

UNIVERSITY OF DELHI

Bachelor of Arts (Hons.) Arabic

(Effective from Academic Year 2019-2020)



Applicable for students registered with Regular Colleges, Non Collegiate Women's Education Board and School of OpenLearning

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(with course wise learning objective, learning outcomes, reading list, teaching-learning process and assessment methods)	

Preamble

The objective of any programme at Higher Education Institute is to prepare their students for the society at large. The University of Delhi envisions all its programmes in the best interest of their students and in this endeavour it offers a new vision to all its Under-Graduate courses. It imbibes a Learning Outcome-based Curriculum Framework (LOCF) for all its Under Graduate programmes. The LOCF approach is envisioned to provide a focused, outcome-based syllabus at the undergraduate level with an agenda to structure the teaching-learning experiences in a more student-centric manner. The LOCF approach has been adopted to strengthen students' experiences as they engage themselves in the programme of their choice. The Under-Graduate Programmes will prepare the students for both, academia and employability.

Each programme vividly elaborates its nature and promises the outcomes that are to be accomplished by studying the courses. The programme also state the attributes that it offers to inculcate at the graduation level. The graduate attributes encompass values related to well-being, emotional stability, critical thinking, social justice and also skills for employability. In short, each programme prepares students for sustainability and life-longlearning.

The new curriculum of B.A. (Hons.) Arabic has been structured in a way that the student will learn the Arabic script at the first stage which may include recognition, reading and writing of Arabic Alphabets. After having learnt the script, he will be able to read short and simple sentences in Arabic and with the passage of time he will excel in understanding the Arabic Text. Through the new curriculum of BA (Hons.) Arabic the students will be able to learn the Arabic Grammar which will help in improving reading and writing skills and thus enhance the language performance. Due attention has been given to Classical / Modern Arabic Literature through which the student will get an overview of the Classical / Modern Arabic language and will be able to talk and write about various social and economic issues in Arabic language. The curriculum also focuses on English-Arabic-English translation of simple political, socio-economic and cultural topics keeping in view increasing demand in day to-day life. This new curriculum will also help the students to acquire skills in delivering short speeches on simple topics, writing applications, formal and informal letters etc. The availability of skills enhancement papers will also help the students excel in Arabic Khutoot as well as Arabic Software and thus will open up different job opportunities for students in government and private sectors in India as well as abroad. The curriculum of B.A. (Hons.) Arabic has been designed in

such a way that it also offers the papers that impart the knowledge of Arab world and Arab culture. The student will have the understanding of Indo-Arab Relations in Pre-Islamic as well as Modern period and the development of bilateral relations between India and Arabs.

The University of Delhi hopes the LOCF approach of the programme B.A. (Hons.) Arabic will help students in making an informed decision regarding the goals that they wish to pursue in further education and life, at large.

1. Introduction to Programme

The undergraduate syllabus of Arabic under the Choice Based Credit System (CBCS) requires students to complete fourteen Core Courses (CC), four Discipline Specific Electives (DSE), two Skill Enhancement Courses (SEC), two Ability Enhancement Compulsory Courses and Four Generic Elective courses (GE) spread across six semesters. CCs, DSEs and SECs are the courses that the department teaches exclusively to students who are enrolled in the department of Political Science while the GE courses are offered to students from other departments. The syllabus lists eight DSEs and GEs which departments and students can choose from and study.

The fourteen CCs are divided into four courses which cover Arabic Alphabets, some day today vocabulary, conversation, Applied Grammar (Morphology & Syntax), Translation and Arabic Text (Semesters one and two), six courses on Advanced Arabic: Reading & Writing, Applied Intermediate and Upper Intermediate Grammar, Translation, Modern Arabic Prose & Poetry and Arabic Conversation (Semesters three and four), four courses on Classical Arabic Prose and Poetry and History of Arabic Literature (Semesters five and six). The four G.E courses (Semester one, two, three and four) focus on Arabic language; reading, writing and speaking skills as well as Arab world, Arab culture, Indo-Arab Relations etc. The two SECs (semesters three and four) are aimed at imparting skills of Calligraphy in Arabic with Khatt-e-Ruq'ah and Khatt-e-Naskh, Arabic Computer Software and Website and Arabic Composing & Setting. Students have to select two DSEs per semester during fifth and sixth semesters. The list of DSEs and SECs as listed in the syllabus have been reviewed by the university from time to time and the possibility of adding newer courses following teacher-student feedback or as the requirement is raised within the public space also exists.

The courses have been structured in a way that they apart from imparting the lessons on Arabic language, literature, Arab world and Indo-Arab relations they also create for the students business opportunities in governmental \ private institutions as well as job opportunities available abroad.

2. Learning Outcome-based Curriculum Framework in Programme B.A. (Hons.) Arabic

2.1 Nature and Extent of the Programme in B.A. (Hons.) Arabic

The undergraduate syllabus of Arabic under the Choice Based Credit System (CBCS) requires students to complete fourteen Core Courses (CC), four Discipline Specific Electives (DSE), two Skill Enhancement Courses (SEC), two Ability Enhancement Compulsory Courses and Four Generic Elective courses (GE) spread across six semesters. CCs, DSEs and SECs are the courses that the department teaches exclusively to students who are enrolled in the department of Arabic while the GE courses are offered to students from other departments. The syllabus lists eight DSEs and GEs which departments and students can choose from and study.

