Superior University

CAKCCIS (Chaudhary Abdul Khaliq Center for Contemporary Islamic Sciences)

Course Outline

Course Information	Course Title	**Islamic Studies**			
	Course ID		Course Type		
	Credit hours	2	Hours per week (C-L)		
	Programs	All	Preferred Semester		
	Date	16-08-2024	Version		
Offered Course Information	Programs		Semester Session		
	Instructor(s)	Dr. Syed Ali Mohsin Naqvi	TA / Junior Lecturer		

Course Description	This course is a conscious effort for development of personality. Hence, through the teachings of the Qur'an and Sunnah, this course will prepare the students to modify their personality, adopt the Ethical values and express it in the society. Students will be able to explain Islamic Economic system and importance of Entrepreneurship in Islam.

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

Course Learning Outcomes (CLO)	No.	Outcome	BT LEVEL	Relation with PLO	SDGs
	CLO1.	**Explain** the commonly used words in the Quran and grasp the meanings of key Quranic terms, fostering a foundational understanding of Quranic verses.	C2	PLO 8	SDGs 4, 5
	CLO2.	**Illustrate** simple interpretations of selected Quranic verses to adopt moral and ethical guidance provided by the Quran in daily life as per superior framework for character mastery.	C3	PLO 1	SDGs 4, 5

Lecture type	Cognitive, Interactive, and practical.
Prerequisites	Non
Follow up Courses	
Course Software or Tool	

	Title	Edition	Authors	Publisher	Year		ISBN
Textbook	Bs Islamic Studies Al- Huda: A course of Quranic translation and implication		Syed Ali Mohsin Naqvi				
References							
	Tafseer Durr E Mansoor Tafseer al Kabir Sahih e Sitta Kutub al-ʾArbaʿah		Jalaluddin,Siyuti Fakhr al-Din al-Razi				
	7 Habits of highly effective people		Stephen R.Covey	Simon & Schuster Australia	1992		
	Trust & Inspire		Stephen M.R.Covey	Simon & Schuster New York	2023		
	Rasool e Rehmat		Pirzada Imdad Hussain				

Assessment Criteria (100%)	Assessment		Due	Weight		Used to attain CLO
	Assignment	Task 1: Assignment Task 2: Presentation		20%		CLO 1
	Presentation	Translation & Explanation of the Selected Verses of the Holy Quran		20%		CLO2
	Written Examination	Mid Term		20%		CLO 1
		Final Term		40%		CLO 2

Course Contents				
Week No.	**Topic**	**Lecture No.**	**Lecture Contents**	**Relation with CLO**
QURANIC VOCABULARY AND TRANSLATION				
W1.	**Introduction to Islam -Courage**	**L1.**	1. Opening Remarks, Introduction and explanation of Superior Framework for Character Mastery, Introduction of Islamic Studies Module 2. Quranic Verses, vocabulary, explanation and discussing Islamic concepts as well as connecting themes with 'Courage'.	**CLO1**
		L2.	3. Personal and Professional Benefits of Courage, Role Play to inculcate courage among students	**CLO2**

Class Activity:

1. **Story Analysis:** (Why did seniors not let junior lead the organization?)
2. **Role play**: (demonstrate courage in admitting a mistake to a sibling, standing up for their values in a workplace setting, or taking initiative in a challenging project.)

Home Task:

- Communicate with your younger brother/sister/cousin and admit any mistake/wrongdoing that you did in the past. Tell him/her how sorry you are.
- Whenever your parents enter the room stand in their respect and give them space to sit. Don't sit unless they are settled.
- Practice: Whenever your parents (Father, mother) call you at home, answer them on their first call and do not deny their demand unless you have a valid reason for it (Explain your reason respectfully)

W2.	**Islamic Integrity**	**L3.**	Quranic Verses, vocabulary, explanation and discussing Islamic concepts as well as connecting themes with 'Integrity'.	**CLO1**
		L4.	Personal and Professional Benefits of Integrity, Role Play to inculcate Integrity among students	**CLO2**

Class Activity:

1. **Role Play**: Students role-play a scenario where they must demonstrate integrity in handling a conflict of interest, reporting a wrongdoing, or safeguarding confidential information.

