/contact hours: 02
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Learning Outcomes

At the end of this unit, students will be able to-

- explain the noun and its classification in Arabic grammar
- identify noun in Arabic language
- differentiate among noun and other classifications of words

Title and Sub-title

Al-ISM (Noun) and its classifications : Al-M'arifah, Al-Nakirah

Unit-6	classes/contact hours: 02
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Learning Outcomes

At the end of this unit, students will be able to-

- explain the pronoun
- familiar with its classifications
- differentiate among pronoun and other parts of speech

Title and Sub-title

Pronoun and its classifications : Al-Muttasil, Al-Munfasil

Unit-7	classes/contact hours: 02
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Learning Outcomes

At the end of this unit, students will be able to-

- explain the gender of Arabic grammar
- describe its classifications
- practice in properly

Title and Sub-title

Al-Jins (Gender) and its classifications with practice : Al-Mujakkar, Al-Muannas, Symptom of gender

Unit-8	classes/contact hours: 02
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Learning Outcomes

At the end of this unit, students will be able to-

- explain the number in Arabic grammar.

Title and Sub-title

Number and its practice : Rules of plural number, symptom of plural number

Unit-9	classes/contact hours: 04
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Learning Outcomes

At the end of this unit, students will be able to-

- explain about verb and its process of making in language.
- determine adverb.
- identify the verb.
- discuss the various symptom of verb.
- practice these in Arabic language.

Title and Sub-title

Verb, transitive verb and intransitive verb, symptom of verb and other classifications and adverb : al-Madi, al-Mudare, al-Maful

Unit-10	classes/contact hours: 03
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Learning Outcomes

At the end of this unit, students will be able to-

- explain the Awamil
- discuss the methods of using Awamil in language

Title and Sub-title

Al-Awamil : al-Lafjiyya, al-M'anoviyya

Unit-11	classes/contact hours: 03
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Learning Outcomes

At the end of this unit, students will be able to-

- determine prepositions

- point out conjunctions of Arabic grammar
- use these in Arabic language
- feel easy to communicate with Arabic language

Title and Sub-title

Prepositions and conjunctions : al-Nasib, al-Zajin

Unit-12	classes/contact hours: 04
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Learning Outcomes

At the end of this unit, students will be able to-

- explain the meaning of proverb
- translate Arabic into Bengali
- implement the proverb in their practical life

Title and Sub-title

Arabic proverb and translation

8. Instructional Strategies

(Learner-centered, Interactive, participatory and activity-based)

Lecture, discussion, question-answer, group work, pair work, demonstration, project, presentation, assignment, field work.

9. Assessment

- Formative: In-course exam / Mid-term exam (15 Marks) and Class test/ Class performance/presentation (05 Marks)
- Summative: Semester Final Written [Two short questions out of four ($2 \times 3 = 06$ Marks), three broad questions out of six ($3 \times 8 = 24$ Marks)] and oral tests

10. References

(Book prescribed / Books recommended)

1. Rashid shartuni, *Mabadi al-Arabiya*
2. Muhammad Hafijur Rahman and Muhammad Mustaqim Hussain, *Miftahul Qawa`d*.
3. Ali al-Zarin and Mustafa Amin, *Annahw Al-Wadeh Fi Qawaid Al Lugatil Arabiya*, Darul Ma`arif, Lebanon.
4. ড. মুহাম্মদ ফজলুর রহমান, *আরবী ব্যাকরণ*, ঢাকা।

Or

Course Number	:	BIS 307 (B)
Course Title	:	Islamic Civilization and Culture, Ethics and Values in Islam <ul style="list-style-type: none">• Part-A: Islamic Civilization and Culture• Part-B: Ethics and Values in Islam
Total Marks	:	100
Total Credit Hours	:	4
Total Classes/ Contact hours	:	60 (Per Class 60 minutes)

Part-A : Islamic Civilization and Culture

1. Course Number: BIS 307 (B) (Part-A)

Course Title: Islamic Civilization and Culture

2. Credit Hours: 2, Classes/Contact hours : 30

3. Introduction to the Course

To help the students to know the origin and development of Islamic civilization and culture.

4. Specific Objectives

To help the students to-

- a. inform meaning and Scope of Civilization and culture;
- b. discuss Rise and Expansion of Islam in the world;
- c. discuss the introduction to Islamic Civilization, Administration and Society;
- d. teach history of Muslim literature;
- e. discuss Muslim philosophy, political and religious sects, art and architecture;
- f. discuss Muslim contribution to science.

5. Course contents

- a. Meaning and scope of civilization and culture;
- b. Rise and expansion of Islam and the Arab world;
- c. Islamic civilization;
- d. Administration, society and economics of Islam;
- e. History, literature and philosophy;
- f. Political and religious sects, art and architecture;
- g. Science and technology in Islam.

6-7. Unit-wise Learning Outcomes (title, sub-title and number of classes per unit)

Unit-1	classes/contact hours: 04
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Learning Outcomes

At the end of this unit, students will be able to-

- learn the meaning and scope of civilization and culture
- describe conditions of society, economics, politics, religion and culture
- discuss how Prophet Hajrat Muhammad (sm) established Islam and created a new state and society

Title and Sub-title

Meaning and scope of civilization and culture, rise and expansion of Islam in Arabia

Unit-2	classes/contact hours: 04
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Learning Outcomes

At the end of this unit, students will be able to-

- describe how Islam and Arab world expanded under the Kulafa-i-Rashidun
- evaluate spirit and methods of preaching and expanding Islam
- discuss how Islam and Arab world expanded under the Ummayyads (611-750).

Title and Sub-title

Rise and expansion of Islam and the Arab world

Unit-3	classes/contact hours: 04
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Learning Outcomes

At the end of this unit, students will be able to-

- discuss rise and development of Islamic civilization

- recall characteristics of Islamic civilization
- explain the necessity of Islamic civilization

Title and Sub-title

Islamic civilization

Unit-4	classes/contact hours: 05
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Learning Outcomes

At the end of this unit, students will be able to-

- discuss Islamic law and order and state philosophy of Islam
- identify social structure and customs of Islam
- practice social customs of Islam
- describe economic system , agriculture ,trade and commerce of Islam.

Title and Sub-title

Administration, society and economics of Islam.

Unit-5	classes/contact hours: 04
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Learning Outcomes

At the end of this unit, students will be able to-

- discuss history of collection of Hadith and Muslims' literature
- evaluate great literary activities of Muslims
- distinguish between Islamic philosophies and views of Sufism

Title and Sub-title

History, literature and philosophy

Unit-6	classes/contact hours: 05
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Learning Outcomes

At the end of this unit, students will be able to-

- discuss rise, ideologies and influences of political and religious sects
- comprise rise of separate architectural style and varieties in Islamic art, calligraphy and painting

Title and Sub-title

Political and religious sects, art and architecture

Unit-7	classes/contact hours: 04
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Learning Outcomes

At the end of this unit, students will be able to-

- discuss importance of science in Islam
- evaluate Muslims' contribution to the science

Title and Sub-title

Science and technology in Islam

8. Instructional Strategies

(Learner-centered, Interactive, participatory and activity-based)

Lecture, discussion, question-answer, group work, pair work, demonstration, project, presentation, assignment, field work.

9. Assessment

- Formative: In-course exam / Mid-term exam (15 Marks) and Class test/ Class performance/presentation (05 Marks)
- Summative: Semester Final Written [Two short questions out of four ($2 \times 3 = 06$ Marks), two broad questions out of four ($2 \times 12 = 24$ Marks)] and oral tests

10. References

(Book prescribed / Books recommended)

1. G. H. Wickens, *Introduction to Islamic Civilization*
2. Ameer Ali, *The spirit of Islam*
3. Muhammad Hamidullah, *Introduction to Islam*
4. B.A.Dar, *Quranic Ethics*, Institute of Islamic Culture, Lahore 1979
5. Muhammad Al-Ghazali, *Muslims Character*, Hindustan Publications, Mumbay:1982
6. Fazlur Rahman Ansari, *The Quranic Foundations and Structure of Muslim Society*, Vol. I & II, WFIM, Karachi:1977
7. M. Yusuf Islahi, *Etiquities of Life in Islam*
8. Abu Hamid Al-Ghazzali, *IhyaUlum al Din*
9. Ansari, M.A.H, *The Ethical Philosophy of Miskawayh*, A.M.U. Aligsrh : 1964
10. Rokeach, M (1987), *Understanding Human Values*, New york
11. S. Khuda Baksh, *Islamic Civilization*, vols. I and II
12. Syedur Rahman, *An Introduction to Islamic Culture and Philosophy*

13. Ameer Ali, *A History of the Saracens*
14. Manzoor Ahmeed Hanif, *A Survey of Muslim Institutions and Culture*
15. K.D. Bhargava, *A Survey of Islamic Culture and Institutions*
16. Amir Hasan Siddiqi, *Studies in Islamic History*
17. M.M. Sharif, *Muslim Thought : Its Origins and Achievements*
18. Hamilton A.R. Gibb, *Studies on the Civilization*
19. S.M. Imamuddin, *A Political History of the Muslim*, vol. II
20. Abdul Rahman Khan, *Muslim Contribution to Science and Culture*
21. আল্লামা শিবলী নোমানী, *ইসলামী দর্শন*, দ্বিতীয় খন্ড(অনূদিত)
22. এ. এফ. মো. এনামুল হক, *মূল্যবোধ কি ও কেন? ইসলামিক ফাউন্ডেশন বাংলাদেশ*
23. মুহাম্মদ নূরুল ইসলাম, *নৈতিকতা ও মানবিক মূল্যবোধের ধারণা*, আজিজিয়া বুক ডিপো, ঢাকা : ২০১৪
24. মফিজুল্লাহ কবির, *মুসলিম সভ্যতার স্বর্ণযুগ*
25. ভন্ট্র্যামার, *আরব সভ্যতা* (অনূদিত)
26. ড. মোঃ আখতারুজ্জামান, *মুসলিম ইতিহাসতত্ত্ব*, ঢাকা: ঢাকা বিশ্ববিদ্যালয়, ২০০৮
27. ফিলিপ কে. হিট্রি, *আরব জাতির ইতিহাস* (অনূদিত)
28. মুসা আনসারী, *মধ্যযুগের মুসলিম সভ্যতা ও সংস্কৃতি*
29. এবনে গোলাম সামাদ, *ইসলামী শিল্পকলা*
30. এ.কে.এম. ইয়াকুব আলী, *মুসলিম স্থাপত্য ও শিল্পকলা*
31. এ. কে.এম. ইয়াকুব আলী, *আরব জাতির ইতিহাস চর্চা*
32. আবু মোঃ দেলোয়ার হোসেন ও মোঃ আব্দুল কুদ্দুস সিকদার, *সভ্যতার ইতিহাস প্রাচীন ও মধ্যযুগ*
33. ড. এ.এম. আমজাদ, *সভ্যতার ইতিহাস*

Part-B : Ethics and Values in Islam

1. Course Number: BIS 307 (B) (Part-B)

Course Title: Ethics and Values in Islam

2. Credit Hours: 2, Classes/Contact hours : 30

3. Introduction to the Course

Ethics and values are the moral or spiritual aspect of the Islamic civilization. These are also the essence and basis for any civilization. Human beings are blessed with wisdom, free will and are given a status above that of all other living beings. On the basis of these blessings human beings expected to live a life conforming to moral and ethical values. If everyone follows morality in its best form, the world will become a much better place to live. Since Islam is a complete code of life, it provides a comprehensive set of ethics for its believers. Muslims must have upright and strong moral and ethical values. Because Islam is not only about worshipping Allah but also about treating His creation well and living an exemplary life in this world. Students can achieve knowledge about ethics and values through studying this course.

4. Specific Objectives

To help the students to-

- a. define ethics and values in Islam;
- b. explain the position of ethics and values in Islam;
- c. evaluate the importance of Akhlaq in Islam;
- d. evaluate the importance of A`mal in Islam;
- e. practice Islam in practical life;
- f. compare the religion and ethics;
- g. discuss the moral duties and obligations in Islam;
- h. analyze the Qur`anic verses and the Hadith in central ethical concepts;
- i. explain Islamic solution of the contemporary ethical problems.

5. Course Contents

- a. Ethics: Definition; Scope and sources of ethics; The place of ethics in Islam; The relation between religion and ethics;
- b. Ethical systems: Religious and secular; Significance of the terms Akhlaq and A`mal in the context of ethical behavior;
- c. Values: Definition, importance of moral values in human life, the relation between ethics and values;
- d. Moral duties and obligations: Duties to Allah, family, relatives, believers, humans, nonhumans, the self;

- e. Central ethical concepts: Study of selected verses from the Holy Quran and Hadith from prophetic sunnah relating to central ethical concepts such as Khayr (good), Ma‘ruf and Munkar, Adl (justice), Rahmah (mercy);
- f. Selected contemporary ethical problems: Economic Injustice; Gambling and Lottery; Interest; Bribery; Falsehood; Deceiving; Theft; Robbery; Hijacking; Drug-addiction; Deprivation of right; killing; Violence; Sexuality, Cybercrime and problems related to the medical profession and their solutions from Islamic perspective.

6-7. Unit-wise Learning Outcomes (title, sub-title and number of classes per unit)

Unit-1	classes/contact hours: 05
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Learning Outcomes

At the end of this unit, students will be able to-

- define Ethics
- describe scope and sources of Ethics
- explain the position of ethics in Islam
- discuss the relation between religion and ethics

Title and Sub-title

Ethics : Definition; Scope and sources of ethics; The place of ethics in Islam; The relation between religion and ethics.

Unit-2	classes/contact hours: 05
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Learning Outcomes

At the end of this unit, students will be able to-

- define religious and secular system of Islam
- practice Akhlaq in human life
- perform A‘mal according to the Quran and the Hadith

Title and Sub-title

Ethical systems : Religious and secular; Significance of the terms Akhlaq and A‘mal in the context of ethical behavior.

Unit-3	classes/contact hours: 03
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Learning Outcomes

At the end of this unit, students will be able to-

- define values according to Islamic society and others society
- predict importance of social values in human life
- compare the relation between ethics and Values

Title and Sub-title

Values : Definition; Importance of moral values in human life; The relation between ethics and values.

Unit-4	classes/contact hours: 05
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Learning Outcomes

At the end of this unit, students will be able to-

- apply duties to Allah
- recall moral duties and obligations in Islam

Title and Sub-title

Moral duties and obligations: Duties to Allah; Family; Relatives; Believers; Humans; Nonhumans; The self.

Unit-5	classes/contact hours: 05
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Learning Outcomes

At the end of this unit, students will be able to-

- analyze the Qur ‘anic verses and the Hadith in central ethical concepts
- explain Islamic solution of the contemporary ethical problems

Title and Sub-title

Central ethical concepts : Study of selected verses from the Holy Quran and Hadith from prophetic sunnah relating to central ethical concepts such as Khayr (good); Ma‘ruf and Munker; Adl (justice); Rahmah (mercy).

Unit-6	classes/contact hours: 07
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Learning Outcomes

At the end of this unit, students will be able to-

- describe Islamic solution of the contemporary ethical problems
- explain Islamic solution of the contemporary social crisis

Title and Sub-title

Selected contemporary ethical problems : Economic Injustice; Gambling and Lottery; Interest; Bribery; Falsehood; Deceiving; Theft; Robbery; Hijacking; Drug-addiction; Deprivation of right; killing; Violence; Sexuality, Cybercrime and problems related to the medical profession and their solutions from Islamic perspective.

8. Instructional Strategies

(Learner-centered, Interactive, participatory and activity-based)

Lecture, discussion, question-answer, group work, pair work, demonstration, project, presentation, assignment, field work.

9. Assessment

- Formative: In-course exam / Mid-term exam (15 Marks) and Class test/ Class performance/presentation (05 Marks)
- Summative: Semester Final Written [Two short questions out of four ($2 \times 3 = 06$ Marks), two broad questions out of four ($2 \times 12 = 24$ Marks)] and oral tests

10. References

(Book prescribed / Books recommended)

1. G. H. Wickens, *Introduction to Islamic Civilization*
2. Ameer Ali, *The spirit of Islam*
3. Muhammad Hamidullah, *Introduction to Islam*
4. B.A.Dar, *Quranic Ethics*, Institute of Islamic Culture, Lahore 1979
5. Muhammad Al-Ghazali, *Muslims Character*, Hindustan Publications, Mumbai:1982
6. Fazlur Rahman Ansari, *The Quranic Foundations and Structure of Muslim Society*, Vol. I & II, WFIM, Karachi:1977
7. Amin Ahsan Islahi, *How to attain True Piety and Righteousness*
8. M. Yusuf Islahi, *Etiquities of Life in Islam*
9. Joseph Gric, *Moral Choices*, West Publishing Company, Newyork : 1989
10. Abu Hamid Al-Ghazzali, *IhyaUlum al Din*
11. Ansari, M.A.H, *The Ethical Philosophy of Miskawayh*, A.M.U. Aligsrh : 1964

12. M. Umar Uddin, *The Ethical Philosophy of ai-Ghazzali*, Lahore : 1977
13. Hasna Begum, *Ethics in Social Practice*, Dhaka, Academic Press
14. Majid Fakhry, *Ethics Theories in Islam*
15. Rokeach, M (1987), *Understanding Human Values*, New york
১৬. আমিনুল ইসলাম, মুসলিম ধর্মতত্ত্ব ও দর্শন
১৭. আমিনুল ইসলাম, মুসলিম দর্শন
১৮. আল্লামা শিবলী নোমানী, ইসলামী দর্শন, দ্বিতীয় খন্ড (অনূদিত)
১৯. এ. এফ. মো. এনামুল হক, মূল্যবোধ কি ও কেন? ইসলামিক ফাউন্ডেশন বাংলাদেশ
২০. মুহাম্মদ নূরুল ইসলাম, নৈতিকতা ও মানবিক মূল্যবোধের ধারণা, আজিজিয়া বুক ডিপো, ঢাকা : ২০১৪

Course Number	:	BIS 308
Course Title	:	Modern History of the Muslim World and Organizations <ul style="list-style-type: none"> • Part-A: Modern History of the Muslim World and Organizations (Middle-East and Europe) • Part-B: Modern History of the Muslim World and Organizations (Asia and Africa)
Total Marks	:	100
Total Credit Hours	:	4
Total Classes/ Contact hours	:	60 (Per Class 60 minutes)

Part-A : Modern History of the Muslim World and Organizations (Middle-East and Europe)

1. Course Number: BIS 308 (Part-A)

Course Title: Modern History of the Muslim World and Organizations (Middle-East and Europe)

2. Credit Hours: 2, Classes/Contact hours : 30

3. Introduction to the Course

This course will cover the brief introduction to the following contemporary Muslim countries of Middle East and Europe in respect of their social, cultural, political, geographical, economical, historical and governmental affairs by using world map. The special reference may be given to Kingdom of Saudi Arabia, Iran, Iraq, Palestine, Syria, Yemen, (from Middle East) Turkey. Albania and Bosnia (from Europe). This course will also cover the brief introduction to the following Organizations: PLO, OIC, Arab League, Rabeta al-Alam al-Islami, IDB, GCC, ECO, IIRO, WAMY, OPEC, IIIT etc.

4. Specific Objectives

To help the students to-

- a. have a basic understanding of the contemporary Muslim World;
- b. identify Contemporary Muslim world;
- c. describe the number, position, resource, population, problem and possibility of these countries;
- d. analyze the social, cultural, political, geographical, economical, historical and governmental affairs of these countries;
- e. explain the history of these countries;
- f. explain the position of Muslims in the world;
- g. analyze the importance of Muslim community in the world;
- h. express the current crisis of Muslims;
- i. explain the Islamic solution of the contemporary Muslim crisis;
- j. introduce Muslim organizations and activities of organizations.

5. Course Contents

- a. Introduction to contemporary Muslim countries of the Middle East and Europe, Introduction to resource of Muslim world, crisis and possibility of Muslim World;
- b. Social, cultural, political, geographical, economical, historical and governmental affairs of Saudi Arabia;
- c. Social, cultural, political, geographical, economical, historical and governmental affairs of Iran;
- d. Social, cultural, political, geographical, economical, historical and governmental affairs of Iraq;
- e. Social, cultural, political, geographical, economical, historical and governmental affairs of Palestine;
- f. Social, cultural, political, geographical, economical, historical and governmental affairs of Syria;
- g. Social, cultural, political, geographical, economical, historical and governmental affairs of Yemen;
- h. Social, cultural, political, geographical, economical, historical and governmental affairs of Turkey;
- i. Social, cultural, political, geographical, economical, historical and governmental affairs of Albania;
- j. Social, cultural, political, geographical, economical, historical and governmental affairs of Bosnia;
- k. Introduction to the following Organizations: PLO, OIC, Arab League, Rabita al-Alam al-Islami, GCC, ECO, IIRO, WAMY, OPEC, IIIT etc. their establishment, programs, role for people.