The fourteen CCs are divided into four courses which cover Arabic Alphabets, some day today vocabulary, conversation, Applied Grammar (Morphology & Syntax), Translation and Arabic Text (Semesters one and two), six courses on Advanced Arabic: Reading & Writing, Applied Intermediate and Upper Intermediate Grammar, Translation, Modern Arabic Prose & Poetry and Arabic Conversation (Semesters three and four), four courses on Classical Arabic Prose and Poetry and History of Arabic Literature (Semesters five and six). The four G.E courses (Semester one, two, three and four) focus on Arabic language; reading, writing and speaking skills as well as Arab world, Arab culture, Indo-Arab Relations etc. The two SECs (semesters three and four) are aimed at imparting skills of Calligraphy in Arabic with Khatt-e-Ruq'ah and Khatt-e-Naskh, Arabic Computer Software and Website and Arabic Composing & Setting. Students have to select two DSEs per semester during fifth and sixth semesters. The list of DSEs and SECs as listed in the syllabus have been reviewed by the university from time to time and the possibility of adding newer courses following teacher-student feedback or as the requirement is raised within the public space also exists.

The courses have been structured in a way that they apart from imparting the lessons on Arabic language, literature, Arab world and Indo-Arab relations they also create for the students business opportunities in governmental \ private institutions as well as job opportunities available abroad.

2.2 Aims of Bachelor Degree Programme in B.A. (Hons.) Arabic

The B.A. Honours in Arabic aims to equip the students with three major components; Arabic Language, Literature and Arab World and Arab Culture. With these, a student not only becomes a responsible civilian but also well equipped to meet the growing demand of this language in India and Arab world which is becoming a fast growing discipline in many major universities at the international level. For imparting language skills especially, there are units for imparting education in functional language through language teaching modes, like practical classes in language labs and holding spoken language symposiums and interpretation sessions.

It also aims to teach the students Arabic script at the first stage which may include recognition, reading and writing of Arabic Alphabets. After having learnt the script, he will be able to read short and simple sentences in Arabic and with the passage of time he will excel in understanding the Arabic Text. Through the new curriculum of BA (Hons.) Arabic the students will be able to learn the Arabic Grammar which will help in improving reading and writing skills and thus enhance the language performance. Due attention has been given to Classical / Modern Arabic Literature through which the student will get an overview of the Classical/ Modern Arabic language and will be able to talk and write about various social and economic issues in Arabic language. The curriculum also focuses on English-Arabic-English translation of simple political, socio-economic and cultural topics keeping in view its increasing demand in day to-day life. This new curriculum will also help the students to acquire skills in delivering short speeches on simple topics, writing applications, formal and informal letters etc. The availability of skills enhancement papers will also help the students excel in Arabic Khutoot as well as Arabic Software and thus will open up different job opportunities for the students in government and private sectors in India as well as abroad. The curriculum of B.A. (Hons.) Arabic has been designed in such a way that it also offers the papers that impart the knowledge of Arab world and Arab culture. The student will have the understanding of Indo-Arab Relations in Pre-Islamic as well as Modern period and the development of bilateral relations between India and Arabs.

Thus this programme provides students with both a conceptual and a practical grasp of the discipline, and to encourage them to draw connections between the Arabic language and other

social science disciplines by offering courses of an inter-disciplinary nature. The proposed courses acquaint the students with the applied aspects of this fascinating discipline, allowing him or her to use the skills learnt to solve problems that arise in the real world. The courses offered in this Programme, taken together, equip the student to pursue higher studies, and also to make his or her way outside academics – whether in the governmental or non-governmental sector.

The curriculum aims to make the student proficient in Arabic as well as in certain inter-disciplinary areas, through the transfer of knowledge in the classroom, and practical knowledge obtained through real-world interactions and field experiences. Classroom teaching will be undertaken through lectures, delivered through the medium of blackboard and chalk, charts, power point presentations, and the use of audio-visual resources (films, documentaries, and material from the internet) when deemed appropriate. An interactive mode of teaching will be used. The student will be encouraged to participate in discussions and make presentations on various topics. The emphasis will be on problem-solving and on the inculcation of analytical and critical capacities in the student. Theoretical analysis will go hand in hand with a stress on the practical; this will make for a fuller and more grounded understanding of concepts. Students will participate in field trips, workshops, and seminars; their association with governmental institutions and/or NGOs and/or research institutes in the capacity of interns will facilitate an understanding of the applied aspects of the programme, and further allow them to gain exposure to sites of possible future employment and work.

