NATIONAL UNIVERSITY BANGLADESH

PROVISIONAL

Syllabus
Bachelor of Arts (Honours) Second Year
Department of Arabic

Effective from the Session: 2024–2025 and onwards

Vision of University

We expect that the hundredth anniversary of the National University, our commitment to "Progress for Everyone" will be evident in all areas of our operations and stakeholder engagements.
We leverage our core strength in education, research, and community engagement to address pressing global issues and foster sustainable development.
National University aims to strengthen its positions as Bangladesh's top academic institution and rank among the world's leading universities. Our focus will be on expanding expertise building strategic partnerships, and increasing our global influence. Our services will be measured by the achievements of the individuals and communities we serve.

Mission of University

To promote "Progress for Everyone" by fostering transformative education, conducting pioneering research, and encouraging meaningful collaboration with individuals, communities, and partners both in Bangladesh and around the world.

Vision of the Program

The Department of Arabic at National University, Bangladesh, envisions becoming a center of excellence in Arabic language, literature, and Islamic heritage, committed to academic rigor and cultural enrichment. It aspires to nurture graduates with strong linguistic competence, deep literary insight, and a broad understanding of Arabic civilization across historical and contemporary contexts. The department aims to contribute to national development by producing scholars, educators, and researchers who can engage meaningfully with the Arab world and Islamic scholarship. By fostering critical thinking, intercultural dialogue, and ethical values, the department seeks to uphold Bangladesh's rich Islamic tradition while equipping students for global academic and professional challenges. It also emphasizes empowering graduates to utilize their Arabic proficiency for diverse career paths, including business, diplomacy, translation, and international relations. Through our widespread network of affiliated colleges, we aim to be a catalyst for creating a generation of scholars, educators, and professionals who can bridge cultural gaps and meet the demands of a globalized world.

Mission of the Program

Our mission is to provide an educational foundation that:

- **Promotes Foundational Knowledge:** We aim to impart a deep appreciation for classical Arabic, enabling students to engage meaningfully with Islamic scriptures, traditional literature, and scholarly texts that have shaped global civilization for centuries.
- **Develops Practical Competence:** We are dedicated to fostering strong communicative skills in Modern Standard Arabic (MSA). Our curriculum is designed to ensure students can successfully apply their linguistic abilities in real-world contexts, preparing them for professional and social interactions in the Arabic-speaking world.
- **Cultivates Cultural Literacy:** We seek to enrich our students with a nuanced understanding of Arab and Islamic culture, history, and traditions, empowering them to act as bridges of understanding in an increasingly interconnected world.
- **Prepares for Global Challenges:** We strive to empower our graduates to meet the diverse challenges of the globalized world. By integrating academic rigor with practical application, we prepare them for successful careers in fields such as education, translation, diplomacy, and international business, particularly with a focus on Arabic-speaking countries.
- **Fosters Moral and Ethical Growth**: Beyond academic and linguistic training, we are committed to nurturing high moral standards and ethical values in our students, encouraging

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them to develop into responsible, compassionate, and conscientious individuals who contribute positively to society.

Graduate Attributes

Based on a needs assessment of the current job market and the challenges faced by graduates in Bangladesh, the Department of Arabic at National University should aim to produce graduates with the following attributes. These attributes go beyond traditional academic knowledge to include the practical, technical, and soft skills necessary for professional success in Sustainable Development Goals (SDG).

a) Advanced Linguistic Proficiency (Hard skill)

Graduates will possess a high level of proficiency in all four skills of Arabic (listening, speaking, reading, and writing). This includes:

- **A substantial knowledge in MSA**: Graduates must demonstrate considerable linguistic ability in Modern Standard Arabic (MSA), showcasing proficiency in all four skills. This competence extends to a deep, analytical understanding of diverse works within Arabic literature.
- **Fluency in MSA:** The ability to communicate effectively in a wide range of formal and informal contexts.
- **Grammatical Accuracy:** A deep understanding and practical application of Arabic grammar (*Nahw* and *Sarf*) in both written and oral communication.
- **Textual Comprehension:** The ability to read and analyze classical and modern Arabic texts, including literary works, academic articles, and media reports.

b) Practical and Professional Skills (Hybrid skill)

Graduates will be equipped with the skills to apply their language knowledge in professional settings. This is crucial for bridging the gap between theoretical knowledge and practical employment.

- **Translation and Interpretation:** The ability to translate and interpret between Arabic, Bangla, and English, meeting the needs of government, corporate, and media sectors.
- **Cross-Cultural Communication:** An understanding of Arab-Islamic cultural norms and etiquette, enabling effective and respectful interaction in professional and social environments.
- **Digital Literacy:** Proficiency in using modern technology for language learning, communication, and professional tasks, such as creating digital content in Arabic or using translation software.

c) Critical Thinking and Research (Soft skill)

Graduates will possess the analytical and problem-solving skills needed to succeed in a variety of roles.

- **Investigation:** An ability to conduct investigations of complex problems by methods that include appropriate experiments, analysis and interpretation of data and synthesis of information in order to reach valid conclusions.
- **Analytical Thinking:** The ability to critically evaluate information, analyze complex arguments in Arabic texts, and form well-supported conclusions.
- **Problem-Solving:** The capacity to use linguistic and cultural knowledge to navigate and solve real-world problems, such as those encountered in business negotiations or international relations.
- **Research and Academic Writing:** The skill to conduct independent research on topics related to Arabic language, literature, and Islamic studies, and to present findings in a clear, academic style.

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- **Time management:** The ability to work under pressure, as a student organizes and fulfils extensive reading commitments and assessments throughout his academic life.

d) Professionalism and Adaptability (Soft skill)
Graduates will be prepared to integrate into professional environments and grow with moral and changing demands.

- **Ethics and equity:** An ability to apply professional ethics, accountability, and equity.
- **Teamwork and Collaboration:** The ability to work effectively with others in a professional setting.
- **Lifelong Learning:** A commitment to continuous professional development and the adaptability to acquire new skills in response to evolving market needs.
- **Entrepreneurship:** The initiative to identify and pursue self-employment opportunities, such as freelance translation or content creation, leveraging their unique linguistic and cultural skills.

By embedding these graduate attributes into the curriculum and teaching methodologies, the Department of Arabic can ensure its graduates are not only academically proficient but also highly employable and prepared to make a meaningful contribution to society.

Outcome-Based Education (OBE) for Arabic Language and Literature
This framework outlines the knowledge, skills, and competencies students are expected to acquire throughout their study of Arabic Language and Literature.

Programme Educational Objectives (PEOs)
Program Educational Objectives (PEOs) are broad statements that describe what graduates are expected to achieve in their careers and professional lives within a few years after graduation. The PEOs for the Department of Arabic at National University, Bangladesh, are formulated with the mission and vision of the university in mind, and they aim to meet the specific needs of the job market in Bangladesh and beyond. The PEOs for the Department of Arabic are as follows:

- **PEO 1: Effective Communicators and Cultural Ambassadors:** Graduates will emerge as highly effective communicators in Arabic, English and Bengali capable of leveraging their advanced linguistic and cross-cultural skills to enhance their communicative competencies in Arabic, both written and oral, qualifying them for diverse career paths in various professional sectors, including education, government service (BCS cadres), diplomacy, media, international organizations and cultural affairs.
- **PEO 2: Morally and Ethically Grounded Professionals:** Graduates will apply their deep understanding of Arabic and Islamic texts to demonstrate strong ethical and moral principles in their professional and personal lives. They will serve as positive role models and community leaders, contributing to the development of a morally upright and corruption-free society.
- **PEO 3: Competent Educators and Lifelong Learners:** Graduates will be prepared to excel as educators, scholars, and researchers, equipped with the pedagogical and analytical skills to teach Arabic language and literature effectively. They will be committed to lifelong learning, continuously enhancing their knowledge and skills to meet the evolving demands of academia and society.
- **PEO 4: Research-Oriented and Professionally Adaptable:** Graduates will utilize their analytical and research skills to serve as prudent analysts in research organizations or contribute to the corporate sector as skilled professionals. They will be adaptable to new challenges and will be able to apply their knowledge to innovative fields such as translation, content creation, and digital communication, both nationally and internationally.

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Mapping PEOs with the Missions

Program Educational Objectives (PEOs)	M1	M2	M3	M4	M5
PEO1: Effective Communicators and Cultural Ambassadors	✓	✓	✓	✓	
PEO2: Morally and Ethically Grounded Professionals	✓		✓		✓
PEO3: Competent Educators and Lifelong Learners	✓	✓	✓	✓	
PEO4: Research-Oriented and Professionally Adaptable	✓	✓		✓	

Program Learning Outcomes (PLO):
During graduation, B.A. (Honours) in Arabic students will acquire the following skills:

1. **Mastery of Arabic Language Skills**
   Demonstrate proficiency in reading, writing, listening, and speaking in standard Arabic.
2. **Understanding of Arabic Grammar and Rhetoric**
   Apply rules of morphology, syntax, and rhetoric to analyze and produce accurate and expressive Arabic texts.
3. **Literary Analysis and Appreciation**
   Critically analyze classical and modern Arabic literary texts (poetry, prose, drama, fiction, story, short story, novel) using appropriate literary theories and methods.
4. **Knowledge of Literary History**
   Identify major periods, movements, and figures in Arabic literature from pre-Islamic to contemporary eras.
5. **Research and Methodology Skills**
   Conduct academic research in language and literature using scientific methods and proper documentation.
6. **Cultural and Historical Awareness**
   Understand the development of Arabic language and literature in relation to historical, religious, and cultural contexts.
7. **Effective Communication**
   Express ideas clearly and persuasively in both oral and written forms, suitable for academic and professional settings.
8. **Teamwork and leadership:**
   Communicate effectively, work as a team and demonstrate high leadership qualities for handling any problems of professional settings.
9. **Critical and Creative Thinking**
   Employ reflective thinking and creativity in literary interpretation, problem-solving, and scholarly writing.
10. **Ethical and Professional Responsibility**
    Uphold ethical standards in academic work and demonstrate responsibility in promoting Arabic language and culture.
11. **Integration of Technology**
    Use modern digital tools and resources to enhance learning, research, and communication in Arabic language and literature studies.