6-7. Unit-wise Learning Outcomes (title, sub-title and number of classes per unit)

Unit-1	classes/contact hours: 02
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Learning Outcomes

At the end of this unit, students will be able to-

- introduce the contemporary Muslim world
- introduce Middle East and Europe
- describe the nature of Muslim world
- explain the position of Muslim countries
- explain the major doctrines of Muslim countries
- express the resource of Muslim world
- analyze the nature of wealth of Muslim world
- understand Geo-political importance of Muslim world
- evaluate the importance and significance of Muslim countries
- explain the number and names of Muslim countries
- discover and realize the crisis and prosperity of Muslim world
- shortout/ pointout the way of salvation from crisis and problems
- observe the map of the Muslim world

Title and Sub-title

Introduction to contemporary Muslim countries of the Middle East and Europe,
Introduction to resource of Muslim world and crisis and possibility of Muslim world

Unit-2	classes/contact hours: 03
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Learning Outcomes

At the end of this unit, students will be able to-

- describe the social conditions of Saudi Arabia
- express the cultural conditions of Saudi Arabia
- identify the political situations of Saudi Arabia
- discuss the geographical positions of Saudi Arabia
- explain the economic condition of Saudi Arabia
- analyze the historical background of Saudi Arabia
- explain the governmental system of Saudi Arabia
- explain the present situation of Saudi Arabia
- observe the map of Saudi Arabia

Title and Sub-title

Social, cultural, political, geographical, economical, historical and governmental affairs of Saudi Arabia

Unit-3	classes/contact hours: 03
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Learning Outcomes

At the end of this unit, students will be able to-

- describe the social conditions of Iran
- express the cultural conditions of Iran
- identify the political situations of Iran
- discuss the geographical location of Iran
- explain the economic position of Iran
- analyze the historical background of Iran
- explain the governmental system of Iran
- observe the map of Iran

Title and Sub-title

Social, cultural, political, geographical, economical, historical and governmental affairs of Iran

Unit-4	classes/contact hours: 03
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Learning Outcomes

At the end of this unit, students will be able to-

- describe the social conditions of Iraq
- express the cultural conditions of Iraq
- identify the political situations of Iraq
- discuss the geographical positions of Iraq
- explain the economical positions of Iraq
- analyze the historical background of Iraq
- explain the governmental policy of Iraq
- observe the map of Iraq

Title and Sub-title

Social, cultural, political, geographical, economical, historical and governmental affairs of Iraq

Unit-5	classes/contact hours: 03
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Learning Outcomes

At the end of this unit, students will be able to-

- describe the social conditions of Palestine
- express the cultural conditions of Palestine
- identify the political situations of Palestine
- discuss the geographical positions of Palestine
- explain the economical positions of Palestine
- analyze the historical background of Palestine
- explain the governmental policy of Palestine
- observe the map of Palestine

Title and Sub-title

Social, cultural, political, geographical, economical, historical and governmental affairs of Palestine

Unit-6	classes/contact hours: 03
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Learning Outcomes

At the end of this unit, students will be able to-

- describe the social conditions of Syria
- express the cultural conditions of Syria
- identify the political situations of Syria
- discuss the geographical locations of Syria
- explain the economical positions of Syria
- analyze the historical background of Syria
- explain the governmental system of Syria
- observe the map of Syria

Title and Sub-title

Social, cultural, political, geographical, economical, historical and governmental affairs of Syria

Unit-7	classes/contact hours: 03
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Learning Outcomes

At the end of this unit, students will be able to-

- describe the social conditions of Yemen
- express the cultural conditions of Yemen

- identify the political situations of Yemen
- discuss the geographical locations of Yemen
- explain the economical positions of Yemen
- analyze the historical background of Yemen
- explain the governmental system of Yemen
- observe the map of Yemen

Title and Sub-title

Social, cultural, political, geographical, economical, historical and governmental affairs of Yemen

Unit-8	classes/contact hours: 02
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Learning Outcomes

At the end of this unit, students will be able to-

- describe the social conditions of Turkey
- express the cultural conditions of Turkey
- identify the political situations of Turkey
- discuss the geographical locations of Turkey
- explain the economical positions of Turkey
- analyze the historical background of Turkey
- explain the governmental system of Turkey
- observe the map of Turkey

Title and Sub-title

Social, cultural, political, geographical, economical, historical and governmental affairs of Turkey

Unit-9	classes/contact hours: 02
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Learning Outcomes

At the end of this unit, students will be able to-

- describe the social conditions of Albania
- express the cultural conditions of Albania
- identify the political situations of Albania
- discuss the geographical locations of Albania
- explain the economical positions of Albania
- analyze the historical background of Albania

- explain the governmental system of Albania
- observe the map of Albania

Title and Sub-title

Social, cultural, political, geographical, economical, historical and governmental affairs of Albania

Unit-10	classes/contact hours: 02
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Learning Outcomes

At the end of this unit, students will be able to-

- describe the social conditions of Bosnia
- express the cultural conditions of Bosnia
- identify the political situations of Bosnia
- discuss the geographical locations of Bosnia
- explain the economical positions of Bosnia
- analyze the historical background of Bosnia
- explain the governmental system of Bosnia
- observe the map of Bosnia

Title and Sub-title

Social, cultural, political, geographical, economical, historical and governmental affairs of Bosnia

Unit-11	classes/contact hours: 04
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Learning Outcomes

At the end of this unit, students will be able to-

- describe the Identification of these organizations
- express the history of establishment of these organizations
- express the major doctrines of these organizations
- explain the role of these organizations for Muslim countries
- evaluate the importance of these organizations
- analyze the characteristics of these organizations
- discuss the programs of these organizations
- observe the map of the Muslim world

Title and Sub-title

Organizations: PLO, OIC, Arab League, Rabeta al-Alam al-Islami, GCC, ECO, IIRO, WAMY, OPEC, IIIT etc.: Identification, establishment, programs, role for people

8. Instructional Strategies

(Learner-centered, Interactive, participatory and activity-based)

Lecture, discussion, question-answer, group work, pair work, demonstration, project, presentation, assignment, field work.

9. Assessment

- Formative: In-course exam / Mid-term exam (15 Marks) and Class test/ Class performance/presentation (05 Marks)
- Summative: Semester Final Written [Two short questions out of four ($2 \times 3 = 06$ Marks), two broad questions out of four ($2 \times 12 = 24$ Marks)] and oral tests

10. References

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5. A Bennett, *International Organizations: Principles and Issues*,
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8. Jan Klabbers, *An Introduction to International Institutional Law*,
9. Muhammad As-Sammak, *Mawkaul Islam min Sarail Hadarat Wan-Nijamil Alamil Jadid*.
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11. Amir Shakib Arsalan, *Hajirul Alamil Islami*,
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37. এ বি এম হোসেন, মধ্যপ্রাচ্যের ইতিহাস
38. শাহ আলম, আন্তর্জাতিক সংগঠন
39. মোহাম্মদ আবদুল লতিফ খান, আন্তর্জাতিক সংগঠন ও বিষয়াবলী
40. সৈয়দ মকসুদ আলী, ভৌগোলিক প্রেক্ষাপটে বিশ্ব রাজনীতি
41. ফিরোজা বেগম, আন্তর্জাতিক রাজনীতি
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48. মোহাম্মদ মুসা আনসারী, আধুনিক মিশরের ঐতিহাসিক বিকাশ ধারা, (সংশোধিত), বাংলা একাডেমী, ঢাকা: ১৯৯৭
49. সোহরাব উদ্দিন আহম্মেদ, মুসলিম জাহান, ঢাকা: ইসলামিক ফাউন্ডেশন বাংলাদেশ
50. কে. আলী, মুসলিম ও আধুনিক বিশ্বের ইতিহাস, আলিফ পাবলিকেশন্স, ঢাকা: ১৯৮৬
51. সফিউদ্দিন জোয়ারদার, আধুনিক মধ্যপ্রাচ্য, ১ম ও ২য় খণ্ড, ঢাকা: ১৯৭৮, ১৯৮৭
52. ইসলামিক ফাউন্ডেশন পত্রিকা, বিশ্ব-মুসলিম সংখ্যা, আগস্ট ১৯৮৬
53. আল্লামা তকী উসমানী, স্পেনের কান্না, আল-এছহাক প্রকাশনী, ঢাকা: ১৯৯৮
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55. ড. আহমদ হাসান দানি, নতুন আলোকে মধ্য এশিয়া, ইসলামিক ফাউন্ডেশন, বাংলাদেশ, ঢাকা: ২০০০

56. অধ্যাপক এ. এন. এম গিয়াস উদ্দিন চৌধুরী, মুসলিম দেশসমূহের ইতিহাস, রেদওয়ান লাইব্রেরী, ঢাকা:
১৯৮২

Part-B : Modern History of the Muslim World and Organizations (Asia and Africa)

1. Course Number: BIS 308 (Part-B)

Course Title: Modern History of the Muslim World and Organizations (Asia and Africa)

2. Credit Hours: 2, Classes/Contact hours : 30

3. Introduction to the Course

There are above 57 Muslim countries in the world. All these countries have historical backgrounds and traditions. Social, cultural, political, economic, geographical and governmental affairs also made this country flourishing. Some of these Muslim countries are situated in Asia and Africa. So learners should know social, cultural, political, economic, geographical, historical and governmental affairs of these countries. Above mentioned part includes Pakistan, Maldives and Afghanistan from south Asia, Malaysia and Indonesia from south-east Asia, Egypt and Morocco from Africa. So, creating skill among the learners about some Muslim countries of the world are the prime aim of this course. This course will also cover the brief introduction to the following Organizations: Hyatul Igatha, OIC, IDB, Arab League etc.

4. Specific Objectives

To help the students to-

- a. discuss the historical background of the Muslim countries;
- b. inform others about the social, cultural, political, economic, geographical and governmental affairs of those countries;
- c. measure status of these Muslim countries in the international context;
- d. compare Bangladesh with other Muslim countries and also will be able to inform government of Bangladesh to develop;
- e. discuss the developing procedure of those developed countries and selected procedure can apply upon Bangladesh to develop;
- f. describe about different organization of those countries.

5. Course Contents

- a. Introduction to contemporary Muslim countries of the Asia and Africa, Introduction to resource of Muslim world, crisis and possibility of Muslim world;
- b. Social, cultural, political, geographical, economical, historical and governmental affairs of Pakistan ;
- c. Social, cultural, political, geographical, economical, historical and governmental affairs of Maldives;

- d. Social, cultural, political, geographical, economical, historical and governmental affairs of Afghanistan;
- e. Social, cultural, political, geographical, economical, historical and governmental affairs of Malaysia;
- f. Social, cultural, political, geographical, economical, historical and governmental affairs of Indonesia;
- g. Social, cultural, political, geographical, economical, historical and governmental affairs of Egypt;
- h. Social, cultural, political, geographical, economical, historical and governmental affairs of Morocco;
- i. Introduction to the following Organizations: Hyatul Igatha, OIC, IDB, Arab League etc. their establishment, programs, role for people.

6-7. Unit-wise Learning Outcomes (title, sub-title and number of classes per unit)

Unit-1	classes/contact hours: 03
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Learning Outcomes

At the end of this unit, students will be able to-

- introduce the contemporary Muslim world
- introduce Asia and Africa
- describe the nature of Muslim world
- explain the position of Muslim countries
- explain the major doctrines of Muslim countries
- express the resource of Muslim world
- analyze the nature of wealth of Muslim world
- understand Geo-political importance of Muslim world
- evaluate the importance and significance of Muslim countries
- explain the number and names of Muslim countries
- discover and realize the crisis and prosperity of Muslim world
- pointout the way of salvation from crisis and problems
- observe the map of the Muslim world

Title and Sub-title

Introduction to contemporary Muslim countries of the Asia and Africa, Introduction to resource of Muslim world, crisis and possibility of Muslim world:

Unit-2	classes/contact hours: 03
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Learning Outcomes

At the end of this unit, students will be able to-

- describe the Social conditions of Pakistan
- express the cultural conditions of Pakistan
- identify the political situations of Pakistan
- discuss the geographical positions of Pakistan
- explain the economic condition of Pakistan
- analyze the historical background of Pakistan
- explain the governmental system of Pakistan
- observe the map of Pakistan

Title and Sub-title

Social, cultural, political, geographical, economical, historical and governmental affairs of Pakistan

Unit-3	classes/contact hours: 04
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Learning Outcomes

At the end of this unit, students will be able to-

- describe the Social conditions of Maldives
- express the cultural conditions of Maldives
- identify the political situations of Maldives
- discuss the geographical location of Maldives
- explain the economic position of Maldives
- analyze the historical background of Maldives
- explain the governmental system of Maldives
- observe the map of Maldives

Title and Sub-title

Social, cultural, political, geographical, economical, historical and governmental affairs of Maldives

Unit-4	classes/contact hours: 04
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Learning Outcomes

At the end of this unit, students will be able to-

- describe the Social conditions of Afghanistan
- express the cultural conditions of Afghanistan
- identify the political situations of Afghanistan

- discuss the geographical positions of Afghanistan
- explain the economical positions of Afghanistan
- analyze the historical background of Afghanistan
- explain the governmental policy of Afghanistan
- observe the map of Afghanistan

Title and Sub-title

Social, cultural, political, geographical, economical, historical and governmental affairs of Afghanistan

Unit-5	classes/contact hours: 03
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Learning Outcomes

At the end of this unit, students will be able to-

- describe the Social conditions of Malaysia
- express the cultural conditions of Malaysia
- identify the political situations of Malaysia
- discuss the geographical positions of Malaysia
- explain the economical positions of Malaysia
- analyze the historical background of Malaysia
- explain the governmental policy of Malaysia
- observe the map of Malaysia

Title and Sub-title

Social, cultural, political, geographical, economical, historical and governmental affairs of Malaysia

Unit-6	classes/contact hours: 03
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Learning Outcomes

At the end of this unit, students will be able to-

- describe the Social conditions of Indonesia
- express the cultural conditions of Indonesia
- identify the political situations of Indonesia
- discuss the geographical locations of Indonesia
- explain the economical positions of Indonesia
- analyze the historical background of Indonesia
- explain the governmental system of Indonesia
- observe the map of Indonesia

Title and Sub-title

Social, cultural, political, geographical, economical, historical and governmental affairs of Indonesia

Unit-7	classes/contact hours: 04
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Learning Outcomes

At the end of this unit, students will be able to-

- describe the Social conditions of Egypt
- express the cultural conditions of Egypt
- identify the political situations of Egypt
- discuss the geographical locations of Egypt
- explain the economical positions of Egypt
- analyze the historical background of Egypt
- explain the governmental system of Egypt
- observe the map of Egypt

Title and Sub-title

Social, cultural, political, geographical, economical, historical and governmental affairs of Egypt

Unit-8	classes/contact hours: 02
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Learning Outcomes

At the end of this unit, students will be able to-

- describe the Social conditions of Morocco
- express the cultural conditions of Morocco
- identify the political situations of Morocco
- discuss the geographical locations of Morocco
- explain the economical positions of Morocco
- analyze the historical background of Morocco
- explain the governmental system of Morocco
- observe the map of Morocco

Title and Sub-title

Social, cultural, political, geographical, economical, historical and governmental affairs of Morocco

Unit-9	classes/contact hours: 04
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Learning Outcomes

At the end of this unit, students will be able to-

- describe the Identification of these organizations
- express the history of establishment of these organizations
- express the major doctrines of these organizations
- explain the role of these organizations
- evaluate the importance of these organizations
- analyze the characteristics of these organizations
- discuss the programs of these organizations
- observe the map of the Muslim World

Title and Sub-title

Organizations: Hyatul Igatha, OIC, IDB, Arab League etc.: Identification, establishment, programs, role for people

8. Instructional Strategies

(Learner-centered, Interactive, participatory and activity-based)

Lecture, discussion, question-answer, group work, pair work, demonstration, project, presentation, assignment, field work.

9. Assessment

- Formative: In-course exam / Mid-term exam (15 Marks) and Class test/ Class performance/presentation (05 Marks)
- Summative: Semester Final Written [Two short questions out of four ($2 \times 3 = 06$ Marks), two broad questions out of four ($2 \times 12 = 24$ Marks)] and oral tests

10. References

(Book prescribed / Books recommended)

See Part-A

Course Number	:	BIS 401
Course Title	:	Study of Hadith (Al-Mishkat al-Masabih) <ul style="list-style-type: none"> • Part-A: Kitab-al-Iman, Kitab-al-Salat, Kitab-al-Sawm, Kitab-al-Zakat and Kitab-al-Hajj • Part-B: Kitab al-Buyu, Kitab al-Qisas and Kitab al-Hudud
Total Marks	:	100
Total Credit Hours	:	4
Total Classes/ Contact hours	:	60 (Per Class 60 minutes)

Part-A : Study of Hadith

(Al-Mishkat al-Masabih : Kitab-al-Iman, Kitab-al-Salat, Kitab-al-Sawm, Kitab-al-Zakat and Kitab-al-Hajj)

1. Course Number: BIS 401 (Part-A)

Course Title: Study of Hadith (Al-Mishkat al-Masabih : Kitab-al-Iman, Kitab-al-Salat, Kitab-al-Sawm, Kitab-al-Zakat and Kitab-al-Hajj)

2. Credit Hours: 2, Classes/Contact hours : 30

3. Introduction to the Course

To help acquiring knowledge on Hadith studies by providing a definite idea of translation, explanation and related subjects of the hadith, those narrated in Kitab al-Iman, Kitab al-Salat and Kitab al-Zakat.

4. Specific Objectives

To help the students to-

- a. comprehend the biography of the compiler of Mishkat al-Masabih and its characteristics;

- b. provide a definite idea of translation, explanation and related subjects of the hadith, those are narrated in Kitab al-Iman and in this context to inform them about introduction of Iman, differences between Iman and Kufr, connection of Iman with Islam and Ihsan, topics regarding Iman etc;
- c. provide a definite idea of translation, explanation and related subjects of the Hadith, those are narrated in Kitab al-Salat and in this context to inform them about definition, classification, importance, dignity, method and other religious rulings of Salat;
- d. provide a definite idea of translation, explanation and related subjects of the Hadith, those are narrated in Kitab al-Sawm and in this context to inform them about definition, classification, importance, dignity and other religious rulings of Sawm;
- e. provide a definite idea of translation, explanation and related subjects of the Hadith, those are narrated in Kitab al- Zakat and in this context to inform them about definition, Nisab, Masarif, dignity and religious rulings of Zakat;
- f. provide a definite idea of translation, explanation and related subjects of the Hadith, those are narrated in Kitab al-Hajj and in this context to inform them about definition, history, dignity, importance, classification, Fard, Wajib, Sunnat, and other religious rulings of Hajj.

5. Course Contents

- a. The biography of the compiler of Mishkat al- Masabih and its characteristics
- b. Hadith narrated in the chapter of 'Kitab-al-Iman'
- c. Hadith narrated in the chapter of 'Kitab-al- Salat'
- d. Hadith narrated in the chapter of 'Kitab-al-Sawm'
- e. Hadith narrated in the chapter of 'Kitab-al-Zakat'
- f. Hadith narrated in the chapter of 'Kitab-al-Hajj'

6-7. Unit-wise Learning Outcomes (title, sub-title and number of classes per unit)

Unit-1	classes/contact hours: 04
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Learning Outcomes

At the end of this unit, students will be able to-

- describe biography of the compiler of Mishkat al- Masabih and his contributions to hadith studies
- explain the features of Mishkat al- Masabih
- involve themselves in Hadith studies with the inspiration of Mishkat's compiler's sacrifice and perseverance

Title and Sub-title

The biography of the compiler of Mishkat and characteristics of Mishkat al-Masabih

Unit-2	classes/contact hours: 06
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Learning Outcomes

At the end of this unit, students will be able to-

- express translation and explanation of Hadith narrated in this chapter
- inspire themselves in practicing the teachings of Hadith regarding Iman
- express the definition and branches of Iman
- explain fundamental issues of Iman
- explain the differences among Iman, Kufr, Shirk and Nifaq
- determine the connection of Iman with Islam and Ihsan
- involve themselves in the effort to be a perfect Mumin after realizing the significance of Iman

Title and Sub-title

Hadith narrated in the chapter of `Kitab-al-Iman`

Unit-3	classes/contact hours: 06
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Learning Outcomes

At the end of this unit, students will be able to-

- express translation and explanation of Hadith narrated in this chapter
- describe the introduction, classification, timeframe and method of Salat
- express dignity of Muazzin and history of Azan, method, words and related rulings of Azan and Iqamat with different opinions of Imams.
- inspire themselves in practicing the teachings of Hadith regarding Salat
- describe religious rulings of Salat
- involve themselves in practicing Salat regularly after realizing religious, ethical, physical, and social importance of Salat

Title and Sub-title

Hadith narrated in the chapter of `Kitab-al- Salat`

Unit-4	classes/contact hours: 04
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Learning Outcomes

At the end of this unit, students will be able to-

- express translation and explanation of Hadith narrated in this chapter

- inspire themselves in practicing the teachings of Hadith regarding Sawm
- explain the introduction, importance and dignity of Sawm
- analyse the verses of the Holy Qur`an and sayings of Prophet (sm) regarding Sawm.
- describe religious rulings of Sawm
- involve themselves in performing Fard and Nafl Sawm after realizing it's significance

Title and Sub-title

Hadith narrated in the chapter of `Kitab-al-Sawm`

Unit-5	classes/contact hours: 05
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Learning Outcomes

At the end of this unit, students will be able to-

- express translation and explanation of Hadith narrated in this chapter
- explain the introduction, importance and dignity of Zakat
- express the Nisab, Masarif of Zakat and rulings related to Zakat
- explain the dignity and significance of Zakat in personal, social and national life
- analyse the importance of Zakat as a mode of poverty alleviation
- inspire themselves in practicing the teachings of Hadith regarding Zakat

Title and Sub-title

Hadith narrated in the chapter of `Kitab-al-Zakat`

Unit-6	classes/contact hours: 05
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Learning Outcomes

At the end of this unit, students will be able to-

- express translation and explanation of Hadith narrated in this chapter
- inspire themselves in practicing the teachings of Hadith regarding Hajj
- explain the introduction, importance and dignity of Hajj
- describe Fard, Wajib, Sunnah, Mustahab and forbidden activities during Hajj.
- discuss Miqat, Ihram, Tawaf, Sayee, Uquf, Rami and other religious rulings of Hajj
- analyse personal, religious, economic, social, national and global significance of Hajj
- make effort to perform Hajj after realizing the importance of Hajj

Title and Sub-title

Hadith narrated in the chapter of `Kitab-al-Hajj`

8. Instructional Strategies

(Learner-centered, Interactive, participatory and activity-based)

Lecture, discussion, question-answer, group work, pair work, demonstration, project, presentation, assignment, field work.

9. Assessment

- Formative: In-course exam / Mid-term exam (15 Marks) and Class test/ Class performance/presentation (05 Marks)
- Summative: Semester Final Written [Two short questions out of four ($2 \times 3 = 06$ Marks), two broad questions out of four ($2 \times 12 = 24$ Marks)] and oral tests

10. References

Book prescribed:

- Wali al-Din Muhammad, *al-Mishkat al-Masabih* (Kitab-al-Iman, Kitab-al-Salat, Kitab-al-Sawm, Kitab-al-Zakat and Kitab-al-Hajj)

Books Recommended:

1. Chapters of Sihah Sittah dealing with Iman, *Salat, Sawm, Zakat and Hajj*
2. Ibn Hajar Asqalani, *Fathul Bari*
3. Badr al-Din al-Aini, *Umdat al Qari*
4. A.B.M. Hosain, *Criminal Laws in Islam*
5. Moulana Idris Al-Kandahlawi, *Taliq al-Sabih*
6. Molla 'Ali al-Qari, *Mirqat al-Mafatih*
7. Dr. A.R.M. Ali Haidar, *Study of Hadith*, Dhaka: Khwaja Prokashoni
8. মাওলানা আবদুর রহীম, *হাদীস শরীফ* (১ম, ২য় ও ৩য় খণ্ড), ঢাকা: খায়রুন প্রকাশনী
9. শায়খ ওলী উদ্দীন (অনু. নূর মোহাম্মদ আজমী), *মেশকাত শরীফ* (অনুবাদ) (১ম, ২য়, ৩য়, ৪র্থ ও ৫ম খণ্ড), এমদাদিয়া লাইব্রেরী, ঢাকা: চকবাজার, ১৯৮৭
10. ইমাম মুহিউদ্দীন নববী, *রিয়াদুস সালাহীন*, (অনূদিত) ঢাকা: বাংলাদেশ ইসলামিক সেন্টার, ২০০৫
11. মোহাম্মদ আবুল হাসান, *তানযীমূল আশাতাত*, ঢাকা: আশরাফিয়া লাইব্রেরী, চকবাজার
12. মাওলানা মুহাম্মদ আব্দুর রহীম, *অপরাধ প্রতিরোধে ইসলাম*, ঢাকা: খায়রুন প্রকাশনী
13. ড. আ.র.ম আলী হায়দার, *হাদীস চর্চা ও গবেষণা*, ঢাকা: খাজা প্রকাশনী
14. আনওয়ারুল মিশকাত, *শরহে মিশকাতুল মাসাবীহ*, ইসলামিয়া কুতুবখানা, ঢাকা

Part-B : Study of Hadith
(Al-Miskat al-Masabih : Kitab al-Buyu, Kitab al-Qisas and Kitab al-Hudud

1. Course Number: BIS 401 (Part-B)

Course Title: Study of Hadith (Al-Miskat al-Masabih : Kitab al-Buyu, Kitab al-Qisas and Kitab al-Hudud

2. Credit Hours: 2, Classes/Contact hours : 30

3. Introduction to the Course

This course is designed to provide the student with necessary knowledge and understanding of Hadith related to Kitab al Buyu, Kitab al Qisas and Kitab al Hudud. This topic are specially deal with Muamalat and Jinayat. Muamalat includes the trade and commerce, and at-bai-contract of sale, Riba, Ihtikar, Hiba, Wakf, wasiyat, and the share assigned to in the laws of inheritance. Jinayat includes the philosophy of Islamic criminal law, its nature, scope and objectives in accordance with the guidance of hadiths: classesification of crimes and their punishment such as Qatl, Jina, Saraqah, Qazaf, Sharbul Khamr, Harabah, Murtad etc. in Islam i.e. Qisas; Hudud and Tazir. Scope of implementing Islamic criminal law, its problems and prospects, codification and implementation of Islamic criminal law in some Muslim countries.