3. Graduate Attributes in B.A. (Hons.) Arabic

The following are the graduate attributes in B.A. (Hons.) Arabic

i. **Disciplinary knowledge**

The disciplinary knowledge of Arabic will enable the graduates to apply gained knowledge, skills and his own ability in professional situations and achieve the institutions' or organizations' objectives.

ii. **Communication Skills**

The Arabic programme will also equip the graduate with the ability to express thoughts and ideas effectively in writing and orally, to communicate with others using appropriate media and to

confidently share one's views and express oneself; the ability to listen carefully, and present complex information in a clear and concise manner to people from diverse backgrounds in diverse contexts.

iii. Moral and ethical awareness/reasoning

The Arabic programme will inculcate among the students moral values through its vast series of courses and the capacity to identify ethical issues related to one's work, and commit not to resort to unethical behaviour such as plagiarism, falsification of data, misrepresentation of facts, and the violation of intellectual property rights; capacity to appreciate the ethical nature of the current debates on the environment, development, social media, artificial intelligence, and so on; capacity to uphold truthfulness and integrity in all aspects of one's research and one's work.

iv. Multicultural competence

The availability of courses related to Indo-Arab culture opens up different aspects of the topic as well as ways of strengthening the bi-lateral relations between the two cultures that will surely help in spreading the awareness pertaining to the values and beliefs of multiple cultures; a global and cosmopolitan perspective, and a capacity to effectively engage in a multicultural society and interact respectfully with diverse communities and groups.

v. Information/digital literacy

This Arabic programme with its courses on Information and Communications Technology (ICT) will help the graduates in a variety of learning situations; the ability to access, evaluate, and use a variety of information sources. Language learning using information technology proved very beneficial for students.

vi. Reflective thinking

Reflective thinking helps graduates develop higher-order thinking skills by prompting graduates to (1) relate new knowledge to prior understanding, (2) think in both abstract and conceptual terms, (3) apply specific strategies in novel tasks and (4) understand their own thinking and learning strategies. Reflective thinking also helps to determine a graduate's strengths and weaknesses by allowing them to question values and beliefs, challenge assumptions, recognize biases, acknowledge fears, and find areas of improvement.

vii. Criticalthinking

Capacity to evaluate evidence, arguments, claims, and beliefs with independence and originality, and to assess practices, policies and theories unhindered by the influence of schools of thought considered trendy or fashionable. The courses are designed in a way to accommodate a graduate with critical thinking by making him learn to critically evaluate arguments, assumptions, abstract concepts to make judgements, and to frame appropriate questions to achieve a solution or identify a range of solutions to a problem.

viii. Scientific Reasoning

Ability to analyse, interpret and draw objective conclusions from various texts, literary corpora and socio-cultural contexts to identify, extract and generalise on existing linguistic, literary and cultural patterns.

ix. Analytical Reasoning

Develops the capacity to critically analyse and evaluate written and oral texts in Arabic. Capacity to produce structured, argumentative texts in Arabic in a cohesive and coherent manner. Is skilled at using contextual cues to understand the features of domain specific writings.

x. Cooperation/Teamwork

Ability to work effectively and respectfully with people from diverse backgrounds; capacity to cooperate with others and make a coordinated effort as part of a group, and work as a member of a team in the interests of a commoncause. The graduates are trained in groups and the benefits of team work are inculcated through practical training.

xi. Research-relatedskills

A sense of inquiry and a capacity for asking relevant and appropriate questions and for problematizing; the ability to recognise cause-and-effect relationships, define problems, formulate hypotheses, test hypotheses, and analyse, interpret and draw conclusions from data; the ability to plan, design, and execute research and investigations and concisely report the resultsthereof. Thus the graduates get to know research related skills through the assignments and term papers on completion of each course.

xii. Problemsolving

Capacity to extrapolate from what one has learned and apply one's competencies to solve unfamiliar problems, and to apply one's learning to real-life situations. Thus for effective problem solving efficiency, the graduates are taught to manage learning tasks independently, professionally and ethically.

xiii. Self-directed Learning

Capacity to reflect on and evaluate one's learning process through structured self-evaluation provided by the teacher or available in the course material (text book) prescribed. Capacity to adapt to the flipped classroom model by taking responsibility and ownership of one's learning outside the classroom environment.

xiv. Life long Learning

Capacity to put in practice communicative, linguistic and literary competences in learning other languages and literatures. Ability to enhance various specialised skills of professional domains, such as Creative Writing, Translation, Language Teaching, Official Writing, Advertisement, Script Writing, Journalistic Writing etc. using the knowledge of the language.

4. Qualification Descriptors for Graduates B.A. (Hons.) Arabic

The qualification description for the B.A. Honours in Arabic include:

- Ability to produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various alternatives.
- Demonstrate understanding about the Arab history and Arab culture as well as Arabic language and literature.
- Demonstrate understanding of various approaches to the study of language and literature.
- Ability to understand Arabic language and literature in the context of Arab, Indian and World literatures.
- Capacity to effectively communicate and establish a social interaction in a multicultural context.

- Use knowledge, understanding and skills required to carry forward basic research on pertinent issues related to various relevant domains, collection of data, processing, analysing, documenting and reporting them in an appropriate format.
- Capacity to undertake professional assignments in a number of fields requiring advance knowledge of language such as, translation, interpretation, creative writing, official writing, language teaching at the school and equivalent levels, universities, publishing, the print and electronic media, journalistic writings etc.