Home Task:

For one week integrity reflection task

Students are to dedicate 20 minutes during the week to reflect on a specific situation where integrity played a crucial role. They should describe the situation, the action they took, the factors influencing their decision, the outcome, and what they learned about integrity from the experience. The reflection should be about one page long and submitted before the next class.

W3.	**Divine Messages and Guidance in the Quran-Responsibility**	**L5.**	Quranic Verses, vocabulary, explanation and discussing Islamic concepts as well as connecting themes with 'Responsibility'.	**CLO1**
		L6.	Personal and Professional Benefits of Responsibility, Role Play to inculcate responsibility among students	**CLO2**

Class Activity:

Story Analysis: In groups, students analyze a case involving a local government official who faces ethical dilemmas regarding misuse of public funds. Discuss the elements of integrity, especially honesty and responsibility, demonstrated by individuals in the story.

Home Task:

For one week integrity reflection task

Students are to dedicate 20 minutes during the week to reflect on a specific situation where integrity played a crucial role. They should describe the situation, the action they took, the factors influencing their decision, the outcome, and what they learned about integrity from the experience. The reflection should be about one page long and submitted before the next class.

W4	**Sirah of Holy Prophet (peace be**	**L7.**	Quranic Verses, vocabulary, explanation and discussing Islamic concepts as well as connecting themes with 'Humanity'.	**CLO1**
		L8.	Personal and Professional Benefits of Humanity, Role Play to inculcate	**CLO2**

	upon him) as Uswa-i-Hasana - Humanity		Humanity among students	

Class Activity:

1. **Story Analysis:** In groups, students analyze the given story about a community leader who must address social inequality and promote inclusivity. Discuss the elements of humanity, especially empathy and kindness, demonstrated by the leader and the community's response.
2. **Role Play**: Students role-play a scenario where they have to demonstrate humanity in supporting a troubled friend, resolving a family dispute, or advocating for marginalized groups.

Home Task:

Perform single act of kindness from following list, make a video/picture of activity and present it in next class. (The act will be considered as act of kindness if you usually don't perform)

- Helping Mother in Kitchen (Washing the dishes)
- Making Tea and serving all family members
- Telling your father that you love him.
- Giving away water bottles/juices to workers (sweepers, guards, drivers etc)
- Any other you wish for

W5	**The Consequences of Divine Guidance and Rejecting It- Justice**	**L9.**	Quranic Verses, vocabulary, explanation and discussing Islamic concepts as well as connecting themes with 'Justice'.	**CLO1**
		L10.	Personal and Professional Benefits of Justice, Role Play to inculcate Justice among students	**CLO2**

Class Activity:

1. **Story Analysis**: In groups, students analyze a case study about a local council dealing with the distribution of community resources. Discuss the elements of justice, especially fairness and equality, demonstrated by the council members.
2. **Role Play:** Students role-play scenarios where they must demonstrate justice in handling a community dispute, making a fair policy decision, or resolving a workplace ethical dilemma.

Home Task:

For one week justice reflection task,

Students are to dedicate 20 minutes during the week to reflect on a specific situation where justice or fairness was crucial. They should describe the situation, the action taken or observed, the factors influencing the decision, the outcome, and what they learned about justice from the experience. The reflection should be about one page long and submitted in next class.