4. Specific Objectives

To help the students to-

- a. understand the concept of Muamalat and Jinayat (Islamic Criminal Law);
- b. make them understand the halal, haram, principle of trade & commerce in Islam, rules of transaction in Islam, effect of Riba (interest) with the reference from Hadith;
- c. help them realize the philosophy of Islamic criminal law and its justification;
- d. enable them to defend the Islamic law with reference from Hadith and the basis of rationale thinking.

5. Course Contents

- a. Kitab al-Buyu : Babu Kasbil Halal, Babul Musahalati fil Muamalah, Babul Khiaar, Babu Riba , Babul Manhi Anha minal Buyu, Babus Salam wa al Rehn, Babul Ihtikar , Babul Aafiasi wa al Injar, Bab As Shirkati wa al Wakalah, Bab al Gasab, Babu Haqqus Sufa, Babul Mujara , Al Waqf, Babul Hiba – Al warasah;

- b. Kitab al-Qisas : Babu Addiyat, Babu Ma La Yadminu minal Jinayat, Babu Qatli Ahlir Riddah, Bab al Qasamah;
- c. Kitab al-Hudud : Babu Qat'e Assarqah, Babu Asshafaat fil Hudud, Babu Haddil Khamar, Babu Ma LA yud'a alal Mahdud, Babut Ta'zir, Babu Bayanil Khamar.

6-7. Unit-wise Learning Outcomes (title, sub-title and number of classes per unit)

Unit-1	classes/contact hours: 02
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Learning Outcomes

At the end of this unit, students will be able to-

- describe the concept of Muamalah
- explain the importance of Muamalah in personal and social life
- describe the philosophy of Islamic criminal Law
- distinguish between the concept of Islamic law and General Law of punishment
- explain the justification/rationale of punishment system in Islamic shariah
- defend the Islamic Shariah law on the contrast of western philosophy of law
- explain the Characteristics and purpose of Jinayat (Islamic criminal law)
- evaluate the Condition for executing the Islamic criminal law.

Title and Sub-title

Muamalat and Jinayat : Definition of Muamalah and its importance in personal and social life, subject related to Muamalah, evidence from Quran and Sunnah related to Muamalah. Definition of Jinayat (Islamic criminal law) and its importance, subject related to Jinayat, Characteristics and Purpose of Jinayat (Islamic criminal law). Condition for executing the Islamic criminal law.

Unit-2	classes/contact hours: 12
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Learning Outcomes

At the end of this unit, students will be able to-

- recognize the importance of Halal incomes
- explain the bad effect of Haram and importance of reject the Haram sources.
- describe the principle of trade and commerce in Islam
- explain the rationale of Halal and haram in Islam
- compare between Islamic and Non-Islamic system of bai sell and transaction
- illustrate the demerits of Riba (Interest) in the society and state.

Title and Sub-title

Kitab al Buyu

Babu Kasbil Halal, Babul Musahalati fil Muamalah,

Babul Khiaar Hadith No. 2639 – 2682

Babu Riba (Interest) Hadith: 2683 – 2709

Babul Manhi Anha minal Buyu, Babus Salam wa al Rehn – Hadith 2710 – 2765

Babul Ihtikar Babul Aafiasi wa al Injar, Bab As Shirkati wa al Wakalah, Bab al Gasab,

Babu Haqqus Sufa Hadith 2766 – 2841

Babul Musakat wa al Mujara – Al Waqf Hadith 2842 – 2884

Babul Hiba – Al warasa Hadith 2885 – 2945

Unit-3	classes/contact hours: 08
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Learning Outcomes

At the end of this unit, students will be able to-

- illustrate the demerits of Riba (Interest) in the society and state
- describe the rules of Qisas in islam
- distinguish between the concept of Islamic law and General Law of punishment
- explain the justification/rationale of the rule of Qisas
- defend the Islamic Shariah law on the contrast of western philosophy of law.

Title and Sub-title

Kitab al Qisas

Kitabul Qisas – Hadith 3299 – 3332

Babu Addiyat, Hadith 3333 – 3354

Babu Ma La Yadminu minal Jinayat, Bab al Qasamah, Hadith 3355-3377

Babu Qatli Ahlir Riddah, Hadith 3378 – 3398

Unit-4	classes/contact hours: 08
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Learning Outcomes

At the end of this unit, students will be able to-

- describe the philosophy of Islamic criminal Law
- distinguish between the concept of Islamic law and General Law of punishment
- explain the justification/rationale of punishment system in Islamic shariah
- defend the Islamic Shariah law on the contrast of western philosophy of law
- explain the bad effect of taking wine & intoxication

- distinguish between the concept of Hadd, Qisas and Tazir
- explain how Islamic law brings peace in the state and society.

Title and Sub-title

Kitab al Hudud

Kitabul Hudud, Hadith 3399 – 3431

Babu Qatre Assarqah, Hadith 3432 – 3447

Babu Asshafaat fil Hudud Babu Haddil Khamar, Babu Ma LA yud'a alal Mahdud, Hadith 3348 – 3463

Babut Ta'zir, Babu Bayanil Khamr Hadith 3464 – 3491

8. Instructional Strategies

(Learner-centered, Interactive, participatory and activity-based)

Lecture, discussion, question-answer, group work, pair work, demonstration, project, presentation, assignment, field work.

9. Assessment

- Formative: In-course exam / Mid-term exam (15 Marks) and Class test/ Class performance/presentation (05 Marks)
- Summative: Semester Final Written [Two short questions out of four ($2 \times 3 = 06$ Marks), two broad questions out of four ($2 \times 12 = 24$ Marks)] and oral tests

10. References

Book prescribed:

- Wali al-Din Muhammad, *Mishkat al-Masabih* (Kitab al-Buyu, Kitab al-Ayman, Kitab al-Faraid, Kitab al-Hiba, Kitab al-Wasiyya, Kitab al-Qisas, Kitab al-Diyat, Kitab al-Hudud and Kitab al-Tazir)

Book Recommended:

See Part-A

Course Number	:	BIS 402
Course Title	:	Principles of Economics and Economy of Bangladesh <ul style="list-style-type: none"> • Part-A: Principles of Economics • Part-B: Economy of Bangladesh
Total Marks	:	100
Total Credit Hours	:	4
Total Classes/ Contact hours	:	60 (Per Class 60 minutes)

Part-A : Principles of Economics

1. Course Number: 402 (Part-A)

Course Title: Principles of Economics

2. Credit Hours: 2, Classes/Contact hours : 30

3. Introduction to the Course

Basic concepts of economics, its origin and development, fundamental and quantitative relationships, basic theories of utility, demand, production, value, supply etc. market structure and working of the price system, perfect and imperfect competition pricing under different types of market, the theory of distribution, marginal productivity theories of wage, rent, interest and profit. Measurements of economic theory of aggregates-index number, National income accounting

4. Specific Objectives

To help the students to-

- inform basic concept of economics, its principles, scope and subject matter;
- explain different curve analyses and production factors;
- explain price determination and structure of market;
- explain some theories of economics.

5. Course Contents

- Basic concepts of economics;

- b. Different curve analysis;
- c. Factors of production;
- d. Price determination and structure of market;
- e. Some theories of economics;
- f. Theory of income determination;
- g. National income accounting.

6-7. Unit-wise Learning Outcomes (title, sub-title and number of classes per unit)

Unit-1	classes/contact hours: 04
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Learning Outcomes

At the end of this unit, students will be able to-

- define economics
- describe the scope, task and method of economics
- narrate various types of economics i.e. micro, macro economics
- analyze fundamental and quantitative relationships of economics

Title and Sub-title

Basic concepts of economics: Definition and scope of economics, types, task and method of economics, fundamental and quantitative relationships

Unit-2	classes/contact hours: 04
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Learning Outcomes

At the end of this unit, students will be able to-

- analyze the theory of utility, demand, supply
- draw different curves
- calculate consumer surplus
- measure demand and supply of elasticity

Title and Sub-title

Different curve analysis : The theory of utility, demand, supply. Concepts of demand and supply measurement of elasticity, indifferent curve analysis as an improvement over Marshallian analysis, consumer surplus

Unit-3	classes/contact hours: 04
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Learning Outcomes

At the end of this unit, students will be able to-

- describe the factors of production
- discuss division of labour
- explain iso product curves and production functions
- calculate price of factors of production

Title and Sub-title

Factors of production : Production, factors of production, pricing of the factors of production, division of labour, localization of industries-specialization with small and large economics scale production, ISO product curves and product function

Unit-4	classes/contact hours: 07
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Learning Outcomes

At the end of this unit, students will be able to-

- explain the theory of value
- determine price in a competitive market
- analyze perfect and imperfect pricing competition under different type of market
- introduce equilibrium analysis and cost analysis

Title and Sub-title

Price determination & structure of market : Theory of value, price determination in a competitive market, market structure and working of the price system, perfect and imperfect competition pricing under monopoly, oligopoly, monopolistic competition, price discrimination and monopoly, elements of time in equilibrium analysis, short run and long run equilibrium analysis, cost analysis

Unit-5	classes/contact hours: 04
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Learning Outcomes

At the end of this unit, students will be able to-

- narrate different theories of distributions
- analyze marginal productivity theory
- describe the theories of wage, rent, interest and profit

Title and Sub-title

Some theories of economics : The theory of distribution, marginal productivity theory, theories of wage, rent, interest and profit

Unit-6	classes/contact hours: 03
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Learning Outcomes

At the end of this unit, students will be able to-

- explain the theory of income determination
- discuss the concept of savings, investment, employment with reference to Keynesian economics

Title and Sub-title

Theory of income determination : Theory of income determination, savings, investment, employment with reference to Keynesian economics

Unit-7	classes/contact hours: 04
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Learning Outcomes

At the end of this unit, students will be able to-

- measure of economic aggregates-index number
- calculate national income of a developing country

Title and Sub-title

National income accounting : Measurements of economic aggregates-index number, national income accounting, applicability of economic theory in an developing country like Bangladesh

8. Instructional Strategies

(Learner-centered, Interactive, participatory and activity-based)

Lecture, discussion, question-answer, group work, pair work, demonstration, project, presentation, assignment, field work.

9. Assessment

- Formative: In-course exam / Mid-term exam (15 Marks) and Class test/ Class performance/presentation (05 Marks)
- Summative: Semester Final Written [Two short questions out of four ($2 \times 3 = 06$ Marks), two broad questions out of four ($2 \times 12 = 24$ Marks)] and oral tests

10. References

(Book prescribed / Books recommended)

1. P.A. Samuelson, *Economics – An Introductory Analysis*
2. Stonier & Hague, *A Textbook Economic Theory*
3. Benhem, *Economics*
4. C.E. Ferguson, *Introduction to Positive Economics*
5. R.G. Lipsey, *Introduction to Positive Economics*
6. U.N. Measures for the economic development of under-developed countries.
7. A.R. Khan, *The Economy of Bangladesh*
8. Kazi Md. Shaliquir Rahman, *General Banking Practice and Law of Banking*

Part-B : Economy of Bangladesh

1. Course Number: BIS 402 (Part-B)

Course Title: Economy of Bangladesh

2. Credit Hours: 2, Classes/Contact hours : 30

3. Introduction to the Course

This course will help the students to know the economics of Bangladesh as a developing country, natural resources-land, water, forest and marine resources and their features. They also know under-developed, developing and developed country; economic development, family planning, national income, industry and fiscal policy, the features and obstacles of the economy of Bangladesh, the methods of computing national income and per capita income, the internal and external sources of economy of Bangladesh. They realize which type of industry should be given priority in Bangladesh.

4. Specific Objectives

To help the students to-

- a. make the students aware of the economy of Bangladesh;
- b. apply the methods of computing national income and per capita income;
- c. realize which type of industry should be given priority in Bangladesh;
- d. compare the economy of Bangladesh with developed countries economic ;
- e. clarify the internal and external sources of economy of Bangladesh.

5. Course Contents

- a. The economy of Bangladesh as a developing country, natural resources -land, water, forest and marine resources and their features;
- b. economic development, obstacles and pre-conditions for economic development;
- c. the population problem and family planning, land use and tenure, permanent settlement and the land reforms, land labor ratio, different types of unemployment in agriculture;
- d. Industry-large and Small scale, role of government and semi-government organization in industrialization, problem of development planning and development plans in Bangladesh; priorities and allocation;
- e. Infrastructure development, transport system : roads, railways, waterways and airways;
- f. Financing development : internal and external sources, role of foreign aid and international cooperation. fiscal policy: regional development, natural calamities and measures to mitigate their impact.

6-7. Unit-wise Learning Outcomes (title, sub-title and number of classes per unit)

Unit-1	classes/contact hours: 06
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Learning Outcomes

At the end of this unit, students will be able to-

- define less developed, developing and developed country
- describe the key features and obstacles of the economy of Bangladesh
- mention the causes of economic backwardness of Bangladesh
- sortout the fundamental problems of Bangladesh economy
- identify the causes of low per capita income and low standard living of the people
- give brief description of natural resources, land, water, forest, marine resources and their features

Title and Sub-title

The economy of Bangladesh as a developing country, natural resources, land, water, forest, marine resources and their features.

Unit-2	classes/contact hours: 06
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Learning Outcomes

At the end of this unit, students will be able to-

- define economic development
- distinguish between economic development and economic growth
- describe the pre-conditions of economic development
- identify the main obstacles to economic development of Bangladesh
- suggest measures for removing obstacles economic development of Bangladesh

Title and Sub-title

Economic development, obstacles and pre-conditions for economic development.

Unit-3	classes/contact hours: 06
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Learning Outcomes

At the end of this unit, students will be able to-

- describe relation between population and economic development
- discuss the characteristics of population of Bangladesh
- suggest the ways to solve population problem of Bangladesh
- discuss the meaning and necessity of family planning in Bangladesh

- evaluate the success and failures of population policy of Bangladesh
- analyse the land use and tenure, permanent settlement and the land reforms, land labour ratio, different types of unemployment in agriculture.

Title and Sub-title

The population problem and family planning, land use and tenure, permanent settlement and the land reforms, land labour ratio, different types of unemployment in agriculture.

Unit-4	classes/contact hours: 04
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Learning Outcomes

At the end of this unit, students will be able to-

- define industry large and small scale
- describe the role of government and semi-government organization in industrialization
- identify the problem of planning and development plans in Bangladesh
- express arguments in favour and against privatisation of industries in Bangladesh

Title and Sub-title

Industry-large and small scale, role of government and semi-government organization in industrialization, problem of development planning and development plans in Bangladesh; priorities and allocation.

Unit-5	classes/contact hours: 04
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Learning Outcomes

At the end of this unit, students will be able to-

- define infrastructure development and fiscal policy
- describe the transport system : roads, railways, waterways and airways
- suggest the ways to develop these systems
- express the importance of regional development
- describe the natural calamities and measures to mitigate their impact

Title and Sub-title

Infrastructure development, transport system : roads, railways, waterways and airways. fiscal policy, regional development, natural calamities and measures to mitigate their impact.

Unit-6	classes/contact hours: 04
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Learning Outcomes

At the end of this unit, students will be able to-

- define financial development
- describe the sources of financial development
- mention the problems of financial development in Bangladesh
- discuss the role of foreign aid and international cooperation

Title and Sub-title

Financial Development: internal and external sources, role of foreign aid and international cooperation.

8. Instructional Strategies

(Learner-centered, Interactive, participatory and activity-based)

Lecture, discussion, question-answer, group work, pair work, demonstration, project, presentation, assignment, field work.

9. Assessment

- Formative: In-course exam / Mid-term exam (15 Marks) and Class test/ Class performance/presentation (05 Marks)
- Summative: Semester Final Written [Two short questions out of four ($2 \times 3 = 06$ Marks), two broad questions out of four ($2 \times 12 = 24$ Marks)] and oral tests

10. References

(Book prescribed / Books recommended)

1. P.A. Samuelson, *Economics – An Introductory Analysis*
2. Stonier & Hague, *A Textbook Economic Theory*
3. Benhem, *Economics*
4. C.E. Ferguson, *Introduction to Positive Economics*
5. R.G. Lipsey, *Introduction to Positive Economics*
6. U.N. Measures for the economic development of under-developed countries.
7. Government of the people's Republic of Bangladesh the First Five Year Plan
8. Government of the People's Republic of Bangladesh Economics Surveys
9. Government of the People's Republic of Bangladesh, The Two Year Plan (1978-1980)
10. Government of the People's Republic of Bangladesh, The Second Five Year Plan
11. A.R. Khan, *The Economy of Bangladesh*
12. Kazi Md. Shaliqur Rahman, *General Banking Practice and Law of Banking*

Course Number	:	BIS 403
Course Title	:	History of Muslim Spain and Muslim Contribution to Science and Technology <ul style="list-style-type: none"> • Part-A: History of Muslim Spain • Part-B: Muslim Contribution to Science and Technology
Total Marks	:	100
Total Credit Hours	:	4
Total Classes/ Contact hours	:	60 (Per Class 60 minutes)

Part-A : History of Muslim Spain

1. Course Number: BIS 403 (Part-A)

Course Title: History of Muslim Spain

2. Credit Hours: 2, Classes/Contact hours : 30

3. Introduction to the Course

This course will cover social, cultural, political, economic, geographical, historical and governmental affairs of Muslim Spain. Special references will be given to the fields of Tafsir and Hadith literature.

4. Specific Objectives

To help the students to-

- assist the students to learn the glorious history of Muslim Spain ;
- provide them a concrete knowledge about Spanish scholars' contribution towards Hadith and Tafsir literature.

5. Course Contents

- Geographical features of Spain, Spain on the eve of the Muslim conquest (social condition, economic, religious, political);
- Muslim conquest of Spain ;

- c. The dependent Imarat and civil war, (714-756 A.C), Abd al-Rahman al Ghafiqi and battle of Tours in 732 A.C;
- d. The independent Imarat, (756-929 A.C) :- Abd al- Rahman I (756-788): persecution of the Umayyads in Syria, Abd al-Rahman's wanderings, conditions of Spain favourable for Abd al-Rahman, Abd al-Rahman invited, he becomes Amir, the battle of Musarah, rebellions of Yusuf and Sumayal, rebellion of the Yamanites in south, rebellion at Toledo, Abbaisad flag in Spain, rebellion of the Berbers, coalition of Arab chiefs and Charlemange, Abd al- Rahman's death, achievements and character;
- e. Hisham I, 788-796 A.C :- (Succession, revolt of Hisham's brothers. Rebellion in eastern Spain, invasion of France, Introduction of Maliki doctrines in Spain, Hisham's death achievements and character.);
- f. Hakam I (796-822), Succession, Hakam's unpopularity among Fuqaha, revolt of his uncles ,war with Franks, foundation of Gothic March, the day of ditch, rebellion in Merida and Beja , revolt of the Cordovans, conquest of the Balearic Islands, Hakam's death, achievements and character;
- g. Abd al-Rahman II (822-852) . Succession, courtiers, rebellions in Tudmir and Merida, rebellion in Toledo, the raids of the Christian chiefs, embassies from Constantinople and Navarre, the Norman inroads, the Christian Zealots of Cordova ,Abd al- Rahman's death, achievements and character;
- h. Muhammad I, (852-886), Succession, rebellion in Toledo, the Christian Zealots of Cordova, rebellion in Galicia and Navarre, the Banu Qasi declared their independence, Umar ibn Hafsun, Muhammad's death, achievements and character;
- i. Mundhir and Abd Allah:- Mundhir, 886-888 A.C and Abd Allah, 888-912 A.C : (succession, rising of the Spaniards in Elvira, rising of the Arabs Seville, war with Umar ibn Hafsun, the battle of Polei, subsequent events, death of Abd Allah);
- j. Khilafat Period (929-1031A.C) and Abd al-Rahman III (912-961 A.C) : (succession, resolution to crush the ringleaders, submission of Banu Hajjaj of seville, war with Umar Ibn Hafsun, submission of the sons of Umar Ibn Hafsun, subjugation of the provinces of Ecija, Jaen and Elvira, reduction to Tudmir, Subjugation of Toledo; war with Fatimids, death of Abd al-Rahman III, his achievements and character);
- k. Hakam II (961-976) : Succession, repulsion of Christian raids, submission of Christian Kings, war with the Fatimids and Sanhajahs, Hakam's II death , achievements and character;
- l. Decline and fall of Umayyad dynasty (1002-1031), Disintegration of the Umayyad kingdom, internal causes, external causes;
- m. Spanish Muslim scholars' contribution the study of Hadith and Tafsir Literature etc;
- n. Baqi Ibn Makhlad al-qurtubi, Ibn Abd al-Barr and his renowned book Al-Ijtiaab, Abu Bakr Ibn al-Arabi and his renowned book Ahkamul Quran).

6-7. Unit-wise Learning Outcomes (title, sub-title and number of classes per unit)

Unit-1	classes/contact hours: 01
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Learning Outcomes

At the end of this unit, students will be able to-

- describe the geographical features of Spain
- narrate the social, economic, religious, political condition of Spain on the eve of the Muslim conquest

Title and Sub-title

Geographical features of Spain, Spain on the eve of the Muslim conquest (social condition, economic, religious, political)

Unit-2	classes/contact hours: 01
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Learning Outcomes

At the end of this unit, students will be able to-

- describe the causes of Muslim conquest of Spain
- explain the events and history of Muslim conquest of Spain.

Title and Sub-title

Muslim conquest of Spain

Unit-3	classes/contact hours: 03
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Learning Outcomes

At the end of this unit, students will be able to-

- describe the special features of the history of the dependent Imarat
- examine the critical historical event during this period
- introduce Abd al-Rahman al-Ghafiqi
- narrate the battle of Tours
- discuss the importance of the battle of Tours in the history of Muslim Spain

Title and Sub-title

The dependent Imarat and civil war, (714-756 A.C), Abd al-Rahman al Ghafiqi and battle of Tours in 732 A.C

Unit-4	classes/contact hours: 04
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Learning Outcomes

At the end of this unit, students will be able to-

- describe the background of establishing the independent Umayyad Imarat in Spain by Abd al- Rahman al-Dhakil,
- describe the persecution of the Umayyads in Syria by Abbasiads
- describe historic events of the regime of Abd al- Rahman al-Dhakil,
- narrate the battle of Musarah
- discuss Abd al-Rahman's wanderings
- describe the rebellions of Yusuf and Sumayal, rebellion of the Yemenites in south, rebellion at Toledo
- describe the coalition of Arab chiefs and Charlemange against Abd al- Rahman al-Dhakil
- present a clear idea about Abd al- Rahman's death, achievements and character.

Title and Sub-title

The independent Imarat, (756-929 A.C) :- Abd al- Rahman I (756-788): persecution of the Umayyads in Syria, Abd al-Rahman's wanderings, conditions of Spain favourable for Abd al-Rahman, Abd al-Rahman invited, he becomes Amir, the battle of Musarah, rebellions of Yusuf and Sumayal, rebellion of the Yamanites in south, rebellion at Toledo, Abbaisad flag in Spain, rebellion of the Berbers, coalition of Arab chiefs and Charlemange, Abd al- Rahman's death, achievements and character.

Unit-5	classes/contact hours: 02
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Learning Outcomes

At the end of this unit, students will be able to-

- describe the revolt of Hisham's brothers.
- explain the Rebellion in eastern Spain and invasion of France
- analyze the reasons behind introducing the Maliki doctrines in Spain
- describe Hisham's death, achievements and character.