5. Programme Learning Outcomes for in B.A. (Hons.) Arabic

- Develop communication skills in the chosen language and help to acquire a broad understanding of the society, history and culture within which the language has developed and are used.
- Integrate knowledge of social and political institutions, historical events, and cultural movements into the acquisition of the ability for critical understanding of literature.
- Enable students to attain the linguistic skill for domain specific writings and critical writings.
- Equip students to continue their studies in a postgraduate programme in language, literary, cultural and comparative studies.
- Provide students with the competences necessary to immediately enter professional life for a variety of employment opportunities (in translation, interpretation, creative writing, official writing, language teaching at the school and equivalent levels and universities, publishing, the print and electronic media, journalistic writings etc and in other emerging areas where knowledge of a language is either required or seen as an advantage)

Teaching-Learning Process

The curriculum allows the use of varied pedagogic methods and techniques to convey and impart knowledge both within the formal structure of the classroom and beyond it. These include

- Lectures
- Tutorials
- Power-point presentations

- Projectwork
- Documentary films on related topics
- Debates, Discussions, Quiz
- Talks/workshops
- Interaction with subject and area experts
- Academic festivals and seminars
- Excursions and walks within the city
- Visit to the Museums and National Archives
- Outstation fieldtrips
- Survey research
- Internships

Assessment Methods

Apart from the end semester exams that the university conducts on a bi-annual basis; a continuous and comprehensive system of assessment provides a mechanism for the teacher and student to take stock of their progress and grasp of the syllabi content. These include:

- Written assignments
- Projects/Reports
- Class presentations
- Participation in class discussions
- Ability to think critically and creatively to solve the problems
- Application of conceptual understanding to field-based variables
- Reflexive thinking
- Engagement with peers and group discussion
- Participation in extra and co-curricular activities
- Critical assessment of Books etc.

6. Structure of in B.A. (Hons.) Arabic

Credit Distribution for B.A. (Hons.) Arabic

Details of courses under B.A(Hons.)

Course	*Credits	
	Theory+ Practical	Theory +Tutorial
=====		
<u>I. Core Course</u>		
(14 Papers)	14X4= 56	14X5= 70
Core Course Practical / Tutorial*		
(14 Papers)	14X2=28	14X1=14
<u>II. Elective Course</u>		
(8 Papers)		
A.1. Discipline Specific Elective		
(4 Papers)	4X4=16	4X5= 20
A.2. Discipline Specific Elective		
Practical/ Tutorial*		
(4 Papers)	4X2= 8	4X1= 4
B.1. Generic Elective/ Interdisciplinary		
(4 Papers)	4X4= 16	4X5= 20
B.2. Generic Elective Practical/ Tutorial*		
(4 Papers)	4X2= 8	4X1= 4

• Optional Dissertation or project work in place of one Discipline Specific Elective paper (6 credits) in 6thSemester

III. Ability Enhancement Courses

1. Ability Enhancement Compulsory

(2 Papers of 2 credits each)

2X2=4

2X2= 4

Environmental Science

English/MIL Communication

2. Ability Enhancement Elective (Skill Based)

(Minimum 2)

(2 Papers of 2 credits each)

2X2=4

2X2=4

140

140

Institute should evolve a system/policy about ECA/ General Interest/ Hobby/ Sports/ NCC/ NSS related courses on its own.

* Wherever there is a practical there will be no tutorial and vice-versa

List of Papers and Courses

A) Core Course(14)

- Paper I- Basic Arabic: Reading & Writing
- Paper II- Applied Elementary Grammar (Morphology & Syntax) & Translation
- Paper III - Advanced Arabic: Reading & Writing
- Paper IV - Applied Intermediate Grammar (Morphology & Syntax) & Translation
- Paper V - Text: Modern Arabic Prose & Poetry-I
- Paper VI - Applied Upper Intermediate Grammar: (Morphology & Syntax)
- Paper VII - Translation & Conversation
- Paper VIII - Text: Modern Arabic Prose & Poetry-II
- Paper IX - Applied Advanced Arabic Grammar (Morphology & Syntax) & Composition
- Paper X - Translation & Oral Expression
- Paper XI - Text: Classical Arabic Prose & Poetry-I
- Paper XII - History of Arabic Literature-I
- Paper XIII - Text: Classical Arabic Prose & Poetry-II
- Paper XIV - History of Arabic Literature-II

B) Generic Elective (Interdisciplinary): AnyFour

- Paper I - Reading & Writing Arabic
- Paper II - Let Us Speak Arabic
- Paper III - India & Indians in Arabic Travelogues
- Paper IV - Indo-Arab Relations
- Paper V - Introduction to Arab World & Culture
- Paper VI - Reform Movements in Modern Arab World
- Paper VII - Impact of Arab Scholars on European Renaissance
- Paper VIII - Introduction to History of Arabic Language

C) Discipline Specific Elective (DSE): Any Four

- 1) Introduction to Arabic Short Story
- 2) Introduction to Arabic Novel
- 3) Introduction to Arabic Drama