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12. Lifelong Learning

Keep learning to continuous professional development and the adaptability to acquire new skills responding to the growing demands of the market.

Courses, Marks & Credit Distribution

Second Year

Course Code	Course Type	Course Title	Marks	Credits
8221251	Core Course	Classic Poetry	100	4
8221253		Communicative Arabic-II	100	4
8221255		Arabic Grammar (Nahu)	100	4
8221257		History of Arabic Literature (750-1258) AD	100	4
8221259	Allied Course	Islamic Ideology	100	4
8221959		Political Organization & Political System of UK & USA	100	4
8221171	Embedded Course	Functional English	100	4
8226601		Applied Information and Communication Technology (Applied ICT)	75	3
8226602		Lab: Applied Information and Communication Technology (Applied ICT)	25	1
8221262		Viva-Voce (Arabic)	50	2
		Total =	850	34

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Detailed Syllabus

Course Code: 8221251	**Marks: 100**	**Credits: 4**	**Class Hours: 56**
Course Title: Classic Poetry (الشعر الكلاسيكي)		**Course Type:** Core	**Exam Hours: 4**

Course Description

This course introduces students to the development, characteristics, and major themes of classical Arabic poetry from the pre-Islamic (Jāhiliyyah) period to the Abbasid period. It explores major poetic genres, famous poets, and selected poetic texts while examining their linguistic, stylistic, rhetorical, historical, and cultural significance. Students will analyze classical Arabic poems through literary appreciation, prosody (ʿArūḍ), imagery, poetic devices, and comparative approaches. The course also highlights the influence of classical poetry on later Arabic literary traditions and Arab cultural identity.

Course Objectives

- Identify and discuss the major poets, genres, and themes of classical Arabic poetry from the Jāhiliyyah to the Abbasid period.
- Analyze and evaluate the linguistic, stylistic, and rhetorical features of selected poems, Including prosody (ʿarūḍ), imagery, and poetic devices.
- Explain the historical, cultural, and social contexts that influenced the development of classical Arabic poetic traditions.
- Interpret and compare classical Arabic poetic texts critically, assess its impact on later Arabic literature and modern cultural identity.
- Study the different themes and characteristics of the poetry of the period as well as the short biography of and poetic works of the prominent poets.

Course Learning Outcomes (CLOs)

After going through the course, students will be able to learn the following outcomes.

	Course Learning Outcomes (CLOs)
CLO1	Identify the major poets, genres, and themes of Arabic poetry from the Jāhiliyyah to the Abbasid period and discuss their literary significance.
CLO2	Analyze the linguistic, stylistic, and rhetorical features of selected poems, including evaluating prosody (ʿarūḍ), imagery, and poetic devices.
CLO3	Explain the historical, cultural, and social contexts that shaped the development of classical Arabic poetic traditions.
CLO4	carry out a comparative study of Arabic poetry in pre-Islamic and Islamic period.
CLO5	Assess the classical Arabic poetry and evaluate its influence on later Arabic literature and modern cultural identity.

CLO-PLO Mapping

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11	PLO12
CLO1			√	√		√						
CLO2		√	√						√			
CLO3				√		√				√		
CLO4	√		√				√		√			
CLO5			√	√		√						√

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BNQF Learning Outcome Domain Mapping of CLOs

CLO	Domain 1: Fundamental Domain	Domain 2: Social Domain	Domain 3: Thinking Domain	Domain 4: Personal Domain
CLO1	✓			
CLO2	✓		✓	
CLO3	✓	✓		
CLO4	✓	✓	✓	
CLO5	✓	✓	✓	✓

Course Description

- Poetry: Definition, origins, development and classifications.
- Pre-Islamic Poetry: Characteristics, Purposes, Al-Mu'allaqat and its poets.
- Genres of poetry in early Islamic Period: Qaṣidah, Madiḥ, Hija', Fakhr, Ritha', Ghazal and Wasf, Hamasa.
- Al-Su`ara al-Mukhadaramun.
- Comparison between pre-Islamic and Islamic poetic arts.
- Umayyad Period: The environment of Umayyad poetry, its prominent poets, arts and characteristics
- Abbasid Period: Poetry in Abbasid Period, its prominent poets, its characteristics and themes.
- Comparison of Abbasid poetic style with earlier traditions.
- Relationship between poetry, history, Social and political roles.
- Short biography and literary works of the poets included in the course.
- Classical poetry's impact on later Arabic literature (Andalusian poetry, Sufi poetry, modern neo-classicism).

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Course Plan

Weeks	Topic	Teaching-Learning Strategy	Assessment Method	CLOs
Week 1-3	**Introduction to Poetry** - Definition, origins, and classifications of Arabic poetry - Development of early Arabic poetry: Oral tradition and Bedouin culture - Poetic structure and style: Qaṣidah form, rhyme, and prosody basics - Purposes of poetry in Arab society	Lecture, Interactive discussion, Q&A, Visual aids (timelines, charts)	Short quiz on terminology, Participation	CLO1 CLO4
Week 4-6	**Pre-Islamic Poetry** - Characteristics of pre-Islamic poetry - Al-Mu'allaqat: Overview and cultural significance - Imru' al-Qais – study and analysis of his *Mu'allaqah* - Themes in pre-Islamic poetry: pride, hospitality, love, fate	Recitation practice, Vocabulary drills, Guided reading, Interactive analysis of verses, Small group discussions	Vocabulary quiz, Recitation assessment, Short answer questions on *Mu'allaqah*	CLO1 CLO2 CLO3 CLO4

Weeks	Topic	Teaching-Learning Strategy	Assessment Method	CLOs
	- Comparison with other oral traditions - Short biography and literary works of Mu`allaqat poets.			
Week 7-9	**Early Islamic Period** - Mukhadram poets (bridge figures) - Genres: Qaṣidah, Madīḥ, Hija', Fakhr, Rithā', Ghazal, Wasf, Hamāsah - Ka'b ibn Zuhair – *Banat Su'ad* - Comparison of pre-Islamic and Islamic poetic arts	Guided reading, Comparative analysis of interpretations, Role-playing scenarios, Open discussion on selected issues	Vocabulary quiz, Recitation, Short answer questions on Mukhadram poets and poetic genres.	CLO2 CLO3 CLO4
Week 10-13	**Umayyad poetry** - Environment of Umayyad poetry - Love poetry and Ghazal: Umar Ibn Abi Rabi'ah - Fakhr and satire in Umayyad poetry - Poetic arts and characteristics of Umayyad period - Prominent Umayyad poets (biographies)	Lecture, Interactive discussion, Q&A, Visual aids (timelines, charts)	Assessment, Short essay on poetic arts and characteristics of Umayyad period	CLO2 CLO3 CLO4 CLO5
Week 13-16	**Abbasid Poetry (1)** - Abbasid court culture and poetry - Abbasid genres: panegyric (المديح), wine poetry (شعر الخمر), philosophy (الفلسفة) - Characteristics of Abbasid poetry: intellectual depth, ornate style	Lecture, Interactive discussion, Q&A, Visual aids (timelines, charts)	Short reflection paper on poetic genres and discussion on Abbasid poetry	CLO2 CLO3 CLO5
Week 17-20	**Abbasid Poetry (2)** - Abu Tammam – *Diwan al-Hamasa* - Al-Mutanabbi – *Diwan* (Sayf al-Dawla poems) - Poetic rivalries and literary criticism - Prominent Abbasid poets (biographies)	Recitation, Guided reading, Interactive analysis of verses, Small group discussions	Vocabulary quiz, Recitation, Short answer questions on prescribed Diwans.	CLO2 CLO4 CLO5
Week 21-23	**Abbasid Poetry (3)** - Comparison of Abbasid and earlier traditions - Poetry as historical documentation and commentary - Poetry's role in shaping identity and memory - Relationship between poetry, power, and patronage	Lecture, Discussion, Group activity: Distinguishing poem types	Short assignment: Comparison of Abbasid and earlier poetic traditions	CLO3 CLO5
Week 24-26	**Review and discussion** - Selected Poems: text, vocabulary, literal meaning - Explanation of Selected Poems	Guided reading, Group activity: Comparison on characteristics of	Vocabulary quiz, Short assignment on poetry	CLO1, CLO2, CLO3

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Weeks	Topic	Teaching-Learning Strategy	Assessment Method	CLOs
	- Poet biographies (review) - Student-led discussions: poetry, biography and history	poem among various periods, Workshop on poem's classification	classification, Presentation on biographies of prominent poets.	
Week 27-28	**Course Review & Misconceptions** - Comprehensive review of all topics - Open forum for Q&A and clarification - Dedicated session on critically responding to various misconceptions about the poem from pre-Islamic period to Abbasid period	Interactive review session, Q&A, Debate/ Discussion on misconceptions, Peer teaching	Final comprehensive quiz, Active participation in misconception discussion	CLO1, CLO2, CLO3, CLO4, CLO5

Course Assessment Framework:

Total Course Marks: 100

Assessment Category	Assessment Component	Weightage
Formative Assessment (20%)	Attendance & Class Participation	5%
	In-course Examination	10%
	Quiz / Assignment Presentation	5%
Summative Assessment (80%)	Final Examination • Students will have to answer 8 questions out of 12 • 10 marks per question ($8 \times 10 = 80$ marks) • Each question may contain maximum 3 sub-sections (e.g., a, b, c)	80%

Core Text

(i) Imru' al-Qais : Al-Mu`allqah
(ii) Ka`b Ibn Zuhair : Banat Su`ad
(iii) Umar Ibn Abi Rabi`ah : Al-Diwan, Al-Quafiat Al-Hamza wa al-Alif al-Liniyyah, P. 33-38
(iv) Abu Tammam : Diwan Al-Hamasa, Bab al-Hamasa, 1st 106 Verses
(v) Al-Mutanabbi : Diwan Al-Mutanabbi, praise poems for the Hamdanid ruler Sayf al-Dawla. (على قدر أهل العزم تأتي العزائم)

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Recommended Books

Al-Qazi Abi Abdillah al-Husain Bin Ahmad az-Zauzani. (2004). *Sharh al-mu'allaqat as-sab'*. Dar al-Ma'rifa.