Title and Sub-title

Hisham1, 788-796 A.C :- (Succession, revolt of Hisham's brothers. Rebellion in eastern Spain, invasion of France, Introduction of Maliki doctrines in Spain, Hisham's death achievements and character.).

Unit-6	classes/contact hours: 03
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Learning Outcomes

At the end of this unit, students will be able to-

- describe Hakam's unpopularity among Fuqaha,
- narrate the revolt of Hakam's uncles
- discuss war against Franks
- explain the event of the day of ditch
- describe the rebellion in Merida, Beja and revolt of the Cordovans,
- describe Hakam's death, achievements and character

Title and Sub-title

Hakam I (796-822), Succession, Hakam's unpopularity among Fuqaha, revolt of his uncles, war with Franks, foundation of Gothic March, the day of ditch, rebellion in Merida and Beja, revolt of the Cordovans, conquest of the Balearic Islands, Hakam's death, achievements and character.

Unit-7	classes/contact hours: 04
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Learning Outcomes

At the end of this unit, students will be able to-

- describe Abd al-Rahman's II
- narrate the rebellions in Tudmir, Merida and the rebellion in Toledo
- discuss the raids of the Christian chiefs
- describe the Christian Zealots of Cordova
- describe Abd al- Rahman's death, achievements and character

Title and Sub-title

Abd al-Rahman II (822-852) . Succession, courtiers, rebellions in Tudmir and Merida, rebellion in Toledo, the raids of the Christian chiefs, embassies from Constantinople and Navarre, the Norman inroads, the Christian Zealots of Cordova ,Abd al- Rahman's death, achievements and character.

Unit-8	classes/contact hours: 02
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Learning Outcomes

At the end of this unit, students will be able to-

- describe rebellion in Toledo, in Galicia and Navarre
- discuss the Christian Zealots of Cordova
- explain Banu Qasi's declaration of Independence

- introduce Umar Ibn Hafsun
- describe Muhammad's death, achievements and character.

Title and Sub-title

Muhammad I, (852-886), Succession, rebellion in Toledo, the Christian Zealots of Cordova, rebellion in Galicia and Navarre, the Banu Qasi declared their independence, Umar ibn Hafsun, Muhammad's death, achievements and character.

Unit-9	classes/contact hours: 02
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Learning Outcomes

At the end of this unit, students will be able to-

- describe the rising of the Spaniards in Elvira
- discuss the rising of the Arabs in Seville
- narrate the war with Umar Ibn Hafsun
- describe the battle of Polei and subsequent events

Title and Sub-title

Mundhir and Abd Allah:- Mundhir, 886-888 A.C and Abd Allah, 888-912 A.C : (succession, rising of the Spaniards in Elvira, rising of the Arabs Seville, war with Umar ibn Hafsun, the battle of Polei, subsequent events, death of Abd Allah)

Unit-10	classes/contact hours: 02
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Learning Outcomes

At the end of this unit, students will be able to-

- describe the resolution to crush the ringleaders
- discuss the submission of Banu Hajjaj of seville
- narrate the war with Umar Ibn Hafsun and submission of his sons
- describe the subjugation of the provinces of Ecija, Jaen and Elvira, reduction to Tudmir, Subjugation of Toledo and war with Fatimids
- describe the death of Abd al-Rahman III, his achievements and character

Title and Sub-title

Khilafat Period (929-1031A.C) and Abd al-Rahman III (912-961 A.C) : (succession, resolution to crush the ringleaders, submission of Banu Hajjaj of Seville, war with Umar ibn Hafsun, submission of the sons of Umar ibn Hafsun, subjugation of the provinces of Ecija, Jaen and Elvira, reduction to Tudmir, Subjugation of Toledo; war with Fatimids, death of Abd al-Rahman III, his achievements and character.)

Unit-11	classes/contact hours: 02
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Learning Outcomes

At the end of this unit, students will be able to-

- describe the reasons of repulsion of Christian raids
- discuss the submission of Christian Kings
- narrate the war with the Fatimids and Sanhajahs
- describe Hakam's II death , his achievements and character

Title and Sub-title

Hakam II (961-976) : Succession, repulsion of Christian raids, submission of Christian Kings, war with the Fatimids and Sanhajahs, Hakam's II death , achievements and character.

Unit-12	classes/contact hours: 02
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Learning Outcomes

At the end of this unit, students will be able to-

- describe the reasons of disintegration of the Umayyad kingdom, internal causes, and external causes

Title and Sub-title

Decline and fall of Umayyad dynasty (1002-1031), Disintegration of the Umayyad kingdom, internal causes, external causes.

Unit-13	classes/contact hours: 02
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Learning Outcomes

At the end of this unit, students will be able to-

- describe the Spanish Muslim scholars' contribution the study of Hadith and Tafsir literature
- introduce Baqi ibn Makhlad al-Qurtubi and describe his contribution the study of Hadith and Tafsir literature
- present a biography of Ibn Abd al-Barr and describe his contribution the study of Hadith literature
- analyze the special features of Ibn Abd al-Barr's renowned book al-Ijtiaab,
- describe the biography of Abu Bakr Ibn al-Arabi and the characteristics of his renowned book Ahkamul Quran

Title and Sub-title

Spanish Muslim scholars' contribution the study of Hadith and Tafsir literature etc. Baqi Ibn Makhlad al-qurtubi, Ibn Abd al-Barr and his renowned book *Al-Ijtihad*, Abu Bakr Ibn al-Arabi and his renowned book *Ahkamul Quran*)

8. Instructional Strategies

(Learner-centered, Interactive, participatory and activity-based)

Lecture, discussion, question-answer, group work, pair work, demonstration, project, presentation, assignment, field work.

9. Assessment

- Formative: In-course exam / Mid-term exam (15 Marks) and Class test/ Class performance/presentation (05 Marks)
- Summative: Semester Final Written [Two short questions out of four ($2 \times 3 = 06$ Marks), two broad questions out of four ($2 \times 12 = 24$ Marks)] and oral tests

10. References

Book prescribed :

- Dozy Reinhert, *Spanish Islam*

Books recommended:

1. Lane poole .S , *Moors in Spain*
2. Ameer Ali Syed, *A short History of the Saracens.*
3. Conde J.A., *History of the Dominion of the Arabs in Spain.*
4. Imamuuddin S.M , *A political History of Muslim Spain*
5. Imamuuddin S.M , *The Economic History of Muslim Spain*
6. Imamuuddin S.M , *Arab Muslim Administration*
7. A.N.M Raisuddin , *Spanish contribution to the Study of Hadith Literature*
8. Dr. Muhammad Ruhul Amin, *Tafsir : Its growth and development in Muslim Spain*, Dhaka:UGC of Bangladesh, 2066
9. Lane Poole. S, *Moors in Spain*
10. Dozy Reinhert, *Spanish Islam*
11. Scott S.P., *History of the Moorish Empire in Europe*
12. Maqqari, *The History of the Mohammedan-dynasties in Spain* (English trans)
13. Ghosh, *Constitution of the Islamic States*
14. Toynbee and Kifkwood, *Survey of International Affairs*, the Islamic World
15. Afzalur Rahman, *Quranic Science*
16. M.A. Ali, *Science on the Quran*
17. Encyclopaedia of Islam

18. Encyclopaedia Britannica

19. এ.এইচ. এম. শামসুর রহমান, স্পেনে মুসলমানদের ইতিহাস, ঢাকা: স্টুডেন্ট ওয়েজ, ৯ বাংলাবাজার, ১৯৯০
20. ড. সৈয়দ মাহমুদুল হাসান, স্পেন ও উত্তর আফ্রিকায় মুসলিম শাসনের ইতিহাস, উত্তরণ, ৩৯ বাংলাবাজার, ঢাকা : ২০০৫
21. ড. এম, আবদুল কাদের ও ড. সৈয়দ মাহমুদুল হাসান, উত্তর আফ্রিকা ও স্পেনের মুসলমানদের ইতিহাস, জাহানারা বুক হাউজ, ১৩/১৪ লিয়াকত এভিনিউ মার্কেট, ঢাকা : ১৯৯
22. মফিজুল্লাহ কবীর, মুসলিম সভ্যতার স্বর্ণযুগ, ঢাকা: জাতীয় গ্রন্থপ্রকাশ, ২০০১
23. এ. কে. এম. ইয়াকুব আলী, মুসলিম স্থাপত্য, ঢাকা: ইসলামিক ফাউন্ডেশন বাংলাদেশ, ১৯৮১
24. মোঃ নুরুল আমীন, বিজ্ঞানে মুসলমানদের অবদান, ঢাকা: আহসান পাবলিকেশন্স, ২০০২
25. জাস্টিস আব্দুল মওদুদ, মুসলিম মনীষা, ঢাকা: ইসলামিক ফাউন্ডেশন বাংলাদেশ, ২০০৫
26. এম. আকবর আলী, বিজ্ঞানে মুসলমানদের অবদান, ঢাকা: মলিণ্ডক লাইব্রেরী, ১৯৮১

Part-B : Muslim Contribution to Science and Technology

1. Course Number: BIS 403 (Part-B)

Course Title: Muslim Contribution to Science and Technology

2. Credit Hours: 2, Classes/Contact hours : 30

3. Introduction to the Course

Muslim contribution to science and technology is remarkable and uncountable. Most of the works of science and technology had been invented by the Muslims. They contributed in Physics, Mathematics, Medical science, Astrology and Geography also. Actually in all the branches of science and technology Muslims put their great contribution. This course will help the students to know and evaluate the Muslim contribution to science and technology.

4. Specific Objectives

To help the students to-

- a. explain scientific indication in the Holy Quran and the Sunnah;
- b. analyze the Qur'anic verses and Hadithes regarding science and technology;
- c. describe origin and development of Islamic science;
- d. determine Muslims contribution to science and technology;
- e. prove the status of Muslim scientists in the world;
- f. evaluate the contribution of Muslim scientists .

5. Course Contents

- a. Scientific indication in the Holy Quran and the Sunnah : Quranic verses towards scientific indication and the related Hadiths regarding science and technology;
- b. Origin and development of Islamic Science;
- c. Muslim contribution to Mathematics and Geography, history of Muslims to study Mathematics : Khawarizmi's contribution to Algebra, Geometry and Arithmetics; Contribution of other Muslims Mathematicians; history of Muslims to study geography, apprehension of the Arab people for the business purpose, for the ritual activities and the fundamental contribution to Geography;
- d. Muslim contribution to Physics and Chemistry : Hasan Ibn Haitham and his contribution to Optics; importance of Kitab al-Manazir; anatomy of human eye; law's reflection and refraction; solar energy; Jabir Ibn Haiyan and other's contribution to Chemistry;

- e. Muslim contribution to Astronomy, Biology and Medical Science : Quranic indications regarding Astronomy, Biology and Medical Science; initial stage of Medical science; development of Medical science; fundamental contribution of Muslim Medical scientists;
- f. Muslim contribution to Information Science and Agricultural Science.

6-7. Unit-wise Learning Outcomes (title, sub-title and number of classes per unit)

Unit-1	classes/contact hours: 05
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Learning Outcomes

At the end of this unit, students will be able to-

- explain scientific indication in the Holy Quran and the Sunnah
- analyze the Qur'anic verses and Hadithes regarding science and technology
- evaluate the significance of science and technology

Title and Sub-title

Scientific indication in the Holy Quran and the Sunnah : Quranic verses towards scientific indication and the related Hadiths regarding science and technology.

Unit-2	classes/contact hours: 02
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Learning Outcomes

At the end of this unit, students will be able to-

- describe origin of Islamic science
- narrate development of Islamic science
- evaluate the importance science in Islam

Title and Sub-title

Origin and development of Islamic Science

Unit-3	classes/contact hours: 08
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Learning Outcomes

At the end of this unit, students will be able to-

- describe history of Muslims to study Mathematics and Geography
- explain various Muslim scientists contribution to Mathematics
- express Muslim contribution to Geography
- evaluate Muslim contribution to Mathematics and Geography

Title and Sub-title

Muslim contribution to Mathematics and Geography, history of Muslims to study Mathematics : Khawarizmi's contribution to Algebra, Geometry and Arithmetics; Contribution of other Muslims Mathematicians; history of Muslims to study geography, apprehension of the Arab people for the business purpose, for the ritual activities and the fundamental contribution to Geography.

Unit-4	classes/contact hours: 08
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Learning Outcomes

At the end of this unit, students will be able to-

- discuss Ibn Haitham and his contribution to Optics
- evaluate the importance of the book Kitab al-Manazir
- express life of Jabir and his contribution to Chemistry

Title and Sub-title

Muslim contribution to Physics and Chemistry : Hasan Ibn Haitham and his contribution to Optics; importance of kitab al-Manazir; anatomy of human eye; law's reflection and refraction; solar energy; Jabir Ibn Haiyan and other's contribution to Chemistry.

Unit-5	classes/contact hours: 05
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Learning Outcomes

At the end of this unit, students will be able to-

- analyze the Quranic verses regarding Astronomy, Biology and Medical Science
- explain the development of Muslim Medical science
- describe fundamental contribution of Muslim Medical scientists.

Title and Sub-title

Muslim contribution to Astronomy, Biology and Medical Science : Quranic indications regarding Astronomy, Biology and Medical Science; initial stage of Medical science; development of Medical science; fundamental contribution of Muslim Medical scientists.

Unit-6	classes/contact hours: 02
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Learning Outcomes

At the end of this unit, students will be able to-

- describe Muslim contribution to Information science
- analyze Quranic verses towards agricultural science
- explain communication system of Islam

Title and Sub-title

Muslim contribution to Information Science and Agricultural Science

8. Instructional Strategies

(Learner-centered, Interactive, participatory and activity-based)

Lecture, discussion, question-answer, group work, pair work, demonstration, project, presentation, assignment, field work.

9. Assessment

- Formative: In-course exam / Mid-term exam (15 Marks) and Class test/ Class performance/presentation (05 Marks)
- Summative: Semester Final Written [Two short questions out of four ($2 \times 3 = 06$ Marks), two broad questions out of four ($2 \times 12 = 24$ Marks)] and oral tests

10. References

(Book prescribed / Books recommended)

1. Dr. A.N.M. Raisuddin, *Spanish Contribution to the Study of Hadith Literature*.
2. Dr. Md. Ruhul Amin, *Tafsir : Its Growth and Development in Muslim Spain*, Dhaka: University Grant Commission of Bangladesh, 2006
3. Ameer Ali Syed, *A short History of the Saracens*.
4. Arnold and Guillaume, *The Leagcy of Islam*.
5. Brocklman, *History of the Islamic People*.
6. Conde J.A., *History of the Dominion of the Arabs in Spain*.
7. Encyclopaedia of Islam
8. Encyclopaedia Britanica
9. Hitti P.K., *History of the Arabs*
10. Ibn Khaldun, *Muqaddimah* (English trans)
11. Imamuddin S.M., *A Political History of Muslim Spain*
12. Imamuddin S.M., *The Economic History of Spain*
13. Imamuddin S.M., *Arab Muslim Administration*
14. Journal of Pakistan Historical Society
15. Khuda Baksh, *The Orient Under the Caliphs*
16. Khuda Baksh, *Islamic Civilisation*

17. Lane Poole. S, *Moors in Spain*
18. Dozy Reinhert, *Spanish Islam*
19. Scott S.P., *History of the Moorish Empire in Europe*
20. Maqqari, *The History of the Mohammedan-dynastics in Spain* (English trans)
21. Ghosh, *Constitution of the Islamic States*
22. Toynbee and Kifkwood, *Survey of International Affairs, the Islamic World*
23. Afzalur Rahman, *Quranic Science*
24. M.A. Ali, *Science on the Quran*
25. M. Bucaile, *The Bible, The Quran and the Science*
26. Abdur Rahman Khan, *Muslim Contribution to Science and Culture*
27. Prof. Abul Quasem, *Islam Science and Modern thought*
28. M. Pickhthall, *Cultural Side of Islam*
29. Jurji Zaydan, *History of Islamic Civilization*
30. Monzor Ahmad Hanifi, *Survey of Muslim Institutions and Culture*
31. C. Bosworth, *The Legacy of Islam*
32. Khawaja Abdul Waheed, *Islam and the Modern Science*
33. Golam Sobhan, *Adhunic Biggan and Quran*
34. *Muslim Contribution to Science and Technology*, Islamic Foundation Bangladesh
35. মাও. আকবর শাহ খান নজিবাবাদী, *ইসলামের ইতিহাস (৩য় খণ্ড)*, ইফাবা
36. সোহরাব উদ্দিন আহমেদ, *মুসলিম জাহান*, ঢাকা: ইসলামিক ফাউন্ডেশন, বাংলাদেশ
37. এম. আকবর আলী, *বিজ্ঞানে মুসলমানদের অবদান*, ঢাকা: মল্লিক লাইব্রেরী, ১৯৮১
38. কাজী আখতার আহমেদ, *যদি সাত সমুদ্র কালি হত*, ঢাকা: ডানা পাবলিশার্স, ১৯৯৪
39. মোঃ নুরুল আমীন, *বিজ্ঞানে মুসলমানদের অবদান*, ঢাকা: আহসান পাবলিকেশন্স, ২০০২
40. জাস্টিস আব্দুল মওদুদ, *মুসলিম মনীষা*, ঢাকা: ইসলামিক ফাউন্ডেশন বাংলাদেশ, ২০০৫
41. মফিজুল্লাহ কবীর, *মুসলিম সভ্যতার স্বর্ণযুগ*, ঢাকা: জাতীয় গ্রন্থপ্রকাশ, ২০০১
42. ড. মোঃ আখতারুজ্জামান, *মুসলিম ইতিহাসতত্ত্ব*, ঢাকা: ঢাকা বিশ্ববিদ্যালয়, ২০০৮
43. আমিনুল ইসলাম, *বিশ্ব সভ্যতায় কুরআনের অবদান*
44. এ. কে. এম. ইয়াকুব আলী, *মুসলিম স্থাপত্য*, ঢাকা: ইসলামিক ফাউন্ডেশন বাংলাদেশ, ১৯৮১
45. ডা. গোলাম মোয়াজ্জেম, *কুরআনে বিজ্ঞান*, ঢাকা: হা-মীম প্রকাশনী, ১৯৮৬
46. কাজী জাহান মিয়া, *আল-কুরআন দ্যা চ্যালেঞ্জ*, ঢাকা: নাহরীন পারভিন, রায়ের বাজার, ১৯৯৩
47. ড. মুহাম্মদ আব্দুস সাত্তার, *ইসলাম ও জ্ঞান-বিজ্ঞান*, ঢাকা: ইসলামিক রিচার্স একাডেমী, ১৯৯২
48. ডা. জাকির আব্দুল করিম নায়েক, *কুরআন ও আধুনিক বিজ্ঞান সামঞ্জস্যপূর্ণ না অসামঞ্জস্যপূর্ণ*, ঢাকা: বিশ্ব প্রকাশন, ২০০৬

Course Number	:	BIS 404
Course Title	:	Bangladesh Studies <ul style="list-style-type: none"> • Part-A: Bangladesh Studies • Part-B: Bangladesh Studies
Total Marks	:	100
Total Credit Hours	:	4
Total Classes/ Contact hours	:	60 (Per Class 60 minutes)

Part-A : Bangladesh Studies

1. Course Number: BIS 404 (Part-A)

Course Title: Bangladesh Studies

2. Credit Hours: 2, Classes/Contact hours : 30

3. Introduction to the Course

Bangladesh is a developing country. It has a long historical background and tradition. It witnessed partition of Bengal in 1905, Khilafat movement, anti-British movement, Language movement, six point movement and Independent war. Now it is an independent country. It has topographic and demographic features and natural resources. But these resources cannot be used due to lack of proper planning. It has social, cultural, political, economic and administrative affairs also. The new generation should be known historical background, topographic and demographic feature and natural resources to develop the country. Creating awareness among the new generation so that they can take proper plan easily to make progress the country. It is in this spirit that this course has been designed.

4. Specific Objectives

To help the students to-

- discuss about topographic and demographic features of Bangladesh;
- introduce historical background of Bangladesh;
- express about the resources of this country;

- d. measure the economic, social and political situation of Bangladesh in the scale of international context;
- e. identify the economic, social and political issues of Bangladesh;
- f. analyze causes of fall behind and able to take proper step to develop of Bangladesh;
- g. express about art, literature and natural beauty of Bangladesh;
- h. measure the role of education in human resources development;
- i. analyze management of water and energy resources;
- j. evaluate various development strategies and policies of Bangladesh;
- k. discuss GDP, GNP and Per capita income of Bangladesh.

5. Course Contents

- a. Topographic and demographic features of Bangladesh;
- b. Historical background of Bangladesh;
- c. Bangladesh Liberation War 1971;
- d. Social, economic and political life in Bangladesh;
- e. Art and literature of Bangladesh;
- f. Resources and conservation: natural, flora and fauna, mineral;
- g. Management of Water and Energy resources;
- h. Various Development Strategies and Policies of Bangladesh;
- i. Role of Education in human resource development;
- j. GNP and Per capita income: Contribution of agriculture, industry, commerce and services to GNP.

6-7. Unit-wise Learning Outcomes (title, sub-title and number of classes per unit)

Unit-1	classes/contact hours: 04
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Learning Outcomes

At the end of this unit, students will be able to-

- discuss topography, demography feature of Bangladesh
- discuss the bounding-line and area of Bangladesh
- explain the locations of rivers, origin and their flowing way
- describe about the rivers and its impact to the formation of the society of Bangladesh
- describe the impact of water inter linking project of India on Bangladesh
- describe the culture, nature and traditions of the people of Bangladesh
- express standard of livelihood of the people of Bangladesh

Title and Sub-title

Topographic and demographic feature of Bangladesh

Unit-2	classes/contact hours: 04
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Learning Outcomes

At the end of this unit, students will be able to-

- discuss the causes and reaction of partition of Bengal in 1905
- analyze the background and history of the language movement of Bangladesh
- explain the Lahore proposal of 1940, United Front Election, Six point movement and analyze the event, nature and results of the mass-upsurge of 1969

Title and Sub-title

Historical Background of Bangladesh

Unit-3	classes/contact hours: 03
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Learning Outcomes

At the end of this unit, students will be able to-

- explain the causes and history of liberation war of Bangladesh
- discuss the sectors during the independent war of 1971
- determine impact of liberation war of Bangladesh

Title and Sub-title

Liberation war of Bangladesh

Unit-4	classes/contact hours: 03
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Learning Outcomes

At the end of this unit, students will be able to-

- discuss social, economic and political life of the people of Bangladesh
- measure their improvement in social, economic and political aspect

Title and Sub-title

Social, Economic and Political life in Bangladesh

Unit-5	classes/contact hours: 02
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Learning Outcomes

At the end of this unit, students will be able to-

- discuss the history of art and literature of Bangladesh
- measure the position of the people of Bangladesh in the field art and literary works

Title and Sub-title

Art and Literature of Bangladesh

Unit-6	classes/contact hours: 03
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Learning Outcomes

At the end of this unit, students will be able to-

- describe the terminological meaning of resources, conservation, natural, flora, fauna and mineral
- discuss the importance of resources and conservation wealth
- measure the role of natural resources to develop a country
- express the situation of resources and conservation wealth of Bangladesh

Title and Sub-title

Resources and Conservation: Natural, Flora and Fauna, Mineral

Unit-7	classes/contact hours: 03
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Learning Outcomes

At the end of this unit, students will be able to-

- express the importance of water and energy resources
- measure the position of water and energy resources of Bangladesh
- describe the technique of increase water and energy resources to develop of Bangladesh

Title and Sub-title

Management of Water and Energy resources;

Unit-8	classes/contact hours: 03
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Learning Outcomes

At the end of this unit, students will be able to-

- introduce various development strategies and policies of Bangladesh
- discuss the status and role of various development strategies and policies of Bangladesh
- criticize these strategies and policies to develop the country

Title and Sub-title

Various Development Strategies and Policies of Bangladesh

Unit-9	classes/contact hours: 02
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Learning Outcomes

At the end of this unit, students will be able to-

- define of education in detail
- describe the education system of Bangladesh
- evaluate the present education system for developing human resources of Bangladesh

Title and Sub-title

Role of Education in human resource development

Unit-10	classes/contact hours: 03
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Learning Outcomes

At the end of this unit, students will be able to-

- define of GDP, GNP and Per capita income
- describe the contribution of agriculture, industry and commerce in GDP
- measure the causes of low per-capita income and explain how it can be increased in this country

Title and Sub-title

GDP, GNP and Per capita income: Contribution of agriculture, industry, commerce and services of GNP

8. Instructional Strategies

(Learner-centered, Interactive, participatory and activity-based)

Lecture, discussion, question-answer, group work, pair work, demonstration, project, presentation, assignment, field work.