- 4) Indian Arabic Writers & Poets
- 5) Impact of Arabic on Indian Languages
- 6) Translation: Arabic-English-Arabic
- 7) Centre of Arabic Studies & Oriental Libraries in India
- 8) Arabic Newspaper Specific: Vocabulary & Abbreviations (Usage & Translation)

D) Ability Enhancement Elective Course (Skill Based): AnyTwo

- 1) Khatt-e-Ruq'ah & Khatt-e-Naskh (Introduction & Practice)
- 2) Arabic Children's Stories (Reading & Comprehension)
- 3) Arabic Composing & Setting
- 4) Computer Literacy (Arabic Software & Websites)

E) Ability Enhancement Compulsory Course: Two

- 1) Language-MIL/English
- 2) Environmental Science (Compulsory)

Semester-wise Distribution of Courses

B.A (Hons.) Arabic

S. No.	PAPER	
	SEMESTER – I	
1.1	Language-MIL/ENGLISH Environmental Science	Ability Enhancement (AE) Compulsory
1.2	Basic Arabic: Reading & Writing	Core Discipline – 1
1.3	Applied Elementary Grammar (Morphology & Syntax) & Translation	Core Discipline – 2
1.4	Any One of the Following	Generic Elective - I (Interdisciplinary)
A	Reading & Writing Arabic	
B	Let Us Speak Arabic	
C	India & Indians in Arabic Travelogues	
D	Indo-Arab Relations	
E	Introduction to Arab World & Culture	
F	Reform Movements in Modern Arab World	
G	Impact of Arab Scholars on European Renaissance	
H	Introduction to History of Arabic Language	
	SEMESTER – II	
2.1	Environmental Science Language-MIL/ENGLISH	Ability Enhancement Compulsory (AE)
2.2	Advanced Arabic: Reading & Writing	Core Discipline – 3
2.3	Applied Intermediate Grammar (Morphology & Syntax) & Translation	Core Discipline - 4
2.4	Any One of the Following	Generic Elective - II (Interdisciplinary)
A	Reading & Writing Arabic	
B	Let Us Speak Arabic	

C	India & Indians in Arabic Travelogues	
D	Indo-Arab Relations	
E	Introduction to Arab World & Culture	
F	Reform Movements in Modern Arab World	
G	Impact of Arab Scholars on European Renaissance	
H	Introduction to History of Arabic Language	
SEMESTER – III		
3.1	Text: Modern Arabic Prose & Poetry-I	Core Discipline - 5
3.2	Applied Upper Intermediate Grammar: (Morphology & Syntax)	Core Discipline - 6
3.3	Translation & Conversation	Core Discipline - 7
3.4	Any One of the Following	Generic Elective - III (Interdisciplinary)
A	Reading & Writing Arabic	
B	Let Us Speak Arabic	
C	India & Indians in Arabic Travelogues	
D	Indo-Arab Relations	
E	Introduction to Arab World & Culture	
F	Reform Movements in Modern Arab World	
G	Impact of Arab Scholars on European Renaissance	
H	Introduction to History of Arabic Language	
3.5	Any one of the following	Ability Enhancement - I (Skill Based)
A	Khatt-e-Ruq'ah & Khatt-e-Naskh (Introduction & Practice)	
B	Arabic Children's Stories (Reading & Comprehension)	
C	Arabic Composing & Setting	

D	Computer Literacy (Arabic Software & Websites)	
SEMESTER – IV		
4.1	Text: Modern Arabic Prose & Poetry-II	Core Discipline - 8
4.2	Applied Advanced Arabic Grammar (Morphology & Syntax) & Composition	Core Discipline - 9
4.3	Translation & Oral Expression	Core Discipline - 10
4.4	Any One of the Following	Generic Elective - IV (Interdisciplinary)
A	Reading & Writing Arabic	
B	Let Us Speak Arabic	
C	India & Indians in Arabic Travelogues	
D	Indo-Arab Relations	
E	Introduction to Arab World & Culture	
F	Reform Movements in Modern Arab World	
G	Impact of Arab Scholars on European Renaissance	
H	Introduction to History of Arabic Language	
4.5	Any one of the following	Ability Enhancement - II (Skill Based)
A	Khatt-e-Ruq'ah & Khatt-e-Naskh (Introduction & Practice)	
B	Arabic Children's Stories (Reading & Comprehension)	
C	Arabic Composing & Setting	
D	Computer Literacy (Arabic Software & Websites)	
SEMESTER – V		
5.1	Text: Classical Arabic Prose & Poetry-I	Core Discipline - 11
5.2	History of Arabic Literature-I	Core Discipline - 12