Al-Zayyat, A. H. (1955). *Tarikh al-adab al-arabi*. Nahda Misr Press.

Butrus al-Bustani. (n.d.). *Udaba al-'arab fi al-andalus wa 'asr al-inbi'ath*. Dar Nazir 'Abbud.

Butrus al-Bustani. (n.d.). *Udaba al-'arab fi al-jahiliyyah wa sadr al-islam*. Dar Al-Jeel.

Faisal, S. (n.d.). *Tatawwur al-gazl bain al-jahiliyyah wa al-islam*. Matbat Jamit Damishk.

Farrukh, O. (1981). *Tarikh al-adab al-arabi*. Dar Al-Ilm Lil-Malayin.

Ibn Qutaybah. (1958). *Al-shiʿr wa al-shuʿarā*. Dar al-Ma'arif.

Ibn Salam al-Jumahi. (n.d.). *Tabaqat fuhul al-shu'ara*. Dar al-Ma'arif li al-Tab`at wa al-Nashr.

Jaudat al-Rakabi. (1960). *Fi al-adab al-andalusi*. Dar al-Ma'arif.

Shawqi Daif. (1983). *Tarikh al-adab al-'arabi* (Vols. 1–3). Dar Al-Ma`aref.

Wahid Kababa, & Hasan Hamd. (Eds.). (1946). *Diwan luzum ma la yalzam*. Dar al-Kitab al-'Arabi.

Zaydan, J. (1911). *Tarikh al-adab al-lugah al-arabia*. Al-Hilal Press.

কোরায়শী, গো. সা. (১৯৯১)। *আরবী সাহিত্যের সংক্ষিপ্ত ইতিহাস*। বাংলা একাডেমি।

উদ্দিন, আ. ত. ম. মু. (২০১২)। *আরবী সাহিত্যের ইতিহাস*। ইসলামিক ফাউন্ডেশন বাংলাদেশ।

সাত্তার, আ. (১৯৯৪)। *আধুনিক আরবী কথাসাহিত্যে তিন দ্রষ্টা*। বাংলা একাডেমি।

হোসাইন, সৈ. সা. (২০০৭)। *আরবী সাহিত্যের ইতিবৃত্ত*। ইসলামিক ফাউন্ডেশন বাংলাদেশ।

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Course Code: 8221253	**Marks:** 100	**Credits:** 4	**Class Hours:** 56
Course Title: Communicative Arabic II (**اللغة الاتصالية**)		**Course Type:** Core	**Exam Hours:** 4

Course Description

This course develops students' practical communication skills in Modern Standard Arabic through real-life conversational situations. It focuses on improving speaking, listening, reading, and writing abilities required for academic, social, and professional interactions. Students practice Arabic communication in different contexts including classrooms, offices, residential environments, shopping places, hospitals, and social situations. The course emphasizes functional vocabulary, dialogue construction, cultural etiquette, and effective interpersonal communication.

Course Objectives

By the end of this course students will be able to —

- **Master Situational Communication:** Engage in effective verbal interactions in various real-life environments, such as classrooms (في غرفة الصف), offices (في المكتب), and residential settings (في غرفة السكن).
- **Navigate Commercial Transactions:** Demonstrate the ability to communicate needs, ask for prices, and interact with service providers in diverse retail environments, including

clothing stores (في دكان الملابس الجاهزة), household appliance shops (في محل الأدوات المنزلية), and grocery stores (في البقالة).

- **Describe Daily Routines and Activities:** Narrate personal experiences and schedules, specifically focusing on activities during holidays at home (يوم العطلة في المنزل) and nocturnal or spiritual routines (زاهد في جوف الليل).
- **Develop Empathy and Social Ethics:** Utilize language skills to handle social scenarios with sensitivity, such as providing assistance or describing interactions with people with disabilities (رجل أعمى يعبر الطريق).
- **Expand Functional Vocabulary:** Acquire and apply specialized vocabulary related to household items, clothing, groceries, and academic tools in contextually appropriate sentences.
- **Strengthen Interpersonal Dialogue: Improve** the ability to sustain informal conversations between peers and friends, focusing on fluency and correct pronunciation within a dormitory or shared living context.

Course Learning Outcomes (CLOs)

After going through the course, students will be able to learn the following outcomes.

	Course Learning Outcomes (CLOs)
CLO1	**Situational Interaction:** Demonstrate the ability to initiate and sustain basic conversations in various social and professional settings, such as classrooms, offices, and retail environments (grocery stores, clothing shops).
CLO2	**Descriptive Expression:** Describe daily routines, household activities, and weekend plans using appropriate vocabulary and verb conjugations in the present and past tenses.
CLO3	**Practical Transactional Skills:** Execute functional tasks in Arabic, including inquiring about prices, describing household items, and making purchases in different types of shops.
CLO4	**Narrative Comprehension:** Analyze and summarize short Arabic narratives or anecdotes (e.g., the story of the blind man or the ascetic at night) to extract moral lessons and key linguistic structures
CLO5	**Interpersonal Communication:** Apply social etiquette and appropriate expressions for interacting with friends and colleagues within a dormitory or shared living environment.

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Mapping of CLOs with PLOs

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11	PLO12
CLO1	√						√	√			√	√
CLO2	√	√					√				√	√
CLO3	√						√		√		√	√
CLO4	√	√	√			√			√		√	√
CLO5	√					√	√	√		√		√

BNQF Learning Outcome Domain Mapping of CLOs

CLO	**Domain 1: Fundamental Domain**	**Domain 2: Social Domain**	**Domain 3: Thinking Domain**	**Domain 4: Personal Domain**
CLO1	✓	✓		✓
CLO2	✓	✓		

CLO3	✓	✓		✓
CLO4	✓		✓	✓
CLO5	✓	✓		✓

Course Content

1. في غرفة الصف
2. في المكتب
3. يوم العطلة في المنزل
4. بين الصديقين في غرفة السكن
5. زاهد في جوف الليل
6. رجل أعمى يعبر الطريق
7. في دكان الملابس الجاهزة
8. في محل الأدوات المنزلية
9. في البقالة
10. في المستشفي

Course Plan

Weeks Hours	Topic	Teaching-Learning Strategy	Assessment Method	CLOs
Week 1-3	Unit 1: In the Classroom (في غرفة الصف) – Vocabulary for objects, classroom commands, and academic introductions.	Direct Method, Audio-lingual drills, Role-play.	Simulation of office interactions	CLO1 CLO5
Week 4-6	Unit 2: In the Office (في المكتب) – Professional greetings, workplace inquiries, and formal requests.	Situational dialogues, Pair-work.	Simulation of office interactions.	CLO1 CLO5
Week 7-10	Unit 3: Holidays & Home (يوم العطلة في المنزل) – Describing household activities, weekend hobbies, and family time.	Narrative building, Question-Answer sessions.	Short written paragraph on daily routine.	CLO2
Week 11-14	Unit 4: Dormitory Life (بين الصديقين في غرفة السكن) – Informal social etiquette and interpersonal communication.	Collaborative learning, Group discussion.	Peer-observation of dialogues.	CLO5
Week 15-18	Unit 5: The Ascetic at Midnight (زاهد في جوف الليل) – Reading, spiritual vocabulary, and moral storytelling.	Textual Analysis, Guided reading.	Comprehension test (Multiple choice).	CLO4
Week 19-21	Unit 6: The Blind Man (رجل أعمى يعبر الطريق) – Ethics of helping others, narrative sequence, and past tense verbs.	Storytelling, Translation (Arabic to English or Bengali).	Summarizing the story orally.	CLO4
Week 22-24	Unit 7: Clothing Store (في دكان الملابس الجاهزة) – Sizes, colors, price negotiation, and preferences.	Realia (using clothes), Mock-market simulation.	Role-play: Customer and Salesman.	CLO3
Week 23-25	Unit 8: Household Items (في محل الأدوات المنزلية) – Identifying kitchenware and furniture; functional descriptions.	Vocabulary games, Flashcards.	Descriptive writing task.	CLO3

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Weeks Hours	Topic	Teaching-Learning Strategy	Assessment Method	CLOs
Week 26-27	Unit 9: At the Grocery (في البقالة) – Weights, measures, food items, and finalizing transactions.	Practical demonstration, Digital resource usage.	Practical shopping assessment.	CLO3
Week 27-28	Unit 10: In the Hospital (في المستشفى) – Parts of the body, describing ailments/pain, and medical appointments.	Role-play (Doctor-Patient), Vocabulary mapping.	Oral simulation: Explaining a health issue.	CLO3, CLO5

Course Assessment Framework:

Total Course Marks: 100

Assessment Category	Assessment Component	Weightage
Formative Assessment (20%)	Attendance & Class Participation	5%
	In-course Examination	10%
	Quiz / Assignment Presentation	5%
Summative Assessment (80%)	Final Examination • Students will have to answer 8 questions out of 12 • 10 marks per question ($8 \times 10 = 80$ marks) • Each question may contain maximum 3 sub-sections (e.g., a, b, c)	80%

PROVISIONAL

Core Text

- Uddin, G. & Azad, A. K. (1992). Al-Arabia lil-Hayat al-Yaomiyyah, Vol-II. Bangladesh Open University.