9. Assessment

- Formative: In-course exam / Mid-term exam (15 Marks) and Class test/ Class performance/presentation (05 Marks)
- Summative: Semester Final Written [Two short questions out of four ($2 \times 3 = 06$ Marks), two broad questions out of four ($2 \times 12 = 24$ Marks)] and oral tests

10. References

(Book prescribed / Books recommended)

1. Talukdar Moniruzzama, *The Bangladesh Revolution and Its Aftermath*, Books Int. Ltd. 1998, Dhaka: Bangladesh
2. কে এম রাইছ উদ্দিন, বাংলাদেশ ইতিহাস পরিক্রমা,
3. ড. হারুন-অর-রশিদ, *বাঙ্গালির রাষ্ট্রচিন্তা ও স্বাধীন বাংলাদেশের অভ্যুদয়*, ঢাকা: আগামী প্রকাশনী, ২০০১
4. বদরুদ্দীন উমর, *পূর্ব বাংলার ভাষা আন্দোলন ও তৎকালীন রাজনীতি*
5. বাংলাদেশ সরকার, *বাংলাদেশের স্বাধীনতা যুদ্ধ: দলিলপত্র ১৫ খণ্ড*, ১৯৮৪
6. সিরাজুল ইসলাম (সম্পাদিত), *বাংলাদেশের ইতিহাস (১৭০৪-১৯৭১)*, ১ম, ২য় ও ৩য় খণ্ড, ঢাকা ১৯৯৩
7. সৈয়দ মাহমুদুল হাসান, *মুসলিম চিত্রকলা*, ঢাকা, ১৯৭১
8. সি এম তারেক রেয়া, *একুশ, ভাষা আন্দোলনের সচিত্র ইতিহাস (১৯৪৭-১৯৫৬)*
9. আবু আল সাদ্দ, *পূর্ব পাকিস্তান থেকে বাংলাদেশ*, ঢাকা: আগামী প্রকাশনী
10. মুনতাসির মামুন সম্পাদিত, *বাংলাদেশ চর্চা/১,২*, ঢাকা: প্রকাশক রেহানা হক
11. জয়ন্ত কুমার রায়, *বাংলাদেশের রাজনৈতিক ইতিহাস*, ঢাকা: সুবর্ণ প্রকাশ, ২০০৯
12. মো: শামসুল কবীর খান, *বাংলাদেশের অর্থনীতি*, বাংলাদেশ বিশ্ববিদ্যালয় মঞ্জুরী কমিশন, আগার গাওঁ, ঢাকা-১২০৭
13. হক রহমান, *বাংলাদেশের অর্থনীতি*, ঢাকা: বাংলাদেশ বুক করপোরেশন লি

Part-B : Bangladesh Studies

1. Course Number: BIS 404 (Part-B)

Course Title: Bangladesh Studies

2. Credit Hours: 2, Classes/Contact hours : 30

3. Introduction to the Course

This is a course compulsory for all students of the program to know Bangladesh. The content of this course is divided into two parts. Part-A and Part-B. This course is designed to acquaint the students with Bangladesh. In part-B, the students will know the constitution of Bangladesh, government of Bangladesh, foreign policy of Bangladesh, role of political parties in Bangladesh, central and local government of Bangladesh, civil military relations in Bangladesh, administrative, land and education reforms in Bangladesh, role of IMF, ADB & WB, effect of free market economy and globalization.

4. Specific Objectives

To help the students to-

- a. know the constitution of Bangladesh;
- b. describe the government of Bangladesh;
- c. explain foreign policy of Bangladesh;
- d. describe political parties of Bangladesh;
- e. discuss administrative set up of Bangladesh;
- f. discuss civil military relations in Bangladesh;
- g. explain administrative, land and education reforms in Bangladesh;
- h. explain Role of IMF, ADB and World Bank in Bangladesh;
- i. discuss effect of free market economy and globalization in Bangladesh.

5. Course Contents

- a. Introduction of Bangladesh. The constitution of Bangladesh: Background, features, making, fundamental rights and amendments;
- b. Government of Bangladesh: legislative, executive and judiciary;
- c. Foreign policy of Bangladesh: principles, features, international relations and security strategy;
- d. Role of political parties in Bangladesh: political parties and their activities, political unrest, its causes and solution;
- e. Administrative set up of Bangladesh: central and local government, upozila system, its positive and negative aspects. civil-military relations in Bangladesh;

- f. Reforms in Bangladesh: Administrative reforms and good governance, its barriers and solution, land reforms in Bangladesh, the concept of education, education reforms in Bangladesh;
- g. Role of IMF, ABD & World Bank in Bangladesh, effect of free market economy in Bangladesh, effect of globalization in Bangladesh;
- h. Corruption free Bangladesh: dream and reality.

6-7. Unit-wise Learning Outcomes (title, sub-title and number of classes per unit)

Unit-1	classes/contact hours: 04
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Learning Outcomes

At the end of this unit, students will be able to-

- describe a brief conception about the course
- present an introduction of Bangladesh
- explain the background of Bangladesh constitution making
- describe the features of Bangladesh constitution
- explain the fundamental rights of Bangladesh constitution
- describe the amendments of Bangladesh constitution

Title and Sub-title

Introduction of Bangladesh. The constitution of Bangladesh: Background features, making, fundamental rights and amendments

Unit-2	classes/contact hours: 03
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Learning Outcomes

At the end of this unit, students will be able to-

- describe the legislative system of the government of Bangladesh
- describe the executive system of the government of Bangladesh
- describe the judiciary system of the government of Bangladesh
- evaluate the legislative, executive and judiciary activities in Bangladesh

Title and Sub-title

Government of Bangladesh: Legislative, Executive and Judiciary.

Unit-3	classes/contact hours: 05
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Learning Outcomes

At the end of this unit, students will be able to-

- describe the principles and features of the foreign policy of Bangladesh

- explain the relationship between Bangladesh and India
- explain the relationship among Bangladesh and other Muslim countries
- explain the relationship among Bangladesh and other countries
- explain the relationship of Bangladesh with various international organizations
- explain the security strategy of Bangladesh
- evaluate the foreign policy of Bangladesh

Title and Sub-title

Foreign policy of Bangladesh: principles, features, international relations and security strategy.

Unit-4	classes/contact hours: 03
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Learning Outcomes

At the end of this unit, students will be able to-

- describe the introduction of major political parties of Bangladesh
- describe the role and activities of the political parties in Bangladesh
- explain the causes of political unrest in Bangladesh and its solution
- evaluate the role of political parties to socio-economic development of Bangladesh

Title and Sub-title

Role of political parties in Bangladesh: Political parties and their activities, political unrest, its causes and solution.

Unit-5	classes/contact hours: 03
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Learning Outcomes

At the end of this unit, students will be able to-

- introduce central and local government
- describe the form and activities of central and local government of Bangladesh.
- evaluate the Upozila system, its positive and negative aspects
- explain the importance of local government for socio-economic development of Bangladesh
- describe the civil-military relations in Bangladesh

Title and Sub-title

Administrative set up of Bangladesh: Central and local government, Upozila system, its positive and negative aspects. civil-military relations in Bangladesh

Unit-6	classes/contact hours: 06
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Learning Outcomes

At the end of this unit, students will be able to-

- describe the necessity of administrative reforms in Bangladesh
- explain the barriers of good governance and its solution
- describe the land reforms in Bangladesh
- explain the necessity of land reforms in Bangladesh
- explain the concept of education
- describe the necessity of educational reforms in Bangladesh
- evaluate the role of education for socio-economic development of Bangladesh
- evaluate the role of education for human resource development
- evaluate the role of education for sustainable development

Title and Sub-title

Reforms in Bangladesh: Administrative reforms and good governance, its barriers and solution, land reforms in Bangladesh, the concept of education, education reforms in Bangladesh.

Unit-7	classes/contact hours: 03
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Learning Outcomes

At the end of this unit, students will be able to-

- evaluate the role of IMF in Bangladesh
- evaluate the role of ABD in Bangladesh
- evaluate the role of World Bank in Bangladesh
- describe the concept of free market economy in Bangladesh
- explain the concept of globalization
- evaluate the effect of globalization in Bangladesh

Title and Sub-title

Role of IMF, ABD & World Bank in Bangladesh, effect of free market economy in Bangladesh, effect of globalization in Bangladesh

Unit-8	classes/contact hours: 03
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Learning Outcomes

At the end of this unit, students will be able to-

- describe the barriers of making corruption free and prosperous Bangladesh of
- describe the ways of making corruption free and prosperous Bangladesh

- inspire themselves to work for making corruption free and prosperous Bangladesh

Title and Sub-title

Corruption free Bangladesh: dream and reality

8. Instructional Strategies

(Learner-centered, Interactive, participatory and activity-based)

Lecture, discussion, question-answer, group work, pair work, demonstration, project, presentation, assignment, field work.

9. Assessment

- Formative: In-course exam / Mid-term exam (15 Marks) and Class test/ Class performance/presentation (05 Marks)
- Summative: Semester Final Written [Two short questions out of four ($2 \times 3 = 06$ Marks), two broad questions out of four ($2 \times 12 = 24$ Marks)] and oral tests

10. References

(Book prescribed / Books recommended)

1. Talukdar Moniruzzaman, *The Bangladesh Revolution and Its Aftermath*, Books Int. Ltd. 1998, Dhaka: Bangladesh
2. Rounaq Jahan, *Bangladesh Politics : Problems and Issues*
3. Rounaq Jahan, *Bangladesh : Promises and Performance*
4. Rounaq Jahan, *Bangladesh : Era of Sheikh Mujibur Rahman*
5. Rounaq Jahan, *Democracy and the Challenge of Development, A Study of Politics and Military Interventions in Bangladesh*
6. Hasanuzzaman Choudhury, *Awami League O BAKSAL*
7. Mahfujul Huq Chowdhury (ed.), *Thirty Years of Bangladesh Politics*
8. Ali Ahmed, *Administration of Local Self-Government in Bangladesh*
9. Harun-ur-Rashid, *Foreign Relations of Bangladesh*
10. Shahid Yusuf, *Globalization and the Challange for Developing Countries*, World Bank, DECRG, June 2001
11. M. Kabir Hassan, *Globalization and the Muslim World*
12. Emajudin Ahmed (ed.), *Foreign Policy of Bangladesh A Small States Imperative*
13. আবুল মনসুর আহমেদ, *আমার দেখা রাজনীতির পঞ্চাশ বছর*
14. বদরুদ্দীন উমর, *পূর্ব বাংলার ভাষা আন্দোলন ও তৎকালীন রাজনীতি*।
15. ড. হারুন-অর-রশিদ, *বাংলাদেশ : রাজনীতি, সরকার ও শাসনতান্ত্রিক উন্নয়ন ১৭৫৭-২০০০*, নিউএজ পাবলিকেশন্স, ঢাকা
16. আব্দুল ওয়াদুদ ভূঁইয়া, *বাংলাদেশের রাজনৈতিক উন্নয়ন*
17. আব্দুল ওয়াদুদ ভূঁইয়া, *বাংলাদেশের দলীয় ব্যবস্থা : একটি রাজনৈতিক বিশ্লেষণ*
18. মাসুদুজ্জামান ও ফেরদৌস হোসাইন, *বিশ্বায়ন: সংঘাত ও সম্ভাবনা*

19. আবদুল আউয়াল মিন্টু, *বাংলাদেশ পরিবর্তনের রেখাচিত্র*, ঢাকা: ইউনিভার্সিটি প্রেস লি:
20. অলি আহাদ, *জাতীয় রাজনীতি*, ঢাকা: খোশরোজ কিতাব মহল লিমিটেড
21. ড. মোঃ মাহবুবুর রহমান, *বাংলাদেশের ইতিহাস, ১৯৪৭-৭১*, ঢাকা: সময় প্রকাশন, ২০০৫

Course Number	:	BIS 405
Course Title	:	Principles and History of Hadith Literature <ul style="list-style-type: none"> • Part-A: Principles of Hadith Literature • Part-B: History of Hadith Literature
Total Marks	:	100
Total Credit Hours	:	4
Total Classes/ Contact hours	:	60 (Per Class 60 minutes)

Part-A : Principles of Hadith Literature

1. Course Number: BIS 405 (Part-A)

Course Title: Principles of Hadith Literature

2. Credit Hours: 2, Classes/Contact hours : 30

3. Introduction to the Course

This course focuses on al-Hadith, al-Sunnah, al-Khabar and al-Athar and differences among them, classification of al-Hadith and its Hukm, definition of Sahih and hasan Hadith, comparison between Sahih Bukhari and Sahih Muslim. The students will know the various terminologies of the Hadith such as Moudu, Mardud, Gharib, Mukhtalaf al Hadith etc.

4. Specific Objectives

To help the students to-

- define the *Hadith, Sunnah, Khabar* and *Athar*;
- distinguish among them;
- classify the *Hadith* and its definition;
- compare between the Sahih Bukhari and Sahih Muslim;
- introduce the *Sahih* and *Hasan Hadith*;
- describe the various terminologies of the *Hadith*.

5. Course Contents

- a. Definition and comparison of *Hadith*, *Sunnah*, *Khabar* and *Athar*;
- b. Classification of *Hadith* and its *hukm*;
- c. Classification of *Sahih* and *Hasan Hadith*;
- d. Comparison between *Sahih Bukhari* and *Sahih Muslim*;
- e. Classification of *Hadith* in the light of acceptability and unacceptability;
- f. Definition of some terminology of *Hadith* (*Mustalah al Hadith*) .

6-7. Unit-wise Learning Outcomes (title, sub-title and number of classes per unit)

Unit-1	classes/contact hours: 05
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Learning Outcomes

At the end of this unit, students will be able to-

- present definition *Hadith*, *Sunnah*, *Khabar* and *Athar*
- recite verses of the *Quran* and *Hadith* related to these terms
- compare among various types of *Hadith*

Title and Sub-title

Definition and comparison of *Hadith*, *Sunnah*, *Khabar* and *Athar*

Unit-2	classes/contact hours: 05
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Learning Outcomes

At the end of this unit, students will be able to-

- explain the classification of *Hadith* in the various point of view
- define *Mutawatir*, *Mashhur*, *Ahad*, *Aziz*, *Gharib*, *Marfu*, *Mawquf*, *Maqtu*
- present the *hukm* of various types of *Hadith* and their importance and significance in the *Shariah*

Title and Sub-title

Classification of *Hadith* and its *hukm*

Unit-3	classes/contact hours: 05
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Learning Outcomes

At the end of this unit, students will be able to-

- define *Hasan*, *Sahih* and *Dhayeef Hadith*

- explain the position of *Sahih* and *Hasan Hadith* in the Shariah
- compare between *Sahih* and *Hasan Hadith*

Title and Sub-title

Classification of *Sahih* and *Hasan Hadith*

Unit-4	classes/contact hours: 05
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Learning Outcomes

At the end of this unit, students will be able to-

- present the origin and development of Hadith Literature
- express the collection and compilation of Hadith literature
- explain the history of collection of *Sihah-Sitta*
- compare between *Sahih Bukhari* and *Sahih Muslim*

Title and Sub-title

Comparison between *Sahih Bukhari* and *Sahih Muslim*

Unit-5	classes/contact hours: 05
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Learning Outcomes

At the end of this unit, students will be able to-

- classify the Hadith according to acceptability and unacceptability
- differentiate between *Maqbul Hadith* and *Mardud Hadith*
- count which are *Maqbul Hadiths* and *Mardud Hadiths*

Title and Sub-title

Classification of Hadith in the light of acceptability and unacceptability.

Unit-6	classes/contact hours: 05
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Learning Outcomes

At the end of this unit, students will be able to-

- define the *Mustalah al-Hadith*
- define *Muttafaqun Alaihe*, *Jami*, *Sunan*, *Juz*, *Shahabi*, *Tabiyye*, *Tabi Tabiyye*
- explain the benefit and importance of *Mustalah al-Hadith*
- discuss the various terms of *Mustalah al-Hadith*

Title and Sub-title

Definition of some terminology of *Hadith* (*Mustalah al Hadith*)

8. Instructional Strategies

(Learner-centered, Interactive, participatory and activity-based)

Lecture, discussion, question-answer, group work, pair work, demonstration, project, presentation, assignment, field work.

9. Assessment

- Formative: In-course exam / Mid-term exam (15 Marks) and Class test/ Class performance/presentation (05 Marks)
- Summative: Semester Final Written [Two short questions out of four ($2 \times 3 = 06$ Marks), two broad questions out of four ($2 \times 12 = 24$ Marks)] and oral tests

10. References

(Book prescribed / Books recommended)

1. Ibn Hajar, *Nukhbah al-Fikar*, Rahimia Kutub Khana, Deoband, Up. India
2. Abd al-Aziz al-Khawli, *Miftah al-Sunnah*, al-Matba' al-Arabia, Egypt: 1928
3. Dr. Mahmud Al-Tahhan, *Taysiru Mustalahil Hadith*
4. Dr. Muhammad Ishaq, *India's Contribution to the Study of Hadith Literature*, The University of Dacca: 1976
5. মাওলানা আবদুর রহীম, হাদীস সংকলনের ইতিহাস, ঢাকা: বাংলা একাডেমী, ১৯৭৫
6. নূর মোহাম্মদ আজমী, হাদীছের তত্ত্ব ও ইতিহাস, ঢাকা: এমদাদিয়া লাইব্রেরী, চকবাজার, ১৯৮৬
7. মুফতী আমিমুল ইহসান, (অনু.) হাদীস সংকলনের ইতিহাস, ঢাকা: চক বাজার, ১৪১১ হি.
8. শামীম আরা চৌধুরী, হাদীস বিজ্ঞান, ঢাকা: ইসলামিক ফাউন্ডেশন বাংলাদেশ, ২০০১
9. ড. মুহাম্মদ শফিকুল্লাহ, হাদীস শাস্ত্রের ইতিবৃত্ত, রাজশাহী: আল-মাকতাবাতুশ শাফিয়া, ২০০১
10. ড. মোহাম্মদ বেলাল হোসেন, উলূমুল হাদীস
11. ড. মুহাম্মদ মাহবুবুর রহমান, আস-সিয়াহ আস-সিতাহ পরিচিতি ও পর্যালোচনা, রাজশাহী: আল মাকতাবাতুশ শাফিয়া, বিনোদপুর
12. মাওলানা মুনাওয়ারুল আলী, উসূল-এ-হাদীস, উসূল-এ-তাকসীর ও উসূল-এ-ফিকহ, ভারত: (তা.বি.) কামালুল মাতাবী

Part-B : History of Hadith Literature

1. Course Number: BIS 405 (Part-B)

Course Title: History of Hadith Literature

2. Credit Hours: 2, Classes/Contact hours : 30

3. Introduction to the Course

This course will highlight the detailed history of preserving and compiling of Hadith up to 9th century A.H. Special reference will be given to the recording of Hadith, particularly the Sahih Hadith books, biography of the compilers. Hadith literature in Indian Sub-continent also will be given emphasis. Studying by this course students will be helpful to know the history of Hadith literature.

4. Specific Objectives

To help the students to-

- a. describe the history of Hadith Literature;
- b. explain the compilation of Hadith ;
- c. distinguish the Sahih and Jal Hadith;
- d. introduce the several compilers of Hadith;
- e. express Hadith Literature in Indian Sub-Continent ;
- f. describe various schools of Muhaddithun in Indian Sub-Continent;
- g. identify Hadith Literature in Bengal;
- h. classesify Sahih and Zami books;
- i. describe life and works of famous Muhadhithun.

5. Course Contents

- a. Introduction of Hadith: Definition, Sanad and Matan, Importance of Sanad, Classesification of Hadith
- b. A detailed history of preserving and compiling of hadith up to 9th century of after Hijri.
- c. Special reference will be given to the following topics: Recording of Hadith- particularly the Sahih (authentic) Hadith Books.
- d. Biography of the following compiler: Malik Ibn Anas, Ahmad Ibn Hanbal, Bukhari, Muslim, Abu Daud, al-Tirmidhi, al-Nasai, Ibn Majah and Abu Zafar Tahawi.
- e. Hadith literature in Indian Sub-Continent. Special reference will be given to following topics: Shaykh Ahmad al-Shirhindi and his school of Muhaddithun; Shaykh Abd al-Haque al-Dihlawi and his school of Muhaddithun; Shah Wali Allah and his school of Muhaddithun;
- f. Hadith literature in Bengal.

6-7. Unit-wise Learning Outcomes (title, sub-title and number of classes per unit)

Unit-1	classes/contact hours: 03
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Learning Outcomes

At the end of this unit, students will be able to-

- describe definition of Hadith
- identify Sanad and Matan
- evaluate the importance of Sanad
- determine the classification of Hadith

Title and Sub-title

Introduction of Hadith: Definition, Sanad and Matan, Importance of Sanad, Classification of Hadith

Unit-2	classes/contact hours: 06
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Learning Outcomes

At the end of this unit, students will be able to-

- describe various steps of compilation of Hadith
- explain the preservation methods of Hadith
- identify some Hadith books
- describe four Caliphs and their contributions to preserve Hadith

Title and Sub-title

Steps of compilation of Hadith : several steps of compilation of Hadith, preservation of Hadith by writing in the period of Rasul (sm) and Sahabi, some Hadith books compiled by Sahabi, preservation of Hadith by four Caliphs.

Unit-3	classes/contact hours: 08
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Learning Outcomes

At the end of this unit, students will be able to-

- describe biography of Muhaddithun
- explain characteristics of Zami` and Sahih books
- evaluate the position of several Hadith books
- compare between Sahih Bukhari and Muslim

Title and Sub-title

Biography of Hadith compiler:

- a) Imam Malik Ibn Anas: his life, education, teachers, his book-al-Muatta, its characteristics and position as a Hadith book;
- b) Ahmad Ibn Hanbal: his life, education, teachers, his book-al-Musnad, its characteristics and position as a Hadith book, classification of Hadith according to Musnad;
- c) Imam Bukhari: his life, education, teachers, his writings, Zami` Sahih Bukhari, its characteristics and acceptance;
- d) Imam Muslim: life and works, writings-Sahih Muslim and its characteristics, comparative discussion between Sahih Bukhari and Muslim;
- e) Imam Abu Daud: his life, education, teachers, his writings-Sunan Abu Daud, its characteristics and position in the field of Hadith.