W6	**The Consequences of Divine Guidance and Rejecting It- Fairness**	**L11.**	Quranic Verses, vocabulary, explanation and discussing Islamic concepts as well as connecting themes with 'Fairness'.	**CLO1**
		L12.	Personal and Professional Benefits of Fairness, Role Play to inculcate Fairness among students	**CLO2**

Class Activity:

1. **Story Analysis:** In groups, students analyze the given story about a school board dealing with the allocation of funds between academic and sports programs. Discuss the elements of fairness, especially equity and impartiality, demonstrated by the board's decision-making process.
2. **Role Play:** Students role-play scenarios where they must demonstrate fairness in a variety of settings: resolving a conflict over shared resources, deciding on a fair grading policy, or mediating a dispute between team members

Home Task:

Explain following questions in your own words (please don't consult ChatGPT)

- How do you see fairness?

- Can you recall a time when you witnessed or experienced unfairness?
- In your opinion, how much fairness is needed in our society?

W7	**The Divine guidance of Allah (Leadership & Citizenship)**	**L13.**	Quranic Verses, vocabulary, explanation and discussing Islamic concepts as well as connecting themes with 'Leadership & Citizenship'.	**CLO 1**
		L14.	Personal and Professional Benefits of Leadership & citizenship, Role Play to inculcate Leadership & Citizenship among students	**CLO 2**

Class Activity:

1. **Story Analysis**: In groups, students analyze a case study of a startup company facing a major product launch challenge. Discuss the elements of leadership, focusing on crisis management and team cohesion demonstrated by the startup CEO.
2. **Role Play:** Students role-play scenarios where they must demonstrate leadership in managing a team conflict, motivating a team after a failure, or navigating a company through a financial crisis.

Home Task:

Describe a situation or incident in which your father has demonstrated leadership skills i.e. managing stress, handling the situation, supporting family etc.

W8	**The Divine guidance of Allah (Leadership & Citizenship)**	**L15.**	Quranic Verses, vocabulary, explanation and discussing Islamic concepts as well as connecting themes with 'Leadership & Citizenship'.	**CLO 1**
		L16.	Personal and Professional Benefits of Leadership & citizenship, Role Play to inculcate Leadership & citizenship among students	**CLO 2**

Class Activity:

1. **Scenario Analysis:** In groups, students analyze a case study involving a community effort to address a local environmental issue. Discuss the elements of citizenship, focusing on community engagement and legal responsibilities.
2. **Role Play:** Students engage in role-playing different scenarios where they must act as responsible citizens in situations involving public protests, community planning, or advocacy for minority rights.

Home Task:

Perform an act of community service from following list, make a video/picture.

- Helping in neighbored
- Cleaning Street, Park etc
- Plant a tree
- Any other community services which is needed in your area.

W9		**L17. L18**	**MID TERM**	
W10.	**The Guidance and Mercy of Allah through His Revelation – Temperance**	**L19**	Quranic Verses, vocabulary, explanation and discussing Islamic concepts as well as connecting themes with 'Temperance' (Mercy, Tolerance, Humility)	**CLO 1**
		L20	Personal and Professional Benefits of Temperance' (Mercy, Tolerance, Humility), Role Play to inculcate Tolerance among students	**CLO 2**

Class Activity:

1. **Scenario Analysis:** In groups, students analyze a case study involving a business leader faced with a dilemma of profit versus ethical practices. Discuss the role of temperance in choosing the ethical path.
2. **Role Play:** Students engage in role-playing scenarios where they must demonstrate temperance in resolving personal conflicts, managing excessive workplace pressure, or making financial decisions.

Home Task:

Write a forgiveness letter: Write a forgiveness letter to someone (you do not need to send it) expressing forgiveness for a past hurt. Include your feelings, reasons for forgiveness and any positive thoughts you have about moving forward.

W11.	**The Traits of the Believers in the Quran- Transcendence - Spirituality**	**L18.**	Quranic Verses, vocabulary, explanation and discussing Islamic concepts as well as connecting themes with 'Transcendence (Spirituality) '.	**CLO 1**
		L19.	Personal and Professional Benefits of Transcendence (Spirituality), Role Play to inculcate Transcendence among students	**CLO 2**

Class Activity:

1. **Scenario Analysis:** In groups, students analyze a case study involving a community leader who uses spiritual principles to guide conflict resolution in a diverse community. Discuss the role of spirituality in enhancing communal bonds.
2. **Role Play:** Students engage in role-playing scenarios where they must demonstrate spirituality in managing personal crises, fostering community initiatives, or resolving workplace conflicts.