Recommended Books

سلامة، فوزي أحمد (2023) سلسلة الفائزين لتعليم العربية للمبتدئين. *المستوى الأول والثاني والثالث* (بن)

مصطفي، ناصف و سليمان، مصطفي (1988) كتاب فهم المسموع. ، القاهرة: معهد البحوث والدراسات العربية.

مصطفي، ناصف و سليمان، مصطفي (بت) العربية: أصواتها وحروفها لغير الناطقين بها. الرياض: عمادة شؤون المكتبات في جامعة الملك سعود

صيني ، د. محمود إسماعيل (1983). العربية للناشئيين. إسلام آباد: الجامعة الإسلامية العالمية

الدويش، د. راشد وآخران (بت) العربية للمبتدئين. المدينة : الجامعة الإسلامية بالمدينة المنورة

د. فوزا الفوزان (2002). العربية بين يديك. الرياض : مؤسسة الوقف الإسلامي،

الرحمن، د. محمد فضل (2021) المحادثات العربية في الحياة اليومية (عربي-إنكليزي-بنغالية). داكا: رياض بروكاشني.

المدني، أبو نعمان (2020) كيف نتعلم العربية (عربي-بنغالة)

Dr. Mohammad Anwarul Kabir (2012). Get Going Learn Arabic (تعال نتعلم اللغة العربية). F.L.T.C

Course Code: 8221255	**Marks:** 100	**Credits:** 4	**Class Hours:** 56
Course Title: Arabic Grammar (Nahu) [قواعد اللغة العربية]		**Course Type:** Core	**Exam Hours:** 4

Course Description

This course provides an advanced understanding of Arabic grammatical structures with emphasis on sentence formation, syntactic rules, and grammatical analysis. Students study verbal and nominal sentences, grammatical cases, objects, vocatives, prepositions, and grammatical followers (Al-Tawābi‘). The course develops students’ ability to apply Arabic grammar accurately in writing and speech and perform I‘rāb (syntactic analysis) of classical and modern Arabic texts.

Course Objectives

By the end of this course students will able to —

- **Master Verbal Sentence Dynamics:** To identify and correctly apply the rules of the Faa'il (الفاعل) and the various states of Al-Fi'l al-Mudari' (الفعل المضارع), specifically focusing on its nominative (الرفع) and accusative (النصب) cases.
- **Construct Nominal Sentences:** To develop a firm grasp of the Subject (المبتدأ) and Predicate (الخبر) relationship, ensuring proper agreement and grammatical positioning within a nominal sentence.
- **Differentiate Among the Five Objects (المفاعيل الخمسة):** To distinguish between the various types of objects—Mafu'l Bihi (المفعول به), Mafu'l Mutlaq (المفعول مطلق), Mafu'l Feehi (المفعول فيه), Mafu'l Lahu (المفعول له), and Mafu'l Ma’ahu (المفعول معه)—and understand their specific roles in adding detail to a sentence.
- **Navigate the Rules of Vocative and Prepositions:** To accurately utilize Al-Munada (المنادي) for calling or addressing, and to master the usage of Huroof al-Jarr (حروف الجر) and their impact on the following nouns.
- **Apply Grammatical Followers (التوابع):** To implement the four main followers—Al-Na't (النعت), Al-Badal (البدل), Al-Tawkid (التوكيد), and Al-'Atf (العطف)—to ensure grammatical harmony and clarity in complex descriptions.
- **Syntactic Analysis and Application:** To equip students with the ability to perform I'rab (الإعراب) on classical and modern Arabic texts, fostering precision in both written and spoken communication.

Course Learning Outcomes (CLOs)

After going through the course, students will be able to learn the following outcomes.

	Course Learning Outcomes (CLOs)
CLO1	**Analyze Verbal Sentence Components** Demonstrate a technical understanding of the verbal sentence (*Al-Jumlah al-Fi'liyyah*) by identifying the **Doer (الفاعل)** and correctly applying the grammatical rules for the **Present Tense Verb (الفعل المضارع)** in its nominative (*Marfu'*) and accusative (*Mansub*) states.
CLO2	**Construct Accurate Nominal Sentences** Construct structurally sound nominal sentences (*Al-Jumlah al-Ismiyyah*) by applying the rules of agreement and positioning between the **Subject (المبتدأ)** and the **Predicate (الخبر)**.
CLO3	**Distinguish Between the Five Objects (Al-Mafa'eel)**

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	Course Learning Outcomes (CLOs)
	Categorize and differentiate between the **Five Objects (المفاعيل الخمسة)**—including *Mafu'l Bihi, Mutlaq, Feehi, Lahu,* and *Ma'ahu*—to clarify the intent, time, place, or reason within Arabic discourse.
CLO4	**Implement Vocatives and Particles** Employ the rules of the **Vocative (المنادى)** for addressing individuals and master the application of **Prepositions (حروف الجر)**, ensuring the correct declension (*Jarr*) of subsequent nouns.
CLO5	**Apply Grammatical Followers (Al-Tawabi')** Integrate the four **Grammatical Followers (التوابع)**—Adjectives (*Na't*), Substitutes (*Badal*), Emphasis (*Tawkid*), and Conjunctions (*'Atf*)—to create nuanced, harmonious, and complex sentence structures.
CLO6	**Execute Syntactic Analysis (I'rab)** Perform comprehensive **Syntactic Analysis (الإعراب)** on classical and modern Arabic texts, demonstrating precision in identifying the grammatical role and vowelization of each word in a sentence.

Mapping of CLOs with PLOs

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11	PLO12
CLO1	√						√	√			√	√
CLO2	√	√					√				√	√
CLO3	√						√		√		√	√
CLO4	√	√	√			√			√		√	√
CLO5	√					√	√	√		√		√
CLO6	√	√					√		√		√	√

BNQF Learning Outcome Domain Mapping of CLOs

CLO	Domain 1: Fundamental Domain	Domain 2: Social Domain	Domain 3: Thinking Domain	Domain 4: Personal Domain
CLO1	✓		✓	
CLO2	✓		✓	
CLO3	✓		✓	
CLO4	✓	✓		
CLO5	✓		✓	
CLO6	✓		✓	✓

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Course Contents

(1) رفع الفعل المضارع ونصبه
(2) الفاعل
(3) المبتدأ والخبر
(4) المفعول المطلق
(5) المفعول به
(6) المفعول فيه
(7) المفعول له
(8) المفعول معه
(9) المنادى
(10) النعت
(11) البدل
(12) التوكيد
(13) العطف
(14) حروف الجر

Course Plan with CLOs

Weeks Hours	Topic	Teaching-Learning Strategy	Assessment Method	CLOs
Week 1-3	Verbal Sentence Dynamics: The Doer (الفاعل) and Present Tense (المضارع) in Nominative/Accusative states.	Deductive method, Sentence transformation drills.	In-class identification test & Verb conjugation quiz.	CLO1
Week 4-6	Nominal Sentence Structure: Subject (المبتدأ) and Predicate (الخبر) agreement and types.	Interactive lectures, Sentence building exercises.	Creating a portfolio of original nominal sentences.	CLO 2
Week 7-11	The Five Objects (Part I): *Mafu'l Bihi* (Object), *Mutlaq* (Absolute), and *Feehi* (Adverbials).	Text-based analysis, Contrastive learning.	Analysis of objects in short classical prose.	CLO 3
Week 12-16	The Five Objects (Part II): *Mafu'l Lahu* (Reason) and *Mafu'l Ma'ahu* (Accompanying).	Group discussion, Translation workshops.	Contextual identification from Quranic verses.	CLO 3
Week 17--20	Particles and Address: The Vocative (المنادى) and Prepositions (حروف الجر).	Situational role-play, Audio-lingual drills.	Oral recitation and Written declension exercise.	CLO 4
Week 21-24	Grammatical Followers (Al-Tawabi'): *Na't* (Adjective), *Badal* (Substitute), *Tawkid* (Emphasis), and *'Atf* (Conjunction).	Analytical reading, Diagramming complex sentences.	Drafting an essay applying all four followers.	CLO 5
Week 25-28	Syntactic Analysis (I'rab): Comprehensive parsing of classical and modern Arabic texts.	Problem-based learning, Peer-review parsing.	Final Examination / Comprehensive I'rab Project.	CLO 6

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Course Assessment Framework:

Total Course Marks: 100

Assessment Category	Assessment Component	Weightage
Formative Assessment (20%)	Attendance & Class Participation	5%
	In-course Examination	10%
	Quiz / Assignment Presentation	5%
Summative Assessment (80%)	Final Examination • Students will have to answer 8 questions out of 12 • 10 marks per question ($8 \times 10 = 80$ marks) • Each question may contain maximum 3 sub-sections (e.g., a, b, c)	80%

Core text:

- الشرتوني، رشيد (1924).*مبادي العربي (4)*. بيروت: المطبعة الكاثوليكية

Recommended Books

الجارم، ع.، وأمين، م. (بت) .*النحو الواضح في قواعد اللغة العربية* (ط. 1). القاهرة: دار المعارف.
حسن، ع. (2007). *النحو الوافي* (ط. 3). القاهرة: دار المعارف.
نعمة، ف. (2024) .*ملخص قواعد اللغة العربية*. الرياض: دار الثقافة الإسلامية.
الحلواني، م. خ. (2000) .*الواضح في النحو*. بيروت: دار المأمون للتراث
عبد الحميد، م. م. ا. (1424هـ) .*التحفة السنية بشرح المقدمة الآجرومية*. الدوحة: دار الأوقاف والشئون الأسلامية

ওসমান, সিরাজুদ্দীন। (২০০৩)। *হেদায়াতুন্নাহু*। ঢাকা: ইসলামিয়া কুতুবখানা।
সাঈদ, সা. আ.। (২০১২) *তাইসিরুন্নাহু*। ঢাকা: নিউ আশরাফিয়া লাইব্রেরি।

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Course Code: 8221257	**Marks:** 100	**Credits:** 4	**Class Hours:** 56
Course Title: History of Arabic Literature (750-1258) AD. (تاريخ الأدب العربي)		**Course Type:** Core	**Exam Hours**: 4

Course Description

This course examines the historical development of Arabic literature during the Abbasid period and the emergence of literary traditions in Islamic Spain and North Africa. It explores major literary movements, cultural influences, prose development, poetic innovations, Maqāmah literature, and contributions of prominent writers and poets such as Al-Jāḥiẓ, Ibn al-Muqaffa‘, Al-Mutanabbī, Abū Nuwās, Al-Ḥarīrī, Ibn Ḥazm, and Ibn Zaydūn. Students analyze literary works within their social, political, and intellectual contexts and develop critical understanding of Arabic literary evolution.

Course Objectives

By the end of this course participants will acquire the ability to —

- **Analyze the Abbasid Literary Transformation:** To examine the shift from classical desert-based motifs to urban aesthetics, specifically focusing on the "New Style" (*al-Badi*) and the revolt against traditional poetic structures.
- **Evaluate Cross-Cultural Influences:** To investigate the impact of Persian administrative wisdom and the *Shu'ubiyya* movement on the development of Arabic prose and courtly literature.
- **Assess Masterpieces of Abbasid Prose:** To provide a deep understanding of the intellectual contributions of Al-Jahiz and Ibn al-Muqaffa, focusing on their roles in shaping the *Adab* tradition.
- **Critique Prominent Poetic Voices:** To evaluate the works of era-defining poets—ranging from the lyrical hedonism of Abu Nawas to the philosophical skepticism of Al-Ma'arri and the grand panegyrics of Al-Mutanabbi.
- **Explore the Mechanics of Maqama:** To introduce the origin and evolution of rhymed prose (*Saj'*), analyzing how Al-Hamadhani and Al-Hariri utilized linguistic virtuosity for social satire and narrative innovation.
- **Distinguish the "Western" Arabic Identity:** To explore the synthesis of a unique cultural identity in the Islamic West (Al-Maghreb and Al-Andalus) and its departure from the Eastern (*Mashriq*) literary canon.
- **Examine Structural Innovations in the West:** To study the "Strophic Revolution," focusing on how the *Muwashshah* and *Zajal* incorporated local dialects and musicality into formal Arabic poetry.
- **Analyze Narrative and Travel Genres:** To examine the development of the philosophical allegory through Ibn Tufayl's *Hayy ibn Yaqdhan* and the emergence of the *Rihla* (travelogue) as a vital prose genre in North Africa.
- **Synthesize the Contributions of Western Canon Figures:** To appreciate the refined literary and psychological insights of key figures such as Ibn Hazm, Ibn Zaydun, and Ibn Abd Rabbih within the broader context of Islamic civilization.

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Course Learning Outcomes (CLOs):
By the end of this course, students will be able to:

	Course Learning Outcomes (CLOs)
CLO 1	Analyze the socio-political factors that led to the Abbasid transition and the subsequent "Revolt against Classicism."
CLO 2	Evaluate the impact of Persian culture and the Shu'ubiyya movement on the evolution of Arabic prose and poetry.
CLO 3	Critically appreciate the works of major Abbasid poets (e.g., Al-Mutanabbi, Abu Nawas) and prose writers (Al-Jahiz, Ibn al-Muqaffa).
CLO 4	Identify the structural and linguistic characteristics of Maqama literature through the works of Al-Hamadhani and Al-Hariri.
CLO 5	Explain the development of unique Western Arabic forms, including Muwashshah, Zajal, and the Rihla genre.
CLO 6	Synthesize the contributions of North African and Andalusian scholars (Ibn Hazm, Ibn Zaydun) to the broader Arabic literary canon.

Mapping of CLOs with PLOs

CLO/PLO	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11	PLO12
CLO1	√			√		√			√			
CLO2	√			√		√			√			
CLO3		√	√	√					√			
CLO4	√		√	√		√			√			
CLO5	√	√	√				√		√			
CLO6			√	√		√			√			√

BNQF Learning Outcome Domain Mapping of CLOs

CLO	**Domain 1: Fundamental Domain**	**Domain 2: Social Domain**	**Domain 3: Thinking Domain**	**Domain 4: Personal Domain**
CLO1	✓	✓	✓	
CLO2	✓	✓	✓	
CLO3	✓		✓	✓
CLO4	✓		✓	
CLO5	✓	✓	✓	
CLO6	✓	✓	✓	✓

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Course Contents:

1. The Development of Arabic Literature during the Abbasid period: (Including the dynasties in the East). Revolt against Classicism, Persian influence on Arabic literature, Important prose writers and poets with literature appreciation of their works.
2. Maqama literature.
3. Development of Arabic literature Under the Umayyads in North Africa and Spain

Special attention should be given to the following topics:

I. The Abbasid Period: Literary Evolution in the East

1. **The Abbasid Transition & The Revolt Against Classicism**
   a. The Revolt against Classicism
   b. The Shu'ubiyya Movement
   c. The "New Style" (*al-Badi*)
2. **Persian Influence on Arabic Literature**
3. **Important Prose Writers and Literary Appreciation**
   a. Al-Jahiz
   b. Ibn al-Muqaffa
4. **Prominent Poets and Their Works**
   a. Bashar ibn Burd
   b. Al-Mutanabbi
   c. Abu Tammam
   d. Al-Buhturi
   e. Abu al-Ala al-Ma'arri
   f. Abu Nawas

II. Maqama Literature: The Art of Rhymed Prose

1. Origin and Forms of Maqama
2. Al-Hamadhani (The Pioneer)
3. Al-Hariri (The Refiner)

III. The Western Tradition: Literary Flourishing in North Africa and Al-Andalus

1. **The Synthesis of Arabic Identity in the Islamic West: Al-Maghreb and Al-Andalus.**
2. **Innovation in Poetic and Narrative Forms.**
   a. **The Strophic Revolution:**
      i. **Muwashshah:** The transition from monorhyme to multi-rhymed stanzas, incorporating the *kharja* (final couplet in local dialect).
      ii. **Zajal:** The elevation of vernacular Arabic into a sophisticated literary art form.
   b. **The Philosophical Allegory:** The development of the symbolic narrative, specifically focusing on **Ibn Tufayl's** *Hayy ibn Yaqdhan* as a precursor to the modern novel.
   c. **The Rihla (Travelogue):** The emergence of North African travel literature as a distinct prose genre (e.g., the early narratives of **Ibn Jubayr**).
3. **Key Figures of the Western Canon**
   a. Ibn Abd Rabbih
   b. Ibn Hazm al-Andalusi
   c. Ibn Zaydun

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Course Plan

Weeks Hours	Topic	Teaching-Learning Strategy	Assessment Method	CLOs
Week 1-4	**The Abbasid Transition:** Revolt against Classicism, Shu'ubiyya Movement, and the "New Style" (al-Badi).	Comparative lectures (Old vs. New style), Textual analysis.	Short essay on the impact of Shu'ubiyya.	CLO1
Week 5-8	**Persian Influence & Great Prose:** Analysis of *Kalila wa Dimna* (Ibn al-Muqaffa) and the works of Al-Jahiz.	interactive seminars, Group reading of fables.	Literary appreciation report on Al-Jahiz's style.	CLO 2 CLO 3
Week 9-12	**The Golden Age Poets (Part I):** Bashar ibn Burd, Abu Nawas (The Wine Songs), and Abu Tammam.	Recitation and analysis of poetic meters and imagery.	In-class poetry commentary (Sharh).	CLO 3
Week 13-17	**The Golden Age Poets (Part II):** Al-Mutanabbi (The Panegyrics), Al-Buhturi, and Al-Ma'arri (The Philosopher).	Debate on Al-Mutanabbi's ego vs. talent, Lecture on Ma'arri's pessimism.	Comparative quiz on Mutanabbi vs. Buhturi.	CLO 3
Week 18-21	**Maqama Literature:** The Art of Rhymed Prose. Al-Hamadhani's origins and Al-Hariri's linguistic refinement.	Role-play of Maqama characters, Analysis of Saj' (rhymed prose).	Presentation on the "Rogue" hero in Maqama.	CLO 4
Week 22-24	**The Western Tradition (Andalus):** The Strophic Revolution (Muwashshah/Zajal) and the Rihla (Ibn Jubayr).	Audio-visual aids (Andalusian music), Map-based travelogue study.	Analysis of a Muwashshah stanza/Kharja.	CLO 5
Week 25-28	**Masters of the West:** Ibn Hazm (*The Ring of the Dove*), Ibn Zaydun, and Ibn Tufayl (Philosophical Allegory).	Case study of *Hayy ibn Yaqdhan*, Peer-review of Andalusian love poetry.	Final Comprehensive Examination / Research Project.	CLO 6

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Course Assessment Framework: Total Course Marks: 100

Assessment Category	Assessment Component	Weightage
Formative Assessment (20%)	Attendance & Class Participation	5%
	In-course Examination	10%
	Quiz / Assignment Presentation	5%
Summative Assessment (80%)	Final Examination • Students will have to answer 8 questions out of 12 • 10 marks per question ($8 \times 10 = 80$ marks) • Each question may contain maximum 3 sub-sections (e.g., a, b, c)	80%

Core text:

- **الفاخوري، حنا. *تاريخ الأدب العربي* (History of Arabic Literature).**

Recommended Books

Al-Fakhouri, H. (1986). *Tarikh al-adab al-arabi*. Dar Al-Jeel.