Unit-4	classes/contact hours: 07
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Learning Outcomes

At the end of this unit, students will be able to-

- describe the biography of Muhaddithun
- identify the characteristics of Zami` and Sahih books
- evaluate the position of several Hadith books
- classify Zami` and Sunan

Title and Sub-title

Biography of Hadith compiler-ii :

- a) Imam Tirmidhi: his life, education, teachers and his writings-Shamail al-Tirmidhi, Zami` al-Tirmidhi, characteristics of Zami` al-tirmidhi, position of Zami` al-Tirmidhi in the field of Sihah al-Sittah;
- b) Imam Nasai: his life, education, teachers, his school and writings, al-Sunan al-Nasai, its characteristics, Rawi and its interpretational books;
- c) Ibn Majah: his life, education, teachers, his school, writings Sunan Ibn Majah, its characteristics and interpretational books, position of Sunan Ibn Majah in the field of Sihah al-Sittah;
- d) Imam Abu Zafr Tahawi: his life, education, teachers, his school, writings, Sharhu Ma`nil Athar, its characteristics and evaluation.

Unit-5	classes/contact hours: 06
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Learning Outcomes

At the end of this unit, students will be able to-

- describe the study of Hadith in Indian Sub-Continent
- describe the life of Shaykh Ahmad al-Shirhindi and his school of Muhaddithun

- describe the life of Shaykh Abd al-Haque al-Dihlawi and his school of Muhaddithun
- describe the life of Shah Wali Allah and his school of Muhaddithun
- evaluate the Hadith Literature in Bengal

Title and Sub-title

Hadith Literature in the Indian Sub-continent and Bengal : Hadith literature in Indian Sub-continent; Special reference will be given to following topics: Shaykh Ahmad al-Shirhindi and his school of Muhaddithun; Shaykh Abd al-Haque al-Dihlawi and his school of Muhaddithun; Shah Wali Allah and his school of Muhaddithun; and Hadith literature in Bengal.

8. Instructional Strategies

(Learner-centered, Interactive, participatory and activity-based)

Lecture, discussion, question-answer, group work, pair work, demonstration, project, presentation, assignment, field work.

9. Assessment

- Formative: In-course exam / Mid-term exam (15 Marks) and Class test/ Class performance/presentation (05 Marks)
- Summative: Semester Final Written [Two short questions out of four ($2 \times 3 = 06$ Marks), two broad questions out of four ($2 \times 12 = 24$ Marks)] and oral tests

10. References

(Book prescribed / Books recommended)

1. Ibn Hajar, *Nukhbah al-Fikar*, Rahimia Kutub Khana, Deoband, Up. India
2. Abd al-Aziz al-Khawli, *Miftah al-Sunnah*, al- Matba' al-Arabia, Egypt: 1928
3. Dr. Muhammad Ishaq, *India's Contribution to the Study of Hadith Literature*, The University of Dacca: 1976
4. Dr. A.N.M. Raisuddin, *Spanish Contribution to the Study of Hadith Literature*, Royal Book Publisher, Saddar Road, Saddar, Karachi, Pakistan.
5. মাওলানা আবদুর রহীম, *হাদীস সংকলনের ইতিহাস*, ঢাকা: বাংলা একাডেমী, ১৯৭৫
6. নূর মোহাম্মদ আজমী, *হাদীসের তত্ত্ব ও ইতিহাস*, ঢাকা: এমদাদিয়া লাইব্রেরী, চকবাজার, ১৯৮৬
7. মুফতী আমিনুল ইহসান, (অনু.) *হাদীস সংকলনের ইতিহাস*, ঢাকা: চক বাজার, ১৪১১ হি.
8. শামীম আরা চৌধুরী, *হাদীস বিজ্ঞান*, ঢাকা: ইসলামিক ফাউন্ডেশন বাংলাদেশ, ২০০১
9. ড. মুহাম্মদ শফিকুল্লাহ, *হাদীস শাস্ত্রের ইতিবৃত্ত*, রাজশাহী: আল-মাকতাবাতুশ্ শাফিয়া, ২০০১
10. ড. মুহাম্মদ মাহবুবুর রহমান, *আস-সিয়াহ আস-সিন্ধাহ পরিচিতি ও পর্যালোচনা*, রাজশাহী: আল মাকতাবাতুশ্ শাফিয়া, বিনোদপুর
11. মাওলানা মুনাওয়ারুল আলী, *উসূল-এ-হাদীস উসূল-এ-তাফসীর ও উসূল-এ-ফিকহ*, ভারত: (তা.বি.) কামালুল মাতাবী

12. অধ্যাপক ড. মুহাম্মদ আব্দুর রশীদ, শায়খুল হাদীস নিয়াজ মাখদুম তুর্কিস্তানি, সবুজ মিনার প্রকাশনী, ধানমন্ডি, ঢাকা-১২০৫, জানুয়ারী-১৯৯৪

Course Number	:	BIS 406
Course Title	:	Study of Religions <ul style="list-style-type: none"> • Part-A: Study of Religions (Islam, Buddhism, Zoroastrianism) • Part-B: Study of Religions (Hinduism, Judaism, Christianity)
Total Marks	:	100
Total Credit Hours	:	4
Total Classes/ Contact hours	:	60 (Per Class 60 minutes)

Part-A : Study of Religions (Islam, Buddhism, Zoroastrianism)

1. Course Number: BIS 406 (Part-A)

Course Title: Study of Religions (Islam, Buddhism, Zoroastrianism)

2. Credit Hours: 2, Classes/Contact hours: 30

3. Introduction to the Course

This is a theological course compulsory for all students. This course is divided into two parts. Part-A: Islam, Buddhism & Zoroastrianism and Part-B: Hinduism, Judaism and Christianity. The course (Part-A) is designed to familiarise the students with the history, main tenets and main teachings of the religions specially Islam, Buddhism and Zoroastrianism

4. Specific Objectives

To help the students to-

- know the concept of religion;
- help the students to know the definition of religion;
- help the students to know the history of the religions;
- know the learners the real concept of religion and reality;
- acquaint the learners the main teachings of religions ;
- explain the role of religions to establish world peace, co-existence and security;

- g. evaluate the role of religions to develop humanity, culture and civilization.

5. Course Contents

- a. Religion and misconception home and abroad. Introduction of Dharma, Religion and Deen, the way of accepting Islam, the concept of Ibadah, Islam and misconception;
- b. Iman: its nature, importance, the role of Iman in Muslim life. Salat: its application to make good citizen and ideal society. Zakat : its role to make a poverty free and prosperous society. Sawm : its role to build moral character. Hajj: its role to strengthen Muslims unity and humanity. Five pillars of Islam: an analysis in the global perspective;
- c. Islam and Personal Life. Islam and Social Life;
- d. Economic systems in Islam. Political systems in Islam. Religious thoughts in Islam. Cultural life in Islam;
- e. Islam and administration: perspective good governance. Islam and development: Perspective Human Resource Development. Islam and globalization;
- f. Islam as a complete code of life;
- g. Biography of Gautama Buddha. Origin and development of Buddhism India and outside of India. Basic features of Buddhism;
- h. Concept of God and Rebirth in Buddhism Four noble truths (Arya, Satyani), Eightfold discipline (Astangika Marga);
- i. Main teachings of Buddhism Philosophy of Nirvana in Buddhism;
- j. Biography of Zoroaster. Origin and development of Zoroastrianism Basic features of Zoroastrianism Main teachings of Zoroastrianism Discussion and review.

6-7. Unit-wise Learning Outcomes (title, sub-title and number of classes per unit)

Unit-1	classes/contact hours: 04
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Learning Outcomes

At the end of this unit, students will be able to-

- describe a brief conception about religion
- know the right and wrong application of religion
- describe the introduction of Dharma, Religion and Deen
- explain the way of accepting Islam
- explain the concept of Ibadah
- evaluate the misconception about Islam
- inspire themselves to follow Islam and contribute to preaching it
- explain the role of Islam to establish universal peace, security and humanity

Title and Sub-title

Religion and misconception, home and abroad. Introduction of Dharma, Religion and Deen, the way of accepting Islam, the concept of Ibadah, Islam and misconception.

Unit-2	classes/contact hours: 06
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Learning Outcomes

At the end of this unit, students will be able to-

- describe the nature of Iman
- describe the importance and the role of Iman in Muslim life
- explain the role of Iman to build a strong personality
- inspire themselves to acquire real qualities of a Mumin
- learn the method of performing Salat and its importance
- know the physical and moral benefit of Salat
- explain the role of Salat to make good citizen
- evaluate the role of Salat to establish an ideal society
- evaluate the role of Salat to establish a well discipline society
- explain the importance of Salat in Muslim life
- explain the role of zakat to make a poverty free and prosperous society
- explain the role of zakat to establish a discrimination free society
- realize the importance of zakat to strengthen the economy of the State
- describe the importance and dignity of Sawm
- explain the role of Sawm to build moral character
- explain the teachings of Sawm to build a moral and human society
- evaluate the teachings of Sawm to understand the equality of Islam in human society
- inspire themselves to practice the teaching of Sawm in their life
- explain the role of Hajj to strengthen Muslim unity and harmony
- explain personal, religious, economic, social, national and global significance of Hajj
- explain the history of Qurbani
- inspire to know the sacrifice of Ibrahim (A) for the pleasure of Allah
- inspire themselves to follow the Sunnah of Ibrahim (A) the father of the Muslim nation
- inspire themselves the teaching of Hajj and to sacrifice all things for the satisfaction of Allah the Almighty
- evaluate the role of the five pillars of Islam to make a well discipline, developed, peaceful and ideal society

Title and Sub-title

Iman: its nature, importance, the role of Iman in Muslim life

Salat: its application to make good citizen and ideal society

Zakat : its role to make a poverty free and prosperous society

Sawm: its role to build moral character

Hajj: its role to strengthen Muslims unity and humanity
Five pillars of Islam: an analysis in the global perspective

Unit-3	classes/contact hours: 03
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Learning Outcomes

At the end of this unit, students will be able to-

- describe the personal life style of Islam
- explain the teachings of Islam to develop personal career
- describe the individual rights and duties in our life.
- inspire themselves to follow the personal rules of Islam in their life
- inspire themselves to perform Haquq-al-ibad and Haquq
- describe the social life of Islam.
- describe the social rights and duties in our life.
- explain the teachings of Islam to establish social peace, security and harmony.
- explain the teachings of Islam to establish an ideal society.
- inspire themselves to follow the social rules of Islam in their life
- inspire themselves to contribute for making an ideal society

Title and Sub-title

Islam and Personal Life, Islam and Social Life

Unit-4	classes/contact hours: 04
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Learning Outcomes

At the end of this unit, students will be able to-

- describe the economic structure of an Islamic state
- explain the heads of Income and expenditure of an Islamic State
- explain the role of Zakat to build a poverty free and prosperous society
- explain the economic right and duties for people in a Muslim state
- inspire themselves to contribute for making economic discrimination free society
- describe the structure of an Islamic State
- explain the principles of an Islamic State
- explain the Islamic ways for human co-operation and co-existence in the society
- explain the indications of Islam to strong national unity and peace
- explain the teachings of Islam to perform political rights of Muslim and non-Muslim people
- explain the ways of religious co-operation and co-existence in an Islamic society or state
- describe the religious rights and duties of Islam
- explain the religious liberality of Islam
- inspire themselves to contribute religious co-existence in the society

- explain the cultural elements and structure of Islam
- evaluate the Islamic thoughts about economics, politics, religion and culture

Title and Sub-title

Economic systems in Islam

Political systems in Islam

Religious thoughts in Islam

Cultural life in Islam

Unit-5	classes/contact hours: 03
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Learning Outcomes

At the end of this unit, students will be able to-

- know the glorious administration of the great Prophet Muhammad (sm) and his Khulafa-al-rashidun
- describe the administrative system of Islam
- explain the concept and structure of good governance of an Islamic state
- explain the administrative honesty, expertness, impartiality and liberality of Islam.
- evaluate the popular and developing administrative attitude of Islam.
- describe the concept of development in Islam
- explain the individual and social development attitude of Islam.
- describe the elements of human resource development in Islam.
- explain the role of Islam to human resource development.
- explain the concept of globalization in Islam
- inspire themselves to contribute for establishing good governance

Title and Sub-title

Islam and administration: perspective good governance

Islam and development : perspective human resource development

Islam and globalization

Unit-6	classes/contact hours: 02
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Learning Outcomes

At the end of this unit, students will be able to-

- describe the role of Islam about personal, family, social, economic, political, religious, cultural, national, international affairs and perspectives of human beings.
- evaluate Islam as a balanced code of conduct of human beings.
- evaluate the role of Islam as a complete code of life

- evaluate the role of Islam to make happy, prosperous, peaceful, secured and all kinds of discrimination free world.

Title and Sub-title

Islam as a complete code of life

Unit-7	classes/contact hours: 05
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Learning Outcomes

At the end of this unit, students will be able to-

- describe the biography of Gautama Buddha.
- explain the concept of God in Buddhism
- explain the concept of Rebirth in Buddhism
- present a short introduction of Tripitak
- explain Four noble truths (Arya, Satyani)
- explain Eightfold discipline (Astangika Marga)
- explain Main teachings of Buddhism
- explain Philosophy of Nirvana in Buddhism

Title and Sub-title

Biography of Gautama Buddha

Origin and development of Buddhism India and outside of India

The basic features of Buddhism

The concept of God in Buddhism

The concept of Rebirth in Buddhism

Four noble truths (Arya, Satyani)

Eightfold discipline (Astangika Marga)

Main teachings of Buddhism

Philosophy of Nirvana in Buddhism

Biography of Gautama Buddha

Origin and development of Buddhism India and outside of India

Explain the basic features of Buddhism

Four noble truths (Arya, Satyani)

Eightfold discipline (Astangika Marga)

Main teachings of Buddhism

Philosophy of Nirvana in Buddhism

Unit-8	classes/contact hours: 04
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Learning Outcomes

At the end of this unit, students will be able to-

- describe the biography of Zoroaster

- describe the Origin and development of Zoroastrianism
- describe the basic features of Zoroastrianism
- explain the main teachings of Zoroastrianism
- evaluate the Course summary

Title and Sub-title

Biography of Zoroaster

Origin and development of Zoroastrianism

Basic features of Zoroastrianism

Main teachings of Zoroastrianism

Course discussion and review

8. Instructional Strategies

(Learner-centered, Interactive, participatory and activity-based)

Lecture, discussion, question-answer, group work, pair work, demonstration, project, presentation, assignment, field work.

9. Assessment

- Formative: In-course exam / Mid-term exam (15 Marks) and Class test/ Class performance/presentation (05 Marks)
- Summative: Semester Final Written [Two short questions out of four ($2 \times 3 = 06$ Marks), two broad questions out of four ($2 \times 12 = 24$ Marks)] and oral tests

10. References

(Book prescribed / Books recommended)

1. Jurji, *Greart Religions*
2. Oxtoby, W.G, *World Religion*, New York: Oxford University Press, 1996
3. Arnold, *The preaching of Islam*.
4. Barkatulla, *Manusher Dharma*.
5. John B Noss, *Man's Religions*, part II-IV, New York, Macmillan Publishing, 1980
6. Hicking, *Living Religions of the World*
7. Charles J. Adams, *The Great Religions*
8. Lakhmi Narasu P., *What is Buddhism?*
9. Rashid Ahmad, *Tarikh-i-Madhahib*
10. Boyce. M, *Zoroastrians*, London & New York: Routledge & Kegan paul Ltd. 2001
11. Kedar Nath Tiwari, *Comparative Religion*, Delhi: Motilal Banarsidass Publishers Ltd. 1997
12. Jacob Neusner, *Judaism & Islam in Practice*, Routledge, London & New York: 2000
13. Muhammad Qutub, *Islam the Misunderstand Religion*

14. Dr. Md. Masud Alam, Some fundamentals of Islam in Relation to Those of Zoroastrianism, *The CDR Journal*, Vol-1, Number-2, December-2006, Dhaka University
15. মাযহার উদ্দীন সিদ্দিকী, *ইসলাম ও অন্যান্য ধর্ম*, ইসলামিক ফাউন্ডেশন, ঢাকা
16. ড. মোহাম্মদ বেলাল হোসেন, *বিশ্বধর্ম পরিচিতি ও পর্যালোচনা*
17. ড. মোঃ শাজাহান কবির, *বিশ্বের ধর্ম পরিচিতি*, ঢাকা: ইসলামপুর, দিক দিগন্ত ২০০৯
18. সম্পাদনা পরিষদ, *দৈনন্দিন জীবনে ইসলাম*, ঢাকা: ইসলামিক ফাউন্ডেশন বাংলাদেশ, ২০০০
19. ড. মনিকুম্ভলা হালদার দে, *বৌদ্ধ ধর্মের ইতিহাস*, কলকাতা: মহাবোধি বুক এজেন্সী, ১৯৯৬

Part-B : Study of Religions (Hinduism, Judaism, Christianity)

1. Course Number: BIS 406 (Part-B)

Course Title: Study of Religions (Hinduism, Judaism, Christianity)

2. Credit Hours: 2, Classes/Contact hours : 30

3. Introduction to the Course

The purpose of this course is to enable students to understand the nature, scope, origin and development of religion. The course also envisages the study of history and main tenets and comparative study of the following religion: Hinduism, Judaism and Christianity.

4. Specific Objectives

To help the students to-

- a. describe the definition of religion;
- b. describe the Hinduism and its main tenets and teachings;
- c. describe the Judaism and its main tenets and teachings;
- d. describe the Christianity and its main tenets and teachings.

5. Course Contents

- a. Definition of Religion. The origin and development of Religion;
- b. Hinduism, its origin and development, basic features of Hinduism, its Gods and Scriptures, cast system in Hinduism, doctrine of rebirth, Hindu ethics, ways of prayer and rituals and main teachings of Hinduism;
- c. Judaism, its origin and development, basic features of Judaism, Judaism and its prophet Hazrat Musa (A.), the Scriptures of Judaism : Tawrat, Talmud and Protocol. Judaic ethics and prayer, principal sects of Judaism, main faiths of Judaism and main teachings of Judaism;
- d. Christianity, its origin and development, basic features of Christianity, Christianity and its prophet Hazrat Isa (A.), the Scripture of Christianity, Christian ethics and prayer, principal sects of Christianity, main faiths and main teachings of Christianity, Special reference will be given to Trinity.

6-7. Unit-wise Learning Outcomes (title, sub-title and number of classes per unit)

Unit-1	classes/contact hours: 02
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Learning Outcomes

At the end of this unit, students will be able to-

- describe the definition of religion
- describe the origin and developments of religion
- explain the concept of religion

Title and Sub-title

Definition of Religion, its origin and development

Unit-2	classes/contact hours: 10
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Learning Outcomes

At the end of this unit, students will be able to-

- describe the definition of Hinduism
- describe the origin and development of Hinduism
- express the Hindu attitude towards cast system
- describe the basic features of Hinduism
- describe Hindu Gods and Scriptures
- determine the influence of re-birth in Hinduism
- express the ways of prayer, rituals and main teachings of Hinduism

Title and Sub-title

Hinduism, its origin and development, basic features of Hinduism, its Gods and Scriptures, cast system in Hinduism, doctrine of re-birth, Hindu etihics, ways of prayer, rituals and main teachings of Hinduism

Unit-3	classes/contact hours: 09
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Learning Outcomes

At the end of this unit, students will be able to-

- describe the definition of Judaism
- describe the origin and development of Judaism
- describe the basic features of Judaism
- describe the Scriptures of Judaism
- express the ways of prayer, rituals

- explain the main teachings of Judaism
- describe biography of Hazrat Musa (A.)
- explain the main faiths of Judaism
- describe the causes of blessings and punishment of Allah to Jews people

Title and Sub-title

Judaism, its origin and development, basic features of Judaism, Judaism and its prophet Hazrat Musa (A.), the Scriptures of Judaism: Tawrat, Talmud and Protocol. Judaic ethics and prayer, principal sects of Judaism, main faiths of Judaism and main teachings of Judaism

Unit-4	classes/contact hours: 09
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Learning Outcomes

At the end of this unit, students will be able to-

- describe the definition of Christianity
- describe the origin and development of Christianity
- describe the biography of Hazrat Isa (A.)
- explain the main teachings of Christianity
- describe the basic features of Christianity
- describe the Scripture of Christianity
- express the ways of prayer, rituals and main teachings of Christianity
- explain the trinity the main faith of Christianity

Title and Sub-title

Christianity, its origin and development, basic features of Christianity, Christianity and its prophet Hazrat Isa(A.), Scripture of Christianity, Christian ethics and prayer, principal sects of Christianity, main faiths and main teachings of Christianity, Special reference will be given to Trinity.

8. Instructional Strategies

(Learner-centered, Interactive, participatory and activity-based)

Lecture, discussion, question-answer, group work, pair work, demonstration, project, presentation, assignment, field work.

9. Assessment

- Formative: In-course exam / Mid-term exam (15 Marks) and Class test/ Class performance/presentation (05 Marks)
- Summative: Semester Final Written [Two short questions out of four ($2 \times 3 = 06$ Marks), two broad questions out of four ($2 \times 12 = 24$ Marks)] and oral tests

10. References

(Book prescribed / Books recommended)

1. Jurji, *Greart Religions*
2. Seetman, J. Windrawo, *Islam and Christianity*
3. Heschel Abraham J., *Between God and Man* (an interpretation Judaism)
4. Hutson SMith, *The Religions of Man*
5. Allport G.W., *The Individual and his Religion*
6. Wallace, Anthony, F.C., *Religion*
7. Tagore, R., *Religion of Man*
8. Charles J. Adams, *The Great Religions*
9. Marice Bucaile, *The Bible, The Quran and Science*
10. Rashid Ahmad, *Tarikh-i-Madhahib*
11. Kedar Nath Tiwari, *Comparative Religion*, Delhi: Motilal Banarsidass Publishers Ltd. 1997
12. প্রমোদ বসু সেনগুপ্ত, *ধর্ম দর্শন*, কোলকাতা: ব্যানার্জী পাবলিসার্স
13. কল্যান চন্দ্র গুপ্ত ও অমিতাভ বন্দোপাধ্যায়, *ধর্ম দর্শন*, কোলকাতা: পশ্চিমবঙ্গ রাজ্য পুস্তক পর্ষদ
14. আবদুল খালেক, *ইহুদী চক্রান্ত*, ঢাকা: আধুনিক প্রকাশনী, ২০০৪
15. ড. আবুল কালাম পাটোয়ারী, *ইহুদী জাতির অতীত বর্তমান ও ভবিষ্যৎ*, ইসলামী বিশ্ববিদ্যালয়, কুষ্টিয়া, ২০০২

Course Number	:	BIS 407
Course Title	:	Principles and History of Islamic Jurisprudence <ul style="list-style-type: none"> • Part-A: Principles of Islamic Jurisprudence • Part-B: History of Islamic Jurisprudence
Total Marks	:	100
Total Credit Hours	:	4
Total Classes/ Contact hours	:	60 (Per Class 60 minutes)

Part-A : Principles of Islamic Jurisprudence

1. Course Number: 407 (Part-A)

Course Title: Principles of Islamic Jurisprudence

2. Credit Hours: 2, Classes/Contact hours : 30

3. Introduction to the Course

This course will cover a discussion of Islamic legal foundation, namely al-Qur'an, al-Sunnah, al-Ijma, al-qiyass, Ijtihad, Istihsan, Istidlal, Istislah, Urf, etc. This course will also cover a discussion of important concepts and principles of Usul-al-Fiqh, such as methods of extracting the rules (Istinbat al-Ahkam) from the text (al-`Aam, al-Khas, al-Amar, al-Nahi, al-Mujmal, al-Haqiqah, al-Majaz, Zahir, Nass, Mufassar, Muhkam, Kkafi, Muskil, Mujmal Mutashabih), the objectives of Shariah (Maqasid al-Shariah) and conflict of evidence and methods of resolving them. This course is also designed to train the students to use and be familiar with the early text of Usul al-Fiqh. The application of Usul-al-Fiqh in contemporary society will also be discussed.