5.3 & 5.4	Any Two of the Following	Discipline Specific Elective (DSE) I & II
A	Introduction to Arabic Short Story	
B	Introduction to Arabic Novel	
C	Introduction to Arabic Drama	
D	Indian Arabic Writers & Poets	
E	Impact of Arabic on Indian Languages	
F	Translation: Arabic-English-Arabic	
G	Centre of Arabic Studies & Oriental Libraries in India	
H	Arabic Newspaper Specific: Vocabulary & Abbreviations (Usage & Translation)	
SEMESTER – VI		
6.1	Text: Classical Arabic Prose & Poetry-II	Core Discipline - 13
6.2	History of Arabic Literature-II	Core Discipline - 14
6.3 & 6.4	Any Two of the Following	Discipline Specific Elective (DSE) III & IV
A	Introduction to Arabic Short Story	
B	Introduction to Arabic Novel	
C	Introduction to Arabic Drama	
D	Indian Arabic Writers & Poets	
E	Impact of Arabic on Indian Languages	
F	Translation: Arabic-English-Arabic	
G	Centre of Arabic Studies & Oriental Libraries in India	
H	Arabic Newspaper Specific: Vocabulary & Abbreviations (Usage & Translation)	

Basic Arabic: Reading & Writing (BA AR 1.1)

Course Objectives:

1. Learners will become more accurate and efficient in using a language.
2. Improves the fluency in the language.
3. Able to speak, read and write the language more efficiently.

Course Learning Outcomes

The student will be able to:

- a) Recognise, read and write Arabic alphabet.
- b) Read short and simple sentences in Arabic.
- c) Use basic interrogative sentences in Arabic.
- d) Utter the basic vocabulary of the things around him/her in Arabic.
- e) Write the Arabic numerals from 1 to 10.

Unit 1

Reading & Writing Arabic

- Alphabets with different shapes
- Moon & Sun letters
- Vowel signs (short & long)
- Joining of letters
- Words with different vowels
- Reading text with vowels
- Copying text
- Taking dictation

Unit 2

Basic Vocabulary

Frequently used Urdu words of Arabic origin. (100)

Frequently used vocabulary of the following heads: (300)

- House
- Kitchen
- Office
- Class Room
- College
- Human Body
- Vegetables
- Fruits
- Name of Days
- Name of Months
- Numbers (1-10)

Unit 3

Conversation

To learn how to make sentences using the following Particles:

أسماء الإشارة (مفرد)	لِ	لدى	عند	همزة	هل	لا	نعم
عدد وصفي (1-10)	كم	أين	متى	لماذا	كيف	ما	من
أسماء الاستفهام							

References

1. V. Abdur Rahim : Madinah Arabic, Vol. 1, New Delhi.
2. Prof. W. A.Nadwi: A Practical Approach to the Arabic Language Vol., New Delhi.
3. Reading material prepared by the Department of Arabic, ZHDC, D.U.

4. د. إحسان الرحمان: الجديد في العربية، نيو دلهي

Additional Resources:

1. Prof.S.A.Rahman: Teach Yourself Arabic, New Delhi.
2. Prof.R.I. Faynan: Essential Arabic, New Delhi.
3. Dr. Amir Jamal: Arabic Learn the Easy Way, New Delhi.

Teaching Learning Process

- The teacher will help the students practice writing Arabic alphabet.
- The teacher will monitor the students and correct their mistakes in their notebooks.
- The teacher will ask the students to learn vocabulary and will give them vocabulary related activities.
- The teacher will give the students oral drilling in the pronunciation of vocabulary.
- The teacher will guide the students about how to make simple sentences using given words.
- The students will practice how to write Arabic numerals as well as how to form simple questions in Arabic.

Assessment Methods

Internal Assessment:

- a. Class test: 10 Marks
- b. Assignment: 10 Marks
- c. Attendance: 05 Marks

End Semester Exam: 75 Marks

Total Marks: 100 Marks

Keywords

Arabic
Reading
Writing
Vocabulary
Conversation

Applied Elementary Grammar (Morphology & Syntax) & Translation (BA AR 1.2)

Course Objectives:

1. To make learners well versed in Syntax and Morphology.
2. To make student to be able to translate the text.
3. Able to speak, read and write the language more efficiently.

Course Learning Outcomes

The student will be able to:

- a) Conjugate the given verbs and use them as per their requirement.
- b) Use them in their writings and conversation as per the need.
- c) Learn elementary grammar of the Arabic syntax.
- d) Make simple nominal sentences.

Unit 1

- Conjugation of the following:

14-mood conjugation of:

فَعَلَ	يَفْعَلُ	فُعِلَ	يُفْعَلُ	مَا فَعَلَ	لَا يَفْعَلُ	مَا فُعِلَ	لَا يُفْعَلُ
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6-mood conjugation of :

إِفْعَلُ	لَا تَفْعَلُ	فَاعِلٌ	مَفْعُولٌ
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- Wazn & Mauzoon
- Conjugation of أبواب الفعل الثلاثي المجرد:

فتح يفتح	ضرب يضرب	نصر ينصر	سمع يسمع	حسب يحسب	كرم يكرم
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Unit 2

Syntax:

- أداة المعرفة and المعرفة , أداة التنكير and النكرة
- Noun: Masculine & Feminine and symbols of feminineness.
- Complete Chart of أسماء الإشارة
- Complete Chart of الضمائر المنفصلة and الضمائر المتصلة
- المركبات الناقصة
- Formation of المركب الإشاري with practice
- Formation of المركب الإضافي with practice
- Formation of المركب الوصفي with practice
- Frequently used the following six prepositions i.e.