Al-Zayyat, A. H. (1955). *Tarikh al-adab al-arabi*. Nahda Misr Press.

Daif, S. (1992). *Tarikh al-adab al-arabi al 'asr al-abbasi I & II*. Dar Al-Maaref.

Farrukh, O. (1981). *Tarikh al-adab al-arabi*. Dar Al-Ilm Lil-Malayin.

Ibn Hazm, A. M. (1994). *The ring of the dove: A treatise on the art and practice of Arab love* (A. J. Arberry, Trans.). Luzac Oriental. (Original work published ca. 1022)

Ibn Tufayl, A. B. (2009). *Hayy ibn yaqdhan: A philosophical tale* (L. E. Goodman, Trans.). University of Chicago Press. (Original work published ca. 1160)

Nicholson, R. A. (1907). *Literary history of the Arabs*. Cambridge University Press.

Zaydan, J. (1911). *Tarikh al-adab al-lugah al-arabia*. Al-Hilal Press.

আবু বকর, এম. (২০১৪)। *আরবি সাহিত্যের ইতিবৃত্ত*। মিনা বুক হাউস।

উদ্দিন, আ. ত. ম. মু. (২০১২)। *আরবী সাহিত্যের ইতিহাস*। ইসলামিক ফাউন্ডেশন বাংলাদেশ।

কোরায়শী, গো. সা. (১৯৯১)। *আরবী সাহিত্যের সংক্ষিপ্ত ইতিহাস*। বাংলা একাডেমি।

হক, মু. এ. (২০১৩)। *আরবি সাহিত্যের ইতিহাস*। খোশরোজ কিতাব মহল।

হোসাইন, সৈ. সা. (২০০৭)। *আরবী সাহিত্যের ইতিবৃত্ত*। ইসলামিক ফাউন্ডেশন বাংলাদেশ।

PROVISIONAL

Course Code: 8221259	**Marks:** 100	**Credits:** 4	**Class Hours:** 56
Course Title: Islamic Ideology (الأيديولوجية الإسلامية)		**Course Type:** Allied	

Course Description

This course introduces students to the fundamental principles of Islamic ideology and its social, political, economic, and ethical frameworks. It explores Islamic concepts including Al-'Ubūdiyyah (servitude), Al-Amānah (trusteeship), social justice, governance, education, Islamic economic principles, and the relationship between religion and modern ideologies. Students critically examine contemporary systems such as capitalism, secularism, Marxism, and nationalism from an Islamic perspective while developing an understanding of balanced spiritual and worldly life.

Course Objectives

By the end of this course, students will be able to:

- **Analyze the Foundations of Islamic Social Ethics:** Explore the Quranic perspective on gender equality, the sanctity of the family unit, and the philosophical concepts of *Al-Ubudiyyah* (servitude) and *Al-Amanah* (trusteeship) as drivers of personal and social accountability.
- **Evaluate Islamic Governance and Institutional Frameworks:** Examine the mechanisms of an Islamic political system, including the duty of *Amr bi-al ma`ruf wa nahy an al-munkar*, the consultative nature of *Majlis Shura*, and the integrated philosophy of the Islamic education system.
- **Critique Modern Ideologies through an Islamic Lens:** Compare and contrast Islamic principles with contemporary "isms"—such as Capitalism, Secularism, Marxism, and Nationalism—to understand the distinctiveness of Islamic integrated governance and its rejection of ethnic or materialist superiorities.
- **Explain Islamic Economic Justice:** Master the core instruments of Islamic finance and fiscal policy, including *Zakat*, *Ushr*, and *Kharaj*, while understanding the significance of wealth circulation and the role of interest-free banking in modern economic development.
- **Synthesize the Concept of Balanced Living:** Demonstrate how Islamic ideology maintains a equilibrium between the spiritual and the material, the individual and the state, and reason (*Aql*) and revelation (*Wahy*) to ensure the collective well-being (*Maslahah*) of society.

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Course Learning Outcomes (CLOs):

By the end of this course, students will be able to:

	Course Learning Outcomes (CLOs)
CLO 1	**The Philosophical and Social Foundations of Islam:** Describe the core concepts of *Al-Ubudiyyah* (servitude) and *Al-Amanah* (trusteeship), and explain how the Quranic framework defines the roles and rights of individuals (men, women, and citizens) to maintain social stability.
CLO 2	**The Islamic Political and Educational Framework:** Analyze the mechanisms of Islamic governance, specifically the role of *Majlis Shura* (consultation) and the duty of *Amr bi-al ma`ruf wa nahy an al-munkar*, in fostering a just and moral society.
CLO 3	**Islam and Modern Political and Philosophical Ideologies:** Evaluate the distinctiveness of Islamic ideology by contrasting its principles with modern "isms" (such as Secularism, Capitalism, Marxism, and Nationalism), particularly regarding the integration of religion and state.

	Course Learning Outcomes (CLOs)
CLO 4	**The Instruments of Islamic Economic Justice:** Assess the significance of the Islamic fiscal system (including *Zakat*, *Ushr*, and *Kharaj*) and the role of interest-free banking in preventing wealth hoarding and promoting equitable economic development.
CLO 5	**Synthesize the Principle of Balanced Living (Deen and Dunya):** Formulate a comprehensive understanding of how Islamic ideology harmonizes the spiritual and material dimensions of life, balancing reason (*Aql*) with revelation (*Wahy*) for the collective welfare (*Maslahah*) of humanity.

Mapping of CLOs with PLOs

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11	PLO12
CLO1	√					√				√		
CLO2						√		√		√		
CLO3					√				√			
CLO4						√			√	√		
CLO5						√	√		√			√

BNQF Learning Outcome Domain Mapping of CLOs

CLO	Domain 1: Fundamental Domain	Domain 2: Social Domain	Domain 3: Thinking Domain	Domain 4: Personal Domain
CLO1	✓	✓		✓
CLO2	✓	✓	✓	✓
CLO3	✓	✓	✓	
CLO4	✓	✓	✓	✓
CLO5	✓	✓	✓	✓

Course Contents:

A. The Social System in Islam

Position of Man and Woman in The Holy Quran, Spiritual and material concept of Islam, Right and duties of a citizen in Islam, Rights and duties of husband and wife in Islam, al-'Ubudiyyah, al-Amanah, Moral values in Islam, Prohibition of drug and intoxication in Islam.

B. The Political System in Islam

Amr bi-al ma`ruf wa nahy an al-munkar, Education System in Islam, Majlis Shura, Capitalism. Secularism, Rationalism, Marxism, Socialism, Nationalism, Racialism as compared to Islam.

C. The Economic System in Islam

Meaning, Nature and Concept of Islamic Economics system, Source of Islamic Economic system; Zakat, `Ushr, Jizyah, Kharaj, Sadaqah and their significance in Islam, Role of Banks in Islam in Economic development.

Special attention should be given to the following topics:

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A. The Social System in Islam

1. Foundational Philosophy

i. **The Spiritual and Material Concepts:** Balancing the needs of the soul with the necessities of worldly life.

ii. **Al-'Ubudiyyah:** Recognizing human submission to Divine Will as the path to spiritual liberation.

iii. **Al-Amanah:** Accepting the moral burden of being Allah's vicegerent (trustee) on Earth.

- **Significance:** How these principles prevent **materialistic extremism**, provide a **sense of purpose**, and instill a high level of **personal accountability** in every action.

2. Gender and Equality

i. **The Position of Man and Woman in the Holy Quran:** Understanding the spiritual equality and shared moral responsibility of both genders.

ii. **Rights and Duties of Husbands and Wives in Islam:** Defining the legal and emotional framework of the family unit.

- **Significance:** How these roles establish **social stability** by fostering mutual respect, protecting the rights of the vulnerable, and ensuring the **preservation of the family** as the foundation of society.

3. Civic and Moral Framework

i. **Rights and Duties of a Citizen:** The social contract between the individual and the state regarding justice and safety.

ii. **Universal Moral Values:** The application of honesty, justice (*Adl*), and excellence (*Ihsan*) in all dealings.

- **Significance:** How a shared moral code creates **social cohesion**, ensures **public justice**, and protects the **dignity of all individuals** regardless of their status.

4. Social Protection and Health

i. **The Prohibition of Drugs and Intoxicants:** The legal and religious ban on substances that impair judgment.

- **Significance:** How protecting the **human intellect (*Aql*)** prevents crime, maintains **public health**, and ensures that individuals remain capable of fulfilling their spiritual and social obligations.

B. The Political System in Islam

1. The Moral Engine of Governance:

i. **Amr bi-al ma`ruf wa nahy an al-munkar:** The principle of "Enjoining what is right and forbidding what is wrong" as a collective social and political duty.

ii. **Social Reform:** The role of the state and the individual in maintaining public morality and justice.