4. Specific Objectives

To help the students to-

- inform about the Principal sources of Shariah;
- give idea about al-Quran, the Principal source of Islamic Shariah;

- c. inform about the Sunnah as a source of Islamic Shariah and its importance in Islamic Shariah;
- d. give idea about the Ijma as a source of Islamic Shariah and its importance in Islamic Shariah;
- e. identify the status of Qiyass and its importance in Islamic Shariah;
- f. give idea about other sources of Islamic Shariah and its importance in Islamic Shariah;
- g. introduce the objectives of Shariah (Maqasid al-Shariah) and conflict of evidence and methods of resolving them;
- h. train the students to use and be familiar with the early text of Usul al-Fiqh.

5. Course Contents

- a. Study of Islamic legal foundation: (Principle source of Shariah) al-Qur'an : al'Aam, al-Khas, Mustarak, Muyawal, al-Amar, al-Nahi, al-Haqiqah, al-Majaz, Zahir, Nass, Mufassar, Muhkam, Khafi, Muskil, Mujmal Mutashabih, Hakikat, Majaj, Sorih, Kinayah etc.;
- b. Al-Sunnah: Definition and classification of Sunnah, Sunnah as a source of Islamic Shariah and its relation with the Holy Qur'an, its importance and status in Shariah;
- c. al-Ijma : (Consensus of Opinion) : Essential requirements, Proof (Hujjiyat), Types and scope of Ijma, Ijma as a source of Islamic Shariah;
- d. al-Qiyass (Analogical Deduction) : Essential requirements, Proof (hujjiyat), Types and scope of Qiyass. Qiyass as a source of Islamic Shariah;
- e. Other sources of Shariah : (A) Istihsan (B) Istidlal (C) Istislah (D) Urf etc. ;
- f. Ijtihad: objectives, scope and condition of Ijtihad;
- g. The objectives of Shariah (Maqasid al-Shariah) and conflict of evidences and methods of resolving them.

6-7. Unit-wise Learning Outcomes (title, sub-title and number of classes per unit)

Unit-1	classes/contact hours: 08
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Learning Outcomes

At the end of this unit, students will be able to-

- describe legal foundations of Islamic shariah
- explain the Holy Qur'an as a main source of Islamic shariah
- express in details al-am, al-Khas, Mustarak and Muyawal
- compare between al-Haqiqah and al-Majaz; Zahir and Nass

- clarify the differences of Sorih and Kinayah

Title and Sub-title

Al-Qur'an : Introduction to al-Kitab (the Holy Quran), al-`Aam, al-Khas, Mustarak, Muyawal, al-Amar, al-Nahi, al-Haqiqah, al-Majaz, Zahir, Nass, Mufassar, Muhkam, Khafi, Muskil, Mujmal Mutashabih, Hakikat, Majaj, Sorih, Kinayah etc.

Unit-2	classes/contact hours: 04
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Learning Outcomes

At the end of this unit, students will be able to-

- describe the introduction of al-Sunnah
- evaluate the importance of al-Sunnah in Islamic Shariah
- describe the classification of al-Sunnah
- explain the relations of Sunnah with al-Quran
- evaluate the status of al-Sunnah in Islamic Shariah

Title and Sub-title

Al-Sunnah: Definition and classification of Sunnah, Sunnah as a source of Islamic Shariah and its relation with the Holy Qur'an, its importance and status in Shariah.

Unit-3	classes/contact hours: 03
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Learning Outcomes

At the end of this unit, students will be able to-

- describe the introduction of *Ijma*
- evaluate the importance of *Ijma* in Islamic Shariah
- describe the essential requirements of *Ijma*
- evaluate the status of *Ijma* in Islamic Shariah
- explain the evidence of *Ijma* as a source of Shariah

Title and Sub-title

Ijma (Consensus of Opinion) : Definition, Essential requirements, Proof (hujjiyat), Types and Scope of Ijma. Ijma as a source of Islamic Shariah.

Unit-4	classes/contact hours: 03
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Learning Outcomes

At the end of this unit, students will be able to-

- describe the introduction of *Qiyass*.
- evaluate the importance of *Qiyass* in Islamic Shariah.

- describe the essential requirements of *Qiyass*
- evaluate the status of *Qiyass* in Islamic Shariah
- explain the evidence of *Qiyass* as a source of Shariah

Title and Sub-title

Qiyass (Analogical Deduction) : Definition, Essential requirements, Proof (hujjiyat), Types and Scope of Qiyass. Qiyass as a source of Islamic Shariah.

Unit-5	classes/contact hours: 08
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Learning Outcomes

At the end of this unit, students will be able to-

- introduce *Istihsan* in details
- clarify the evidence of *Istihsan* as a source of Shariah
- describe the essential requirements of *Istihsan*
- explain the importance and necessity of *Istihsan*
- introduce *Istidlal* in details
- clarify the evidence of *Istidlal* as a source of Shariah
- explain the importance and necessity of *Istidlal*
- introduce *Istislah* in details
- describe the evidence of *Istislah* as a source of Shariah
- explain the importance of *Istislah* in Islamic Society
- introduce *Urf* in details
- clarify the evidence of *Urf* as a source of Shariah
- explain the importance of *Urf* in Islamic Society

Title and Sub-title

Study of Islamic legal foundation: Other sources of Shariah
(A) Istihsan (B) Istidlal (C) Istislah (D) Urf etc.

Unit-6	classes/contact hours: 02
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Learning Outcomes

At the end of this unit, students will be able to-

- introduce *Ijtihad* in details.
- describe the essential requirements of *Ijtihad*.
- explain the importance and necessity of *Ijtihad* in Islamic Shariah.

Title and Sub-title

Ijtihad: definition, objectives, scope and condition of *Ijtihad*.

Unit-7	classes/contact hours: 02
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Learning Outcomes

At the end of this unit, students will be able to-

- describe the objectives of Shariah
- clarify the reasons of conflict of evidences in Islamic Shariah
- explain the methods of resolving conflict of evidences

Title and Sub-title

The objectives of Shariah (Maqasid al-Shariah) and conflict of evidences and methods of resolving them

8. Instructional Strategies

(Learner-centered, Interactive, participatory and activity-based)

Lecture, discussion, question-answer, group work, pair work, demonstration, project, presentation, assignment, field work.

9. Assessment

- Formative: In-course exam / Mid-term exam (15 Marks) and Class test/ Class performance/presentation (05 Marks)
- Summative: Semester Final Written [Two short questions out of four ($2 \times 3 = 06$ Marks), two broad questions out of four ($2 \times 12 = 24$ Marks)] and oral tests

10. References

Book prescribed :

- Mullah Ahmad Jiwun, *Nurul Anwar*

Books recommended :

1. Imam Fakhrul Islam Ali bin Muhammad al-Bajdawi, *Usual Al-Bajdawi*
2. Nizam al-Din al-Shashi, *Ususl al-Shashi*
3. Mufti Amimul Ihsan, *Tarikh-e-Ilm-e-Fiqh*
4. Shah Waliullah Dehlawi, *Al-Insaf fi Baiani Asbabil Ikhtilaf*
5. Shamsul Ayemma Sharakhshi, *Usul al-Sharakhshi*
6. অধ্যাপক ড. মুহাম্মদ আব্দুর রশীদ ও ড. মোঃ ইব্রাহীম খলীল, *ফিকহ শাফের মূলনীতি ও ইতিহাস*, মেরিট ফেয়ার, ১২, বাংলাবাজার, ঢাকা: জানুয়ারি-২০১৬
7. মাওলানা মুহাম্মদ তাকী আমিনী, *ইসলামী ফিকহের ঐতিহাসিক পটভূমি*, বাংলাদেশ ইসলামিক ল' রিসার্চ এন্ড লিগ্যাল এইড সেন্টার, ঢাকা
8. অধ্যাপক ড. মোঃ সাইদুল হক ও ড. মোঃ আতীকুর রহমান, *‘ইসলামী আইন ও আইন বিজ্ঞান’ ইসলামি ফাউন্ডেশন বাংলাদেশ*, ঢাকা-২০১১

Part-B : History of Islamic Jurisprudence

1. Course Number: BIS 407 (Part-B)

Course Title: History of Islamic Jurisprudence

2. Credit Hours: 2, Classes/Contact hours : 30

3. Introduction to the Course

This is a compulsory course for all the students of the program. This course is designed to assist the students to earn knowledge and to have clear concept about Islamic Jurisprudence (al-Fiqh), its importance, necessity and development of al-Fiqh in the period of the Prophet (sm), his Sahabah (R.), Tabiun and Tabi Tabiun, Emergence of various schools of al-Fiqh and reasons for al-Ikhtilaf.

4. Specific Objectives

To help the students to-

- a. give a concept about the origin and development of Islamic Jurisprudence (al-Fiqh);
- b. introduce importance and necessity of al-Fiqh in the light of the Quran and Sunnah;
- c. have an idea of the development of al-Fiqh in the periods of the Prophet (sm), his Sahabah (R.), Tabiun and Tabi Tabiun;
- d. introduce students the various schools of al-Fiqh;
- e. explain the reasons for al-Ikhtilaf.

5. Course Content

- a. Meaning of al-Fiqh, importance and necessity of al-Fiqh, origin and development of al-Fiqh;
- b. Development of Fiqh in the periods of Prophet (sm) ;
- c. Development of al-Fiqh in the periods of the Sahabah (R.);
- d. Development of al-Fiqh in the periods of Tabiun and Tabi Tabiun;
- e. The emergence of various schools of al-Fiqh;
- f. Taqlid in the light of the Quran and Sunnah;
- g. Biography of the founders of the schools of Fiqh;
- h. The reasons of al-Ikhtilaf (differences of opinion);
- i. Comparative study of al-Fiqh.

6-7. Unit-wise Learning Outcomes (title, sub-title and number of classes per unit)

Unit-1	classes/contact hours: 05
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Learning Outcomes

At the end of this unit, students will be able to-

- define al-Fiqh
- describe the origin and development of al-Fiqh
- explain the meaning of al-Fiqh
- evaluate the importance and necessity of al-Fiqh in the light of the Quran and Sunnah

Title and Sub-title

Meaning of al-Fiqh, importance and necessity of al-Fiqh, origin and development of al-Fiqh

Unit-2	classes/contact hours: 03
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Learning Outcomes

At the end of this unit, students will be able to-

- explain the development of Fiqh in the periods of Prophet (sm)

Title and Sub-title

Development of al-Fiqh in the period of Prophet (sm)

Unit-3	classes/contact hours: 05
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Learning Outcomes

At the end of this unit, students will be able to-

- describe the development of al-Fiqh in the period of Sahabah (R.) of the Prophet (sm)
- explain the characteristics of this age

Title and Sub-title

Development of al-Fiqh in the periods of the Sahabah (R.)

Unit-4	classes/contact hours: 03
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Learning Outcomes

At the end of this unit, students will be able to-

- compare the development through different ages
- describe the development of al-Fiqh in the periods of Tabiun and Tabi Tabiun

Title and Sub-title

Development of al-Fiqh in the periods of Tabiun and Tabi Tabiun

Unit-5	classes/contact hours: 02
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Learning Outcomes

At the end of this unit, students will be able to-

- explain necessity of the emergence of various schools of al-Fiqh
- describe the emergence of various schools of al-Fiqh

Title and Sub-title

The emergence of various schools of al-Fiqh

Unit-6	classes/contact hours: 03
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Learning Outcomes

At the end of this unit, students will be able to-

- explain the meaning of taqlid
- describe the evidences of taqlid from the Quran and Sunnah

Title and Sub-title

Taqlid in the light of the Quran and Sunnah.

Unit-7	classes/contact hours: 05
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Learning Outcomes

At the end of this unit, students will be able to-

- explain the biography of the Imams
- describe principles and methods of each school

Title and Sub-title

Biography of the founders of the schools of al-Fiqh

Unit-8	classes/contact hours: 02
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Learning Outcomes

At the end of this unit, students will be able to-

- explain the reasons of al-Ikhtilaf (differences of opinion)
- investigate the reasons of al-Ikhtilaf (differences of opinion)

Title and Sub-title

The reasons of al-Ikhtilaf (differences of opinion)

Unit-9	classes/contact hours: 02
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Learning Outcomes

At the end of this unit, students will be able to-

- compare among four schools of Islamic Shariah

Title and Sub-title

Comparative study of al-Fiqh

8. Instructional Strategies

(Learner-centered, Interactive, participatory and activity-based)

Lecture, discussion, question-answer, group work, pair work, demonstration, project, presentation, assignment, field work.

9. Assessment

- Formative: In-course exam / Mid-term exam (15 Marks) and Class test/ Class performance/presentation (05 Marks)
- Summative: Semester Final Written [Two short questions out of four ($2 \times 3 = 06$ Marks), two broad questions out of four ($2 \times 12 = 24$ Marks)] and oral tests

10. References

(Book prescribed / Books recommended)

1. Mullah Ahmad Jiwan, *Nurul Anwar*, Delhi: Kutubkhana Rashidia.
2. Al-Imam Fakhrul Islam Ali bin Muhammadd al-Bajdawī, *Usual Al-Bajdawī*, Karachi
3. Shah Waliullah Dehlawi, *Al-Insaf Fi Bai'ani Asbabil Ikhtilaf*,
4. Taha Zabir al-Wani, *Source Methodology in Islamic Jurisprudence*,
5. Hashem Kamali, *Principles of Islamic Jurisprudence*,
6. Dr. Mustafa Husni Assubaie, *Islami Shariah O Sunnah*, Dhaka: Islamic Foundation Bangladesh

7. Ahmad Amin, *Fajr al-Islam*
8. Ahmad Amin, *Duha al-Islam*
9. Nizam al-Din al-Shashi, *Usual al-Shashi*, Karachi
10. Mufti Amimul Ihsan, *Tarikh-e- Ilm-e-Fiqh*
11. Al-Khadra Bek, *Tarikh al-Tashri al-Islami*
12. Mohammad Hamedullah, *The Schools of Islamic Jurisprudence*,
13. আবু সাঈদ মুহাম্মদ আব্দুল্লাহ, *ফিকহ শাফের ক্রমবিকাশ*, ঢাকা: ইসলামিক ফাউন্ডেশন বাংলাদেশ
14. লেখকমণ্ডলী, *ফিকহে হানাফীর ইতিহাস ও দর্শন*, ঢাকা: ইসলামিক ফাউন্ডেশন বাংলাদেশ, ২০০৪
15. ড. মুস্তাফা হুসনী আস-সুবায়ী, *ইসলামী শরীআহ ও সুন্নাহ*, (অনূ. এ. এম. এম. সিরাজুল ইসলাম) ঢাকা: ইসলামিক ফাউন্ডেশন বাংলাদেশ, ২০০৪
16. জাস্টিস তাকী উসমানী *তাকলীদ কি শরয়ী হাইছিয়াত*, (অনূ. আবু তাহের মিসবাহ, মাযহাব কি ও কেন?)
17. অধ্যাপক ড. মুহাম্মদ আব্দুর রশীদ ও ড. মো: ইব্রাহীম খলীল, *ফিকহ শাফের মূলনীতি ও ইতিহাস*, মেরিট ফেয়ার, বাংলাবাজার, ঢাকা: জানুয়ারি-২০১৬

Course Number	:	BIS 408 (A)
Course Title	:	History of Islam <ul style="list-style-type: none"> • Part-A: History of Islam (Umayyad and Abbasid Period) • Part-B: History of Islam (Fatimids and Uthmania Period)
Total Marks	:	100
Total Credit Hours	:	4
Total Classes/ Contact hours	:	60 (Per Class 60 minutes)

Part-A : History of Islam (Umayyad and Abbasid Period)

1. Course Number: BIS 408 (A) (Part-A)

Course Title: History of Islam (Umayyad and Abbasid Period)

2. Credit Hours: 2, Classes/Contact hours : 30

3. Introduction to the Course

This course will cover the rule of Umayyad and Abbasid period. The geographical location, political systems, cultural and economic conditions of their periods: major institutions established and run by them such as system of government, civil administration, education, economic, judiciary and security system etc.

4. Specific Objectives

To help the students to-

- introduce Umayyad and Abbasid period;
- analyze the social, cultural, political, geographical, economical, historical and governmental affairs of these periods;
- explain the history of these periods;
- explain the position of Muslims in that time;
- analyze the importance of Muslim rules;
- explain the superiority of Muslim rules;
- describe the major doctrines of Umayyad and Abbasid period;
- explain Islamic solution of the contemporary social and political crisis;

- i. compare the modern period with Umayyad and Abbasid period;
- j. describe characteristics of Umayyad and Abbasid rules and administration.

5. Course Contents

- a. Umayyad period: Identification, background, origin and development of Umayyad rule, tenure, nature, name of rulers, their society, politics, administration, clash with opponents, victories, characteristics of Umayyad rule, Umayyad rules and contemporary challenges of the world, similarities and dissimilarities with Abbasid period. The establishment of the dynasty, Amir Mu'awiyah (R) and his administrative policy, Yazid and the tragedy of Karbala, Abddul Malik and his administrative reforms, Walid and his conquests, Umar Ibn Abdul Aziz and his administrative policy, Marwan II and the downfall of the Umayyad dynasty;
- b. Abbasid period: Identification, background, origin and development of Abbasid rule, tenure, nature, name of rulers, their society, politics, administration, clash with opponents, victories, characteristics of Abbasid rule, Abbasid rules and contemporary challenges of the world. The establishment of the dynasty, As-Saffah, Al-Mansur, Harunur-Rashid, Al-Mamun, their successors, Malik al-Tawaif, the literary, cultural and scientific activities under the Abbasids, the Mongol invasion and downfall of the dynasty.

6-7. Unit-wise Learning Outcomes (title, sub-title and number of classes per unit)

Unit-1	classes/contact hours: 15
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Learning Outcomes

At the end of this unit, students will be able to-

- introduce Umayyad period.
- analyze the social, cultural, political, geographical, economical, historical and governmental affairs of Umayyad periods.
- explain the history of Umayyad periods.
- explain the position of Umayyad in that time.
- analyze the importance and superiority of Umayyad rules.
- describe the major doctrines of Umayyad period.
- explain Islamic solution of the contemporary social and political crisis.
- compare the modern period with Umayyad period.
- describe characteristics of Umayyad rules and administration.
- introduce the contemporary Muslim world.
- describe the nature of Umayyad period.
- express the resource of Umayyad regime.

- analyze the nature of wealth of Umayyad world.
- evaluate geo-political importance of Umayyad period.
- evaluate the importance and significance of Umayyad rules.
- point out the number and names of Umayyad rulers.
- discover and realize the crisis and prosperity of Muslim world.
- point out the way of salvation from crisis and problems.

Title and Sub-title

Umayyad period: Identification, background, the establishment of the dynasty, origin and development of Umayyad rule, tenure, nature, name of rulers, their society, politics, administration, clash with opponents, victories, characteristics of Umayyad rule, Umayyad rules and contemporary challenges of the world, similarities and dissimilarities with Abbasid period. The establishment of the dynasty, Amir Mu'awiyah (R) and his administrative policy, Yazid and the tragedy of Karbala, Abddul Malik and his administrative reforms, Walid and his conquests, Umar Ibn Abdul Aziz and his administrative policy, Marwan II and the downfall of the Umayyad dynasty.

Unit-2	classes/contact hours: 15
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Learning Outcomes

At the end of this unit, students will be able to-

- introduce Abbasid period.
- analyze the social, cultural, political, geographical, economical, historical and governmental affairs of Abbasid periods.
- explain the history of Abbasid periods.
- explain the position of Abbasid in history
- analyze the importance and superiority of Abbasid rules.
- describe the major doctrines of Abbasid period.
- explain Islamic solution of the contemporary social and political crisis.
- compare the modern period with Abbasid period.
- describe characteristics of Abbasid rules and administration.
- introduce the contemporary Muslim world.
- describe the nature of Abbasid period.
- express the resource of Abbasid regime.
- analyze the nature of wealth of Abbasid world.
- evaluate geo-political importance of Abbasid period.
- evaluate the importance and significance of Abbasid rules.
- explain the number and names of Abbasid rulers.
- discover and realizethe crisis and prosperity of Muslim world.
- point out the way of salvation from crisis and problems.

Title and Sub-title

Abbasid period: Identification, background, origin and development of Abbasid rule, tenure, nature, name of rulers, their society, politics, administration, clash with opponents, victories, characteristics of Abbasid rule, Abbasid rules and contemporary challenges of the world. The establishment of the dynasty, As-Saffah, Al-Mansur, Harunur-Rashid, Al-Mamun, their successors, Malik al-Tawaif, the literary, cultural and scientific activities under the Abbasids, the Mongol invasion and downfall of the dynasty.

8. Instructional Strategies

(Learner-centered, Interactive, participatory and activity-based)

Lecture, discussion, question-answer, group work, pair work, demonstration, project, presentation, assignment, field work.

9. Assessment

- Formative: In-course exam / Mid-term exam (15 Marks) and Class test/ Class performance/presentation (05 Marks)
- Summative: Semester Final Written [Two short questions out of four ($2 \times 3 = 06$ Marks), two broad questions out of four ($2 \times 12 = 24$ Marks)] and oral tests

10. References

(Book prescribed / Books recommended)

1. Imamuddin Ibn Kathir, *Al-Bidaya Wan Nihaya*
2. Muhammad Ibn Jarir At-Tabari, *Tarikhul Umam Wal Muluk*
3. Muhammad Ibn Sa'd, *Tabaqatu Ibn Sa'd*
4. Ahad Ibn Yahya Al-Balajuri, *Futuhul Buldan*
5. Ibnul Athir, *Al-Kamil Fit-Tarikh*
6. Yaqut Al-Hamuyee, *Mu'jamul Buldan*
7. Shamsuddin Ajjahi, *Tarikhul Islam*
8. Ibn Khaldun, *Al-Muqaddima*
9. Dr. Zawad Ali, *Al-Mufassahu fi Tarikhil Arab*
10. Dr. Ali Muhammad As-Salabi, *Siratul Hasan Ibn Ali (R): Shakhsiyyatuhu Wa Asruhu*
11. Dr. Ali Muhammad As-Salabi, *Umar Ibn Abdul Aziz (R)*
12. Dr. Abdul Mabud, *Umar Ibnu Abdil Aziz (R.)*
13. Shibli Nu'mani, *Al-Mamun*
14. Ameer Ali, *A short history of the Saracens*
15. P. K. Hitti, *History of the Arabs*
16. S. M. Imamuddin, *Arab Muslim administration*

17. Dr. Hasanuddin Ahmed, *A concise History of Islam*
18. মাওলানা আকবর শাহ খান নজিবাদী, *ইসলামের ইতিহাস*
19. আবুল হাসান আলী ইবন মুহাম্মদ ইবনুল আছীর, *উসদুল গাবাহ ফী মারিফাতিস সাহাবা*
20. আহমদ বিন আলী ইবনু হাজর আল আসকালানী, *আল ইসাবাহ ফী তামায়্যিযিস সাহাবা*
21. মুহাম্মদ ইউসুফ আল কান্দালুভী, *হায়াতুস সাহাবা*
22. খালিদ মোহাম্মদ খালিদ, *রিজালুন হাওলার রাসূল*
23. খতীব আল বাগদাদী, *তারীখ বাগদাদ*

Part-B : History of Islam (Fatimids and Uthmania Period)

1. Course Number: BIS 408 (A) (Part-B)

Course Title: History of Islam (Fatimids and Uthmania Period)

2. Credit Hours: 2, Classes/Contact hours : 30

3. Introduction to the Course

This course will cover social, cultural, political, economic, geographical, historical and governmental system of Fatimid and Uthmania Period

4. Specific Objectives

To help the students to-

- a. introduce them to the Fatimid & Uthmania Sultanate
- b. understand the social, political, economic condition of Fatimid & Uthmania period
- c. help them realize the geographical & geo-political importance of Fatimid & Uthmania Sultanate
- d. enable them to evaluate the administrative, socio-cultural & religious atmosphere of the Uthmania Sultanate with comparison of modern Muslim world

5. Course Contents

- a. Fatimid Period: Historical background of establishment of Fatimid Khilafat, Fatimid administration, culture and civilization, Role in the field of education, science and technology and literature, victories and expeditions, evaluation of achievements and role of the famous Khalifa of Fatimid period such as Ubaidullah al Mahdi, Al Aziz, Al Muiz, Al Hakim and the causes of the fall of Fatimid Khilafat.
- b. Uthmania Period: Historical background of establishment of Uthmania Sultanate, historical and geo-political importance of Uthmania Sultanate, history of expansion, victories and expedition with reasons and results, characteristics of administration system, reforms, conquests of Constantinople, Tanzimat and Young-turks movement, capitulation system, Pan-Islamic movement, treaties in the Uthmania period, evaluation, achievement and role of Prominent Sultans of Uthmania Period such as Uthman, Orkhan, Byzid-1, Sulaiman the magnificent, Selem III, Muhammad II, Al Fatih, Mahmud II, Abdul Hamid II and causes of the fall of Uthmania Sultanate.