Home Task:

Listen Quran everyday for ten minutes and focus on its translation while listening. You can view translation from printed version of Quran or mobile app. Select One verse everyday which you find certain message which is important in your daily life.

W12.	**Islam and the modern world. (Appreciation of Beauty and Excellence, Gratitude and Hope)**	**L20.**	Quranic Verses, vocabulary, explanation and discussing Islamic concepts as well as connecting themes with 'Transcendence' (Appreciation of beauty and excellence, gratitude, Hope)	**CLO1**
		L21.	Personal and Professional Benefits of 'Transcendence' (Appreciation of beauty and excellence, gratitude, Hope), Role Play to inculcate 'Transcendence' (Appreciation of beauty and excellence, gratitude, Hope) among students	**CLO 2**

Class Activity:

1. **Scenario Analysis:** In groups, students analyze a case study involving a community leader who uses hope and spirituality to uplift a troubled community. Discuss the elements of transcendence, focusing on the impact of these virtues.
2. **Role Play:** Students engage in role-playing scenarios where they must demonstrate transcendence in overcoming personal adversity, leading a community project, or supporting others in distress.

Home Task:

Perform any act of Gratitude during the week, make a video/picture and present it in next class. o Presenting "Thankful Note" on Card/Chart to parents/teachers/fellows or anyone o Offer daily two Rak'at Prayer to Thank Allah for giving health, opportunities to learn, shelter, peace etc

W13.		**L22.**	**ASSIGNMENT: Submission of written assignment Significance of namaz, Roza, Zakat and Hujj [Complete translation of Prayer (Nimaz)] and quiz to reinforce the translation**	
		L23.		**CLO2**
W14.	**The Prophet Muhammad (peace be upon him) in the Quran. Wisdom and knowledge (Creativity & Curiosity)**	**L24.**	Quranic Verses, vocabulary, explanation and discussing Islamic concepts as well as connecting themes with 'Wisdom & Knowledge' (Creativity & Curiosity).	**CLO1**
		L25.	Personal and Professional Benefits of 'Wisdom & Knowledge' (Creativity & Curiosity)., Role Play to inculcate 'Wisdom & Knowledge' (Creativity & Curiosity). among students	**CLO2**

Class Activity:

1. Scenario Analysis: In groups, students analyze a case study of a scientific team working on a groundbreaking

project. Discuss the roles of creativity and curiosity in advancing their research.

2. Role Play: Students engage in role-playing scenarios where they must demonstrate wisdom and knowledge in solving complex problems, generating innovative solutions, or exploring new research questions.

Home Assignment:

Describe a situation in which your knowledge and wisdom regarding moral virtues has helped you to solve your problems/bad habits etc.

W15.	**Islamic History and Civilization. Love of learning**	**L26.**	Quranic Verses, vocabulary, explanation and discussing Islamic concepts as well as connecting themes with 'Love of Learning'.	**CLO1**
		L27.	Personal and Professional Benefits of Love of Learning, Role Play to inculcate Love of learning among students	**CLO2**

Class Activity:

1. **Scenario Analysis**: In groups, students analyze a case study of a team in a competitive academic environment. Discuss how the love of learning could influence their strategies and outcomes.
2. **Role Play:** Students engage in role-playing scenarios where they must demonstrate the love of learning in overcoming challenges in project development, collaborative research, or during a professional setback.

Home Task:

Observe and document instances where a love of learning is evident in their community or among peers.

W16.		**L28.**	**PRESENTATION**	
		L29.	**Significance of Zakat and Hujj and quiz to reinforce the knowledge of topics.**	**CLO 2**

FINAL TERM