2. Institutional Frameworks

i. **Education System in Islam:** The philosophy of seeking knowledge (*Talab al-Ilm*), the integration of sacred and secular sciences, and the role of the state in providing education.

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ii. **Majlis Shura (Consultative Council):** The concept of mutual consultation in decision-making and its role as a check on executive power.

3. Comparative Political Ideologies

i. **Islam vs. Materialist Ideologies:**
   - **Capitalism:** Private ownership and market freedom vs. Islamic restrictions on interest (*Riba*) and hoarding.
   - **Marxism & Socialism:** Class struggle and state-controlled wealth vs. Islamic social justice and protected private property.

ii. **Islam vs. Modern Governance & Thought:**
   - **Secularism:** The separation of religion from state affairs compared to the Islamic concept of integrated governance.
   - **Rationalism:** Human reason as the sole source of truth vs. the Islamic balance between reason (*Aql*) and revelation (*Wahy*).

iii. **Islam vs. Identity Politics:**
   - **Nationalism:** Loyalty to the nation-state vs. loyalty to the global *Ummah* (community).
   - **Racialism:** Critique of ethnic superiority based on the Quranic principle of equality (the only distinction being *Taqwa* or God-consciousness).

C. The Economic System in Islam

1. Fundamentals of Islamic Economics

i. **Meaning and Concept:** Defining economics as a branch of social science governed by Divine law.

ii. **Nature of the System:** Characteristics such as the prohibition of interest (*Riba*), the emphasis on social justice, and the dual ownership model (private ownership subject to God's ultimate ownership).

iii. **Primary Sources:** The Quran, Sunnah, *Ijma* (consensus), and *Qiyas* (analogy) as the basis for economic rulings.

2. Instruments of Wealth Distribution & Revenue

i. **Zakat:** The mandatory alms-giving on accumulated wealth (2.5%) for specific categories of needy people.

ii. **Ushr:** The 10% (or 5%) tax on agricultural harvest from land irrigated by rain or natural sources.

iii. **Sadaqah:** Voluntary charity and its role in fostering a culture of generosity beyond mandatory obligations.

iv. **Significance:** How these tools ensure the **circulation of wealth**, provide for the **basic needs of the poor**, and **purify the soul** of the giver by preventing greed and hoarding.

3. State Revenue and Fiscal Policy

i. **Jizyah:** A protection tax historically paid by non-Muslim citizens in an Islamic state in lieu of military service.

ii. **Kharaj:** Land tax imposed on conquered or treaty-based agricultural lands.

- **Significance:** How these tools ensure the circulation of wealth and prevent hoarding within the economy.

4. Modern Financial Application

i. **Role of Banks in Economic Development:** Transitioning from interest-bearing models to profit-and-loss sharing (*PLSR*).

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- **Financing Modes:** *Murabahah* (cost-plus financing), *Mudharabah* (trust financing), and *Musharakah* (partnership).
- The bank's role as an intermediary for developmental projects rather than just a lender.

Course Plan with CLOs

Weeks Hours	Topic	Teaching-Learning Strategy	Assessment Method	CLOs
Week 1-3	**Foundational Philosophy**: Al-Ubudiyyah and Al-Amanah; The balance between spiritual and material life (*Deen and Dunya*).	Conceptual lectures; Guided reflection on stewardship.	Reflective journal entry on "Trusteeship."	CLO 1 CLO 5
Week 4-5	**Gender and Social Dynamics:** Position of men and women in the Quran; Rights and duties of husbands and wives.	Interactive seminars; Case studies on marital rights.	Debate: Complementarity vs. Competition.	CLO 1
Week 6-8	**Civic & Health Framework:** Rights of citizens; Universal moral values; Prohibition of drugs/intoxication.	Group discussions on civic duties; Guest lecture on social health.	Quiz on moral values and legal prohibitions.	CLO 1
Week 9-10	**Political Engine**: *Amr bi-al ma`ruf wa nahy an al-munkar*; The Islamic Education System (*Talab al-Ilm*).	Comparative analysis of education models; Role-play on social reform.	Short paper on the "Moral Engine of Governance."	CLO 2
Week 11-13	**Institutional Governance:** *Majlis Shura* (Consultation); Islamic perspectives on leadership and executive checks.	Presentation on Shura vs. Autocracy.	Presentation on Consultative Leadership.	CLO 2
Week 14-16	**Comparative Ideologies I:** Islam vs. Capitalism and Marxism/Socialism (Wealth ownership & Interest).	Critical reading sessions; Ideology mapping.	Comparative essay (Capitalism vs. Islamic Economy).	CLO 3 CLO 4
Week 17-18	**Comparative Ideologies II:** Islam vs. Secularism, Rationalism, and Nationalism (*Ummah* vs. Nation-state).	Dialectical lectures (*Aql* vs. *Wahy*); Group seminars.	Mid-term research report on Secularism.	CLO 3 CLO 5
Week 19-21	**Economic Fundamentals:** Meaning, Nature, and Sources of Islamic Economics; The prohibition of *Riba* (Interest).	Problem-based learning; Textual analysis of economic sources.	Technical quiz on economic terminology.	CLO 4
Week 22-24	**Fiscal Instruments:** *Zakat*, *Ushr*, *Sadaqah*, *Jizyah*, and *Kharaj*; Significance in wealth circulation.	Calculation workshops; Economic flow-charting.	Calculation exercise and impact analysis report.	CLO 4

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Weeks Hours	Topic	Teaching-Learning Strategy	Assessment Method	CLOs
Week 25-28	**Modern Finance & Synthesis:** Role of Islamic Banks; *Murabahah*, *Mudharabah*, and *Musharakah*; Final Course Synthesis.	Industry case studies (Islamic Banking); Summary panel discussion.	Final Project: Designing a "Balanced Living" model.	CLO 4 CLO 5

Course Assessment Framework:

Total Course Marks: 100

Assessment Category	Assessment Component	Weightage
Formative Assessment (20%)	Attendance & Class Participation	5%
	In-course Examination	10%
	Quiz / Assignment Presentation	5%
Summative Assessment (80%)	Final Examination • Students will have to answer 8 questions out of 12 • 10 marks per question ($8 \times 10 = 80$ marks) • Each question may contain maximum 3 sub-sections (e.g., a, b, c)	80%

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Recommended Books

Abu Yusuf, Y. I. (1979). *Kitab al-kharaj* (I. Abbas, Ed.). Dar al-Shuruq.

Abu Zahra, M. (2004). *Al-mujtama' al-insani fi zil al-islam*. Dar al-Fikr al-Arabi.

Ahmed, A. S. (2003). *Islam under siege: Living dangerously in a post-honor world*. Polity Press.

Al-Ghazali, A. H. (2004). *Ihyā' 'ulūm al-dīn*. Dar al-Ma'rifah.

Ali, S. A. (1922). *The spirit of Islam: A history of the evolution and ideals of Islam, with a life of the Prophet*. Christopher's.

Al-Qaradawi, Y. (1995). *Mushkilat al-faqr wa kayfa aalajaha al-islam*. Maktabah Wahba.

Al-Sadr, M. B. (1987). *Iqtisādunā*. Dar al-Ta'aruf lil-Matbu'at.

Chapra, M. U. (1992). *Islam and the economic challenge*. The Islamic Foundation.

Dehlawi, S. W. (2005). *Hujjat Allah al-baligha* (S. S. al-Nadwi, Ed.). Dar al-Jeel.

Kamali, M. H. (2002). *Freedom, equality and justice in Islam*. International Institute of Islamic Thought (IIIT).

Qutb, S. (1993). *Al-adala al-ijtima'iyya fi al-islam*. Dar al-Shuruq.

Siddiqi, M. N. (2004). *Riba, bank interest and the rationale of its prohibition*. Islamic Development Bank.

আল-গাজালি, এ. এইচ. (২০০২)। *এহয়াউ উলুমিদ্দিন* (এম. এ. রহিম, অনূ.)। খাইরুন প্রকাশনী।

চাপড়া, এম. ইউ. (২০১৩)। *ইসলামি ব্যাংক ও অর্থব্যবস্থার রূপরেখা* (আ. ন. ম. রশীদ আহমাদ, অনূ.)। আধুনিক প্রকাশনী।

মওদুদী, এস. এ. এ. (২০১৪)। *ইসলামী রাষ্ট্র ও সংবিধান* (আব্দুল মান্নান তালিব, অনূ.)। আধুনিক প্রকাশনী।

রহীম, এম. এ. (২০১৪)। *ইসলামের অর্থনীতি*। খায়রুন প্রকাশনী।

PROVISIONAL

Course Code: 8221959	**Marks**: 100	**Credits:** 4	**Class Hours:** 56
Course Title: Political Organization and the Political System of UK and USA		**Course type:** Allied	**Exam Hours:** 4

Course Description

The course provides a concise understanding of political organization, constitutional principles, forms of government, and major organs of government. It examines democracy, dictatorship, parliamentary, presidential, unitary, and federal systems, along with the separation of powers, political parties, pressure groups, and public opinion. Special emphasis is placed on the political systems of the United Kingdom and the United States, including their constitutions, legislatures, executives, judiciaries, electoral systems, and party structures, enabling students to develop a comparative understanding of their institutional frameworks and functioning.