6-7. Unit-wise Learning Outcomes (title, sub-title and number of classes per unit)

Unit-1	classes/contact hours: 08
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Learning Outcomes

At the end of this unit, students will be able to-

- describe the social status and conditions of Fatimid Period
- analyze the economic status and condition of Fatimid Period
- discuss the cultural atmosphere of Fatimid Period
- compare the governmental system of Fatimid sultanate with other governmental system
- analyze their historical importance in the world
- describe the historical background of establishment of Fatimid Khilafat
- explain the role of Ubaidullah al Mahdi to establish Fatimid period
- analyze the role of Al Aziz in the field of education, science and technology of Fatimid period
- compare the Fatimid Administration, Culture and Civilization
- evaluate of Al Hakim as Fatimid Khalifa
- explain the causes of fall of the Fatimid Sultanate

Title and Sub-title

Fatimid Period: Historical background of establishment of Fatimid Khilafat, Fatimid administration, culture and civilization, Role in the field of education, science and technology and literature, victories and expeditions, evaluation of achievements and role of the famous Khalifa of Fatimid period such as Ubaidullah al Mahdi, Al Aziz, Al Muiz, Al Hakim and the causes of the fall of Fatimid Khilafat.

Unit-2	classes/contact hours: 22
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Learning Outcomes

At the end of this unit, students will be able to-

- describe the social status and conditions of Uthmania Period
- analyze the economic status and condition of Uthmania Period
- explain the political co-existence in the Uthmania Period
- discuss the cultural atmosphere of Uthmania Period
- compare the governmental system of Uthmania sultanate with other governmental system
- analyze their historical importance in the world
- evaluate the geographical and geo-political importance of Uthmania Sultanate

- describe the historical background of establishment of Uthmania Sultanate and role of Uthman as a founder of Uthmania Sultanate
- analyze the role of Sultan Orkhan and form of Jenessari force
- explain the role of Sultan Byzid-I and the fight of Angora
- evaluate the role of Sulaiman the magnificent and his expeditions
- explain the rule of Sultan Selim III and his reforms, The rule of Sultan Muhammad II Al fatih and the conquest of Constantinople
- discuss the rule of Sultan Mahmud II and his reforms, Tanzimat movement, its results and causes
- explain the treaties of Uthmania Sultanate
- explain the causes of fall of the Uthmania Sultanate

Title and Sub-title

Uthmania Period: Historical background of establishment of Uthmania Sultanate, historical and geo-political importance of Uthmania Sultanate, history of expansion, victories and expedition with reasons and results, characteristics of administration system, reforms, conquests of Constantinople, Tanzimat and Young-turks movement, capitulation system, Pan-Islamic movement, treaties in the Uthmania period, evaluation, achievement and role of Prominent Sultans of Uthmania Period such as Uthman, Orkhan, Byzid-1, Sulaiman the magnificent, Selem III, Muhammad II, Al Fatih, Mahmud II, Abdul Hamid II and causes of the fall of Uthmania Sultanate.

8. Instructional Strategies

(Learner-centered, Interactive, participatory and activity-based)

Lecture, discussion, question-answer, group work, pair work, demonstration, project, presentation, assignment, field work.

9. Assessment

- Formative: In-course exam / Mid-term exam (15 Marks) and Class test/ Class performance/presentation (05 Marks)
- Summative: Semester Final Written [Two short questions out of four ($2 \times 3 = 06$ Marks), two broad questions out of four ($2 \times 12 = 24$ Marks)] and oral tests

10. References

(Book prescribed / Books recommended)

1. P.K. Hitti, *History of the Arabs*, 7th edition, New York: 1961
2. Syed Ameer Ali, *A Short History of the Saracens*, New Delhi: 1977
3. Syed Ameer Ali, *The Spirit of Islam*, London: (Reprint) 1967
4. S.M. Imamuddin, *A Political History of the Muslims*, Dhaka, 1969
5. Ibn Khaldun, *Al-Muqaddimah*, (Tr. by F. Rosenthal), London, 1967

6. S.M. Imamuddin, *Umayyads & Abbasids, Dhaka: 1970*
7. Jurji Zaidan, *Umayyads and Abbasids* (English Tr. by D.S. Margolionth), Gibb Memorial Series, IV. New Delhi: 1981
8. V. Ivanow, *The Rise of The Fatimids, Bombay: 1941*
9. W. Muir, *The Mamluke or Slave Dynasty of Egypt*, London: 1996
10. De Lacy, O' Leasy, *History of The Fatimid Khilafat*, London: 1923
11. Encyclopaedia of Islam, New Edition, Leiden: 1979
12. E.S Creasy, *History of the Ottoman Turks*, London: 1956
13. Toyenbee and Kirkwood, *Turkey*, London: 1968
14. Jacob, *History of the Ottoman Empire*, London: 1954.
15. মুহম্মদ রেজা-ই-করিম, *আরব জাতির ইতিহাস*, ঢাকা: বাংলা একাডেমী, ১৯৮৯
16. কে. আলী, *ইসলামের ইতিহাস*, ঢাকা: আলী পাবলিকেশন্স, ১৯৭৬
17. ড. মাহমুদুল হাসান, *ইসলামের ইতিহাস*
18. সৈয়দ আমীর আলী, *আরব জাতির ইতিহাস*, (অনু. শেখ রেয়াজ উদ্দীন আহম্মদ), ঢাকা: বাংলা একাডেমী, ১৯৯৫
19. আশরাফ উদ্দীন আহম্মদ, *মধ্যযুগের মুসলিম ইতিহাস*, ঢাকা: ১৯৭৬
20. মুসা আনসারী, *মধ্যযুগের মুসলিম সভ্যতা ও সংস্কৃতি*, ঢাকা: ১৯৯৯
21. ইয়াহইয়া আরমাজানী, *মধ্যপ্রাচ্য অতীত ও বর্তমান*, (অনু. মুহাম্মদ ইনাম-উল-হক), ১৯৭৮
22. মফিজুল্লাহ কবির, *আরব জাতির ইতিহাস*, ঢাকা: ১৯৬৪
23. শেখ মুহাম্মদ লুৎফর রহমান, *ইসলাম : রাষ্ট্র ও সমাজ*, ঢাকা: ১৯৭৭
24. ড. মুহাম্মদ আবদুল মারুদ, *তারিখীদের জীবন কথা*, বাংলাদেশ ইসলামিক সেন্টার, ঢাকা: ২০০৬
25. মাওলানা আকবর শাহ খান নজিবাবাদী, *ইসলামের ইতিহাস*, ইসলামিক ফাউন্ডেশন বাংলাদেশ, ঢাকা: ২০০৩

Or

Course Number	:	BIS 408 (B)
Course Title	:	Lives and Thoughts of Muslim Thinkers of the World <ul style="list-style-type: none">• Part-A: Lives and Thoughts of Muslim Thinkers of the World• Part-B: Lives and Thought of Muslim Thinkers of the World
Total Marks	:	100
Total Credit Hours	:	4
Total Classes/ Contact hours	:	60 (Per Class 60 minutes)

Part-A : Lives and Thoughts of Muslim Thinkers of the World

1. Course Number: BIS 408 (B) (Part-A)

Course Title: Lives and Thoughts of Muslim Thinkers of the World

2. Credit Hours: 2, Classes/Contact hours : 30

3. Introduction to the Course

This course examines the engagement of Muslim thinkers with the foundation of al-Quran and al-Sunnah, as well as with other religious and intellectual traditions. The field thus includes the disciplines of Islamic theology, law, exegesis, philosophy, mysticism, and political thought, as well as other subjects such as historiography and heresiography. This course will also focus on the history of Islamic thought throughages, the impact of Greek philosophy, science and the formation of an own theological tradition in Islam by the Muslim thinkers.

4. Specific Objectives

To help the students to-

- a. familiarize students with the broad contours of these disciplines, especially in the early and middle periods
- b. relate the intellectual tradition to the religious tradition within Islam

- c. make them familiar with key ideas, terminology and debates from within the Islamic intellectual tradition
- d. enable them to carry out advanced research in a more narrowly defined area of specialization
- e. promote awareness about the basis and salient features of Islamic thought and civilization
- f. open new vistas of instructions and research in Islamic thought and civilization
- g. promote studies and research in Islamic thought and civilization involving conceptual analyses, clarifications and elaborations of Islamic key concepts

5. Course Contents

Ibn Khaldun, Imam Gazali, al-Mawardi, Ibnul Arabi, Shah Waliullah, Shah Abdul Aziz, Sheikh Ahmad Serhindi, Sayed Ahmad Brelvi, Shaikh Muhammad Abduhu, Hussain Ahmad Madani, Mahmudul Hasan Dewbondi, Mufti Muhammad Shafi, Mufti Amimul Ihsan

6-7. Unit-wise Learning Outcomes (title, sub-title and number of classes per unit)

Unit-1	classes/contact hours: 02
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Learning Outcomes

At the end of this unit, students will be able to-

- discuss the history of Islamic intellects
- compare between the intellectual contribution of Muslims and that of non-Muslims.
- state the trends of Islamic thought through ages
- evaluate the contribution of Muslims to the intellectual arena of the world

Title and Sub-title

Muslim Intellectuals

Legacy of Islamic thoughts and its history; Muslim intellectuals in different ages and branches; Thoughts of the Muslims and its impact on world civilization.

Unit-2	classes/contact hours: 03
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Learning Outcomes

At the end of this unit, students will be able to-

- discuss the life history of Ibn Khaldun
- evaluate his contribution to various aspects of human discipline
- estimate his role as the official father of Sociology

- relate the theory of Assabiyyah in the current world
- review his political thoughts and writings.

Title and Sub-title

Ibn Khaldun

Ibn Khaldun: Life and works, historical-philosophy, Ibn khaldun as the father of sociology; al Muqaddima; the theory of Assabiyyah; his political thought: the rise and fall of a state.

Unit-3	classes/contact hours: 03
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Learning Outcomes

At the end of this unit, students will be able to-

- describe the life sketch of Imam Ghazali
- apply his thoughts on education in Bangladesh
- distinguish the functions of Shariah and Tasawwuf
- review his significant works
- illustrate the purpose of mankind
- practice different aspects of morality

Title and Sub-title

Imam Ghazali

Imam Ghazali as the second master of Islam; his contribution towards, the combination of Shariah and Tasawwuf; his noteworthy works: Ihyaululum al Deen, Qimiya as Sa'adat; his thoughts on education, purpose of creation and morality.

Unit-4	classes/contact hours: 03
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Learning Outcomes

At the end of this unit, students will be able to-

- discuss the biography of Imam Mawardi
- justify the works of Imam Mawardi
- produce a perfect model of his thought on statecraft
- review his great work al-Ahkam al Sultaniyyah

Title and Sub-title

Imam al-Mawardi

Life and works; his political philosophy; the structure of statecraft; al-Ahkam al Sultaniyyah: the pioneer of Islamic political system

Unit-5	classes/contact hours: 03
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Learning Outcomes

At the end of this unit, students will be able to-

- prepare a concise and compact biography of Ibnul Arabi
- appraise his thought on Sufism
- separate different opinion for and against IbnulArabi
- describe his acceptance in the current world and in Shariah
- describe the concept of Wahdatul Wajud

Title and Sub-title

Ibnul Arabi

Life and works; his thoughts on Sufism; theory of Wahdatul Wajud; controversies about his teachings; his acceptance among the Ulama

Unit-6	classes/contact hours: 04
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Learning Outcomes

At the end of this unit, students will be able to-

- compare between Shah Waliullah and Shah Abdul Aziz
- discuss their life history and its influences upon the Muslims
- categorize their role in Indian sub-continent
- apply Shah Waliullah's thoughts on education in different stages of learning of their lives

Title and Sub-title

Shah Waliullah and Shah Abdul Aziz

Their life and works; their contribution to Hadith literature; their role in reviving Islam in the subcontinent; Shah Waliullah's thoughts on education and politics.

Unit-7	classes/contact hours: 03
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Learning Outcomes

At the end of this unit, students will be able to-

- discuss the biography of Sheikh Ahmad Serhindi and Sayed Ahmad Brelvi
- evaluate their works and writings in term of Muslim revival
- outline their methods of preaching
- defend their war against all non-Islamic rituals
- appraise their activities of reform in the socio-cultural arena

Title and Sub-title

Sheikh Ahmad Serhindi and Sayed Ahmad Brelvi

Their life and works; their contribution in preaching Islam in India; their socio-cultural reforms; their fight against the superstitions and misunderstandings about Islam

Unit-8	classes/contact hours: 02
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Learning Outcomes

At the end of this unit, students will be able to-

- discuss the biography of Mufti Abduhu critically.
- justify his fatwa from Islamic point of view.
- review his greatest work: Tafsir al-Manar
- evaluate his role in Islamic renaissance

Title and Sub-title

Muhammad Abduhu

His life and works; his fatwa and thoughts; his attitude towards the west; Tafsir al-Manar; his contribution to pan IslamiSM and Muslim revival.

Unit-9	classes/contact hours: 03
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Learning Outcomes

At the end of this unit, students will be able to-

- prepare a report on various events of the life of Hussain Ahmad Madani and Mahmudul Hasan Dewbondi
- illustrate their teaching and its necessity
- follow their way to attain purification
- point out their contribution for the Indian Muslims
- distinguish their educational thought from conventional education system

Title and Sub-title

Hussain Ahmad Madani and Mahmudul Hasan Dewbondi

Their life and teachings; contribution to the education system in India; their practice of Tazkiyyah; movements for the rights of Muslims in India

Unit-10	classes/contact hours: 04
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Learning Outcomes

At the end of this unit, students will be able to-

- give an introduction to Mufti Muhammad Shafi and Mufti Amimul Ihsan

- apply their teachings in daily life
- describe their potential upon the Muslims
- distinguish their role in education sector

Title and Sub-title

Mufti Muhammad Shafi and Mufti Amimul Ihsan

Their life and teachings; their notable works; their contribution to the academic learning of Islam in Indian subcontinent; their influences upon the Muslims of different ages

8. Instructional Strategies

(Learner-centered, Interactive, participatory and activity-based)

Lecture, discussion, question-answer, group work, pair work, demonstration, project, presentation, assignment, field work.

9. Assessment

- Formative: In-course exam / Mid-term exam (15 Marks) and Class test/ Class performance/presentation (05 Marks)
- Summative: Semester Final Written [Two short questions out of four ($2 \times 3 = 06$ Marks), two broad questions out of four ($2 \times 12 = 24$ Marks)] and oral tests

10. References

Book prescribed:

- Ibn Khaldun, *Al Muqaddima*
- Imam Ghazali, *Ihya'ululum al deen*
- Imam Ghazali, *Qimiya as Sa'adat*
- Imam Mawardi, *Al Ahkam al Sultaniyyah*
- Mufti Abduhu, *Al Manar*
- Mufti Muhammad Shafi, *Tafisr Ma'areful Quran*
- Shah Wali Ullah, *Hujjat Allah al-Baligha*

Books recommended :

1. Al-Yakubi, *Tarikh*, Bairut: Daru Sadir
2. Ahmad Ma'mur Al-USayri, *Ajamu Ujama Al-Muslimin Min Kulli Karanin*, Dammam: Maktabatul Malik Fahd Al-Wataniya, 1999
3. Abul Hasan Ali al-Husaini an-Nadwi, *Rijalul Fiqr Wa al-Dawah fi al-Islam*, Beirut: Daru Ibn Kathir, 1999
4. Dr. Hasan Ibrahim Hasan, *Tarikh al-Islam*, Beirut: Darul Undulus, 1964
5. An-Nawabi, *Tahjibul Asmawa-al-Lugat*, Beirut:

6. Abu Nuam al-Isfahani, *Hilyatul Awliawa Tabakat al-Asfia*, Bairut: Dar al-Kitab al-Arabi
7. Ibn Hajar, *Targib al-Tahjib*, Beirut: Dar-al-Mayarif
8. Al-Jahbi, *Tarikh al-Islam wa Tabakat al-Mashahiriwal-Alam*, Cairo: Maktaba al-Kudsi, 1367
9. Khairuddin Aj-Jirikly, *Al- 'Aalam*, Beirut: 1979
10. Muhammad Al-Khadari Bek, *Tarikh al-Umam al-Islamia*, Misr: Al-Maktaba al-Tijaria al-Kubra, 1969
11. Ibn Saad, *Al-Tabakat al-Kubra*, Beirut: Daru Sadir.
12. Al-Jahabi, *Siaru Alam Al-Nubala*, Beirut: Al-Muassasah al-Risala, 1990
13. Ibn Khallikan, *Wafawatul A'yan*, Misr: Maktaba al-Nahya al-Misria, 1948
14. Dr. Umar Farrukh, *Tarikh al-Adab al-Arab*, Beirut: Daru Ibn Kathir, 2000
15. Ibnul Athir, *Al-Kamil Fit Tarikh*, Beirut: DaruSadir, 1986
16. Muhammad al-Mubarak, *Nijam al-Islam*, Al-Hukm wal Dawla, Dar al-Fikr.
17. Al-Balajuri, *Futuh al-Buldan*, Misr: Matba'a al-Mawsuat, 1901
18. Ibn Kathir, *Al-Widayawa al-Nihaya*, Beirut: Maktaba al- Ma'arif, 1983
19. Yakut al-Hamabi, *Mu'jam al-Buldan*, Beirut: Daru Ihya al-Turath al-Arabi

Part-B : Lives and Thoughts of Muslim Thinkers of the World

1. Course Number: BIS 408 (B) (Part-B)

Course Title: Lives and Thoughts of Muslim Thinkers of the World

2. Credit Hours: 2, Classes/Contact hours : 30

3. Introduction to the Course

This is an Islamic theological introductory thoughts of Muslim thinkers of the world; the course compulsory for all the students of the program. The outline of this course has design to make stronger students' aptitude in general and Islamic dogmatic thinking on new invention of Muslim thinkers. Extra prominence is given on developing students' conceptual or theoretical ability on this course. Course teacher should afford a clear breakdown of the work required in the course during the assigned period or including due dates and assignment weights. Following this approach, instructors should provide an overview of each chapter of course contents or assignment and its Assessment criteria.

4. Specific Objectives

To help the students to-

- a. understand the lives and thought of Muslim thinkers of the World
- b. identify and describe the political, religious, economic, social and infrastructural uses or application of their thinks
- c. identify a range of their works or contribution
- d. analyze the role of their thought in Bangladesh and overseas at this time
- e. scrutinize the conceptual advancement period according to objective methods
- f. link different materials and types of Muslim thinkers to the attitudes and values of the period
- g. demonstrate the strategic frame work on their innovative thinking
- h. evaluate and defend their response to a range of Muslim world

5. Course Contents

Jamal Uddin Afgani, Hasanul Bannah, Sayyed Qutub, Haji Shariat Ullah, Ashraf Ali Thanwi, Ayatullah Khomeni, Sayed Abul Hasan Ali Nadwi, Moulana Abdur Rahim, Aliya Izzat Begobis, Mahathir Muhammad, King Faisal, Rashid Reza.

6-7. Unit-wise Learning Outcomes (title, sub-title and number of classes per unit)

Unit-1	classes/contact hours: 05
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Learning Outcomes

At the end of this unit, students will be able to-

- discuss their lives, thoughts and contribution to the Muslim world and the overseas
- evaluate their thoughts and contributions
- critic their dogma, if any
- apply the then policy with connecting modern approach

Title and Sub-title

Jamal Uddin al Afghani and Sayed Abul Hasan Ali Nadwi: life, works and thoughts

Unit-2	classes/contact hours: 05
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Learning Outcomes

At the end of this unit, students will be able to-

- discuss their lives, thoughts and contribution to the Muslim world and the overseas
- evaluate their thoughts and contributions
- critic their dogma, if any
- apply the then policy with connecting modern approach

Title and Sub-title

Hasanul Banna and Moulamna Abdur Rahim: life, works and thoughts

Unit-3	classes/contact hours: 05
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Learning Outcomes

At the end of this unit, students will be able to-

- discuss their lives, thoughts and contribution to the Muslim world and the overseas
- evaluate their thoughts and contributions
- critic their dogma, if any
- apply the then policy with connecting modern approach

Title and Sub-title

Sayyed Qutub and Aliya Izzat Begobis: life, works and thoughts

Unit-4	classes/contact hours: 05
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Learning Outcomes

At the end of this unit, students will be able to-

- discuss their lives, thoughts and contribution to the Muslim world and the overseas
- evaluate their thoughts and contributions
- critic their dogma, if any
- apply the then policy with connecting modern approach

Title and Sub-title

Haji Shariat Ullah and Mahathir Muhammad: life, works and thoughts

Unit-5	classes/contact hours: 05
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Learning Outcomes

At the end of this unit, students will be able to-

- discuss their lives, thoughts and contribution to the Muslim world and the overseas
- calculate their thoughts and contributions
- expurgate their dogma, if any
- apply the then policy with connecting modern approach

Title and Sub-title

Ashraf Ali Thanowi and King Faisal: life, works and thoughts

Unit-6	classes/contact hours: 05
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Learning Outcomes

At the end of this unit, students will be able to-

- discuss their lives, thoughts and contribution to the Muslim world and the overseas
- assess their thoughts and contributions
- censor their dogma, if any
- spread on the then policy with connecting modern approach

Title and Sub-title

Ayatullah Khomeini and Rshid Reza: life, works and thoughts

8. Instructional Strategies

(Learner-centered, Interactive, participatory and activity-based)

Lecture, discussion, question-answer, group work, pair work, demonstration, project, presentation, assignment, field work.

9. Assessment

- Formative: In-course exam / Mid-term exam (15 Marks) and Class test/ Class performance/presentation (05 Marks)
- Summative: Semester Final Written [Two short questions out of four ($2 \times 3 = 06$ Marks), two broad questions out of four ($2 \times 12 = 24$ Marks)] and oral tests

10. References

(Book prescribed / Books recommended)

1. sayed khatab, *the political thought of sayyid qutub, the theory of jahiliyyah*, routledge publications, London and newyork
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