من	في	إلى	على	لـ	بـ
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Unit 3

Translation:

- Practicing two-word nominative sentences using المعرف and الضمير، اسم الإشارة ، العلم ، العلم as المبتدأ (subject).
- Practicing الجملة الفعلية on the following pattern:
 - Verb + Doer
 - Verb + Doer + Object
- Usage of simple المركبات الناقصة as subject and predicate both.

References

1. Dr. W. A.Nadwi: A Practical Approach to the Arabic Language Vol.1,New Delhi.
2. Prof. V. Abdur Rahim: Madina Arabic, Vol. 1, New Delhi.
3. Dr. Amir Jamal: Arabic Learn the Easy Way, New Delhi.

4. مولانا عبد الرحمن امرتسرى: كتاب النحو، پانی پت

Additional Resources

1. J. A. Haywood & H. M. : A New Arabic Grammar, New Delhi.
2. Prof. R.I. Faynan: Essential Arabic, New Delhi.

3. مولانا عبد الماجد الندوي: معلم الإنشاء، لکنؤ

4. عبد الستار خان: عربی کا معلم، دہلی

Teaching Learning Process

- The teacher should help the students in deriving the 14 or 6 moods of verbs from any regular pattern and ask them to learn them.
- When the students become able to derive verbs from any infinitive they should be asked to create small sentences using those derived verbs.
- The teacher should explain the grammatical rules and should write small sentences on the white board, using that already explained grammatical rule. Then, he should explain the changes that happened on the last letter of the verb or word.
- The teacher should write some small sentences based on the grammatical rules and ask the students to explain the rules they have already learn
- The teacher should ask the students to form some sentences using grammatical rules they have already learnt.
- The teacher should engage the students in teaching-learning process and ensures every student's participation in the class.
- The teacher should help the students to do some exercises according to the discussed grammatical rule.

Assessment Methods

Internal Assessment:

- a. Class test: 10 Marks
- b. Assignment: 10 Marks
- c. Attendance: 05 Marks

End Semester Exam: 75 Marks

Total Marks: 100 Marks

Keywords

Grammar

Morphology

Syntax

Translation

Advanced Arabic: Reading & Writing
(B.A. AR 1.3)

Course Objectives:

1. Students will be able to read the text accurately.
2. They will also develop the writing skills.

Course Learning Outcomes

After completing this course the learner will:

- a) Be able to understand Arabic text.
- b) Make questions in Arabic language.
- c) Take dictation of Arabic text.

Unit 1

- a) Text comprehension

Unit 2

- b) Dictation & Sentence Formation

Unit 3

- c) Text Analysis and Exercises

References

Dr. V. Abdur Rahim : Madinah Arabic Reader: Book 2

Teaching Learning Process

Initially, the learner will be encouraged:

- a) To read the text.
- b) To comprehend all the words.
- c) To translate the text into the mother tongue.
- d) To make similar Arabic sentences.

Assessment Methods

Internal Assessment:

- | | |
|----------------|----------|
| a. Class test: | 10 Marks |
| b. Assignment: | 10 Marks |
| c. Attendance: | 05 Marks |

End Semester Exam: 75 Marks

Total Marks: 100 Marks

Keywords

- a) Reading
- b) Dictation
- c) Comprehension
- d) Sentence formation

Applied Intermediate Grammar (Morphology & Syntax) & Translation (B.A. AR 1.4)

Course Objectives:

1. To make learners well versed in Syntax and Morphology.
2. To make student to be able to translate the text.
3. Able to speak, read and write the language more efficiently.

Course Learning Outcomes

The student will be able to:

- a) Easily derive perfect, imperfect, imperative, prohibitive verbs and active/passive participles from any infinitive of the following irregular patterns.
- b) Conjugate 14 or 6 moods of the following verbs and use them as per their requirement.
- c) Use them in their writings and speaking as per the need.
- d) Learn intermediate grammar of the Arabic syntax.
- e) Make simple nominative and verbal sentences.

Unit 1

Morphology:

- Complete conjugation of all the four kinds of the Perfect Verb (positive, negative & active and passive mood):

فعل	قد فعل	كان فعل	كان يفعل
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- Conjugation of الفعل المضارع with prefix لن (active & passive).
- Conjugation of الفعل المضارع with prefix لم (active & passive).
- Complete conjugation of أبواب الفعل الثلاثي المزيد فيه:

تفعيل	مفاعلة	إفعال	تفعل	تفاعل	انفعال	افتعال	استفعال
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Unit 2

- همزة الوصل و همزة القطع
- المفرد (Singular) in the nominative, accusative and genitive cases.
- المثنى (Dual) in the nominative, accusative and genitive cases and deletion of (ن).
- جمع المذكر السالم (Sound Masculine Plural) in nominative, accusative and genitive cases and deletion of (ن) .
- جمع المؤنث السالم (Sound Feminine Plural) in nominative, accusative and genitive cases
- الجمع المكسر (Broken Plural) in nominative, accusative and genitive cases
- الاسم المنقوص definition and case.
- لا لنفي الجنس use and case.
- Use and case of the following only:

أصبح	صار	ليس	كان
------	-----	-----	-----

- Use and case of إن وأخواتها

Unit 3

- Simple and compound usage of المركب الإضافي , المركب الإشاري i.e. المركبات الناقصة :خير and المبتداء as المركب الوصفي &
- Translation based on different formations of singular, dual and plurals.
- Translation of sentences based on إن وأخواتها and only four verbs of الأفعال الناقصة

References

1. Dr. W. A. Nadwi: A Practical Approach to the Arabic Language Vol.1 & 2, New Delhi.
2. J. A. Haywood & H. M. : A New Arabic Grammar, New Delhi.
3. S.A. Rahman: Teach Yourself Arabic, New Delhi.

4. عبدالستار خان : عربي كا معلم ، دہلی

5. الدكتور منظور خان: نحو الإنشاء والترجمة

Additional Resources:

1. R.I. Faynan: Essential Arabic
2. Amir Jamal: Arabic Learn the Easy Way
3. الدكتور حبيب الله خان : دروس في الترجمة الصحفية
4. محمد الرابع الندوي: معلم الإنشاء (الجزء الأول)

Teaching Learning Process

- The teacher should help the students in deriving the 14 or 6 moods of verbs from any regular/irregular pattern and ask them to learn them.
- When the students become able to derive verbs from any infinitive they should be asked to create small sentences using those derived verbs.
- The teacher should explain the grammatical rules and should write small sentences on the white board, using that already explained grammatical rule. Then he should explain the changes that happened on the last letter of the verb or word.
- The teacher should write some small sentences based on the grammatical rules and ask students to explain the rules they have already learnt.
- The teacher should ask the students to form some verbal sentences using grammatical rules they have already learnt.
- The teacher should involve the students in teaching-learning process and ensures every student's participation in the class.
- The teacher should help the students to do some exercises according to the discussed grammatical rule.

Assessment Methods

Internal Assessment:

- a. Class test: 10 Marks
- b. Assignment: 10 Marks
- c. Attendance: 05 Marks

End Semester Exam: 75 Marks

Total Marks: 100 Marks

Keywords

Grammar
Morphology
Syntax
Translation

Text: Modern Arabic Prose & Poetry-I
(B.A. AR 1.5)

Course Objectives:

1. To make students aware of the Modern Arabic Prose & Poetry.
2. To introduce briefly to prominent & distinguished Poets and Prose Writers of Arabic.

Course Learning Outcomes

This paper aims at enabling the learner:

- a) To be familiar with the day-to-day vocabulary.
- b) To learn sentence formation.
- c) To learn a few couplets in order to begin comprehending Arabic poetry.

Unit 1

The following lessons from the prescribed book:

- كيف أفضي يومي (1)
- في السوق (4)
- النملة (4)

Unit 2

The following lessons from the prescribed book:

- الأمانة (13)
- فضيلة الشغل (17)
- الطائر (6)

Unit 3

The following lessons from the prescribed book:

- قريتي (20)
- يوم مطير (26)
- ترنيمه الولد في الصباح (19)
- شروخير (26)

References

الشيخ أبو الحسن علي الحسيني الندوي : القراءة الراشدة (الجزء الأول)، دبلو

Teaching Learning Process

1. Lecture based reading
2. Dictation
3. Finding difficult words and their meanings
4. Making questions according to the text
5. Grammar- based exercises

Assessment Methods

Internal Assessment:

- a. Class test: 10 Marks
- b. Assignment: 10 Marks
- c. Attendance: 05 Marks

End Semester Exam: 75 Marks

Total Marks: 100 Marks

Keywords

Comprehension

Vocabulary

Essay

Summary

Applied Upper Intermediate Grammar: (Morphology & Syntax)
(BA AR 1.6)

Course Objectives:

1. To make learners well versed in Syntax and Morphology.
2. To make student to be able to translate the text.

Course Learning Outcomes

The Students will be able to:

- a) Easily derive perfect, imperfect, imperative, prohibitive verbs and active/passive participles from any infinitive of the following irregular patterns.
- b) Conjugate 14 or 6 moods of the following verbs and use them as per their requirement.
- c) Use them in their writings and speaking as per the need.
- d) Learn advanced grammar of the Arabic syntax.

Unit 1

Morphology & Syntax:

Conjugation of the following irregular verb patterns in detail i.e. 14-mood conjugations of Perfect, Imperfect (active & passive), 6-mood conjugation of Imperative, Prohibitive, Active Participle and Passive Participle each:

شاء/يشاء	رأى / يرى	لقى/يلقى	رمى /رمي	وقى/يقي
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- نواصب المضارع: ل، أن، لأن، لن، كي، لكي، حتى، إذن
- الإسم الموصول (الذي، من، ما، أي، أية)
- بدل الكل من الكل.

Unit 2

Morphology & Syntax:

Conjugation of the following irregular verb patterns in detail i.e. 14-mood conjugations of Perfect, Imperfect (active & passive), 6-mood conjugation of Imperative, Prohibitive, Active Participle and Passive Participle each:

قال/ يقول	دعا/