Course Objectives

After completing this course, students will be able to:

1. Develop a fundamental understanding of the concepts, significance, classification, and principles of constitutions and constitutional systems.
2. Explain and analyze different forms of government, including democracy, dictatorship, parliamentary, presidential, unitary, and federal systems.
3. Understand the theory of separation of powers and analyze the roles and functions of major organs of government, including the legislature, executive, judiciary, and electorate.
4. Develop knowledge of political behavior by examining the roles of political parties, pressure groups, and public opinion in political systems.
5. Analyze the constitutional structures, institutions, and operational mechanisms of the British political system, including the monarchy, Parliament, Prime Minister, Cabinet, and party system.
6. Analyze the constitutional framework and institutional features of the American political system, including checks and balances, the President, Congress, judiciary, and political parties.
7. Develop comparative analysis, critical thinking, communication, and teamwork skills through discussions, debates, presentations, and comparative studies of political systems.

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Course Learning Outcomes (CLOs)

CLO	Course Learning Outcomes	Bloom's Level	PLO
CLO1	Explain the meaning, significance, classification, methods of establishing constitutions, and the requisites of a good constitution.	Understand (C2)	PLO6, PLO9
CLO2	Explain and analyze the major forms of government, including democracy, dictatorship, parliamentary, presidential, unitary, and federal systems.	Understand / Analyze (C2/C4)	PLO6, PLO9

CLO	Course Learning Outcomes	Bloom's Level	PLO
CLO3	Analyze the meaning, significance, and working of the theory of separation of powers and the roles of the major organs of government.	Analyze (C4)	PLO5, PLO9
CLO4	Explain and analyze political behavior with reference to political parties, pressure groups, and public opinion.	Understand / Analyze (C2/C4)	PLO6, PLO7, PLO9
CLO5	Analyze the nature, features, sources, and functioning of the British political system, including conventions, monarchy, Parliament, the Prime Minister, Cabinet, and party system.	Analyze (C4)	PLO4, PLO6, PLO9
CLO6	Analyze the nature and features of the American political system, including the Constitution, checks and balances, President, Congress, Judiciary, and political parties.	Analyze (C4)	PLO4, PLO6, PLO9
CLO7	Demonstrate critical thinking, comparative analysis, effective communication, and teamwork through discussion, debate, presentations, and comparative study of the political systems of the UK and USA.	Evaluate / Create (C5/C6)	PLO7, PLO8, PLO9, PLO10

BNQF Learning Outcome Domain Mapping of CLOs

CLO	Domain 1: Fundamental Domain	Domain 2: Social Domain	Domain 3: Thinking Domain	Domain 4: Personal Domain
CLO1	✓			
CLO2	✓	✓	✓	
CLO3	✓		✓	
CLO4	✓	✓	✓	
CLO5	✓	✓	✓	
CLO6	✓	✓	✓	
CLO7		✓	✓	✓

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Course Contents

Weeks	Contents	Teaching–Learning Strategies	Assessment Methods	CLOs
Weeks 1–4	**Constitution:** Meaning and significance, Classification, Methods of Establishing Constitution, Requisites of a good Constitution.	Interactive lecture, concept mapping, group discussion, comparative analysis	Class participation, short quiz, written assignment	CLO1

Weeks	Contents	Teaching–Learning Strategies	Assessment Methods	CLOs
Weeks 5–8	**Forms of Government:** The Concept of Traditional and Modern Forms, Democracy, Dictatorship, Parliamentary, Presidential, Unitary and Federal.	Interactive lecture, comparative discussion, group work, case study	Quiz, class test, comparative assignment	CLO2, CLO7
Weeks 9–11	**Theory of Separation of Power:** Meaning, Significance and Working.	Lecture, conceptual discussion, diagrammatic presentation, case analysis	Class test, analytical assignment, presentation	CLO3
Weeks 12–15	**Organs of Government:** Legislature, Executive, Judiciary and Electorate.	Interactive lecture, institutional analysis, group discussion, case study	Short quiz, written assignment, class presentation	CLO3, CLO7
Weeks 16–18	**Political Behavior:** Political Parties, Pressure Groups and Public Opinion.	Lecture, group discussion, debate, role play, case study	Quiz, group presentation, case-study assignment	CLO4, CLO7
Weeks 19–23	**British Political System:** Nature, Features and Sources of the Constitution, Conventions, Monarchy, Parliament, The Prime Minister and the Cabinet, Party System.	Multimedia lecture, institutional analysis, case study, group discussion, debate	Class test, case-study analysis, presentation	CLO5, CLO7
Weeks 24–28	**American Political System:** Nature and Features of the Constitution, The System of Checks and Balances, The President and Congress, Judiciary and Political Parties.	Multimedia lecture, constitutional analysis, case study, group discussion, comparative learning	Quiz, analytical assignment, presentation, final examination	CLO6, CLO7

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Course Assessment Framework:

Total Course Marks: 100

Assessment Category	Assessment Component	Weightage
Formative Assessment (20%)	Attendance & Class Participation	5%
	In-course Examination	10%
	Quiz / Assignment Presentation	5%
Summative Assessment (80%)	Final Examination • Students will have to answer 8 questions out of 12 • 10 marks per question ($8 \times 10 = 80$ marks) • Each question may contain maximum 3 sub-sections (e.g., a, b, c)	80%

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Recommended Books

MacIver, R. M. (1960). *The web of government* (7th ed.). Macmillan.

Strong, C. F. (1952). *Modern political constitutions: An introduction to the comparative study of their history and existing form* (4th ed.). Sidgwick & Jackson.

Wheare, K. C. (1963). *Federal government* (4th ed.). Oxford University Press.

Wheare, K. C. (1966). *Modern constitutions* (2nd ed.). Oxford University Press.

Willoughby, W. F. (1936). *The government of modern states* (2nd rev. ed.). D. Appleton-Century Company.

রহমান, ম. ম. (1991). *রাষ্ট্রীয় সংগঠনের রূপরেখা.* রাজশাহী বুকস প্যাভিলিয়ন.

ভূঁইয়া, ও. (n.d.). *রাষ্ট্রবিজ্ঞান.*

নাথ, বিপুল রঞ্জন. (n.d.). *রাষ্ট্রীয় সংগঠন.*

ঘোষ, নির্মল কান্তি. (n.d.). *আধুনিক রাষ্ট্রবিজ্ঞানের ভূমিকা.*

Guidelines of Viva-voce

Course Code: 8221262	**Marks: 50**	**Credits: 2**	**Days: 0**	**B. A. Honors 2nd Year**
Course Title: Viva-voce (Arabic)			**Paper Orientation**: Practical	

Course Description

The Viva Voce is a comprehensive oral examination designed to evaluate students' overall academic achievement, subject knowledge, communication skills, and professional readiness acquired during the Arabic program. Conducted after the completion of written examinations, this course provides students with an opportunity to demonstrate their understanding of Arabic language, literature, grammar, Islamic heritage, culture, and related academic areas.

The examination also assesses students' ability to explain Arabic texts, analyze literary works, apply grammatical knowledge, discuss historical and cultural aspects, and communicate effectively in academic and professional settings.

Course Objectives

The objectives of the course are to:

1. Evaluate students' knowledge of major areas of Arabic language, literature, grammar, and culture through oral examination.
2. Assess students' ability to explain Arabic texts, concepts, theories, and literary contributions.
3. Develop effective oral communication, presentation skills, and confidence among students.
4. Evaluate students' analytical thinking and ability to answer academic questions related to Arabic studies.
5. Assess students' understanding of Arabic literary heritage, Islamic culture, history, and civilization.
6. Prepare students for higher studies, research, teaching, translation, and professional opportunities related to Arabic language and literature.

Course Learning Outcomes (CLOs)

After going through the viva voce, the students will be able to:

- **CLO 1:** Demonstrate comprehensive knowledge of Arabic language, literature, grammar, Islamic heritage, and cultural studies.
- **CLO 2:** Explain and analyze important concepts, texts, authors, and literary contributions of Arabic studies.
- **CLO 3:** Communicate academic ideas effectively and confidently through oral presentation.
- **CLO 4:** Analyze and respond critically to questions related to Arabic grammar, poetry, prose, literature, translation, and cultural studies.
- **CLO 5:** Demonstrate professional attitude, confidence, ethical values, and academic responsibility.
- **CLO 6:** Show readiness for higher education, research, teaching, translation, and career development in Arabic-related fields.

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CLO to PLO Mapping Matrix:

The mapping of CLO to PLO is presented in the matrix below, identifying the level of correlation between course-specific competencies and professional graduate attributes.

CLO/PLO	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
CLO1	H	M	H	M	M	M	-	M	-	-
CLO2	H	H	M	H	M	M	-	M	-	-
CLO3	M	M	H	M	M	H	M	M	-	-
CLO4	H	M	H	H	M	H	M	M	-	-
CLO5	M	M	M	H	H	M	H	M	-	-
CLO6	M	M	M	H	M	H	H	H	M	-

Note: *H = High Correlation; M = Medium Correlation; L = Low Correlation; (-) = No Correlation.*

Teaching System

The Viva-voce course follows an interactive and student-centered approach. Teaching and learning activities include orientation sessions, discussion sessions, question-answer sessions, mock viva examinations, review of important Arabic language and literature topics, individual guidance, and self-directed learning.

Students are encouraged to develop analytical ability, communication skills, confidence, and presentation skills required for academic and professional environments.

Assessment Strategy

Students will be assessed through a comprehensive viva voce examination conducted by the designated Examination Committee after completion of written examinations.

The assessment will evaluate students' overall understanding of Arabic language, literature, grammar, Islamic heritage, and cultural studies. Students' ability to explain concepts, analyze texts, apply grammatical knowledge, answer academic questions, communicate effectively, and demonstrate professional attitude and confidence will be considered.

The final grade will be awarded based on the performance demonstrated during the viva voce examination.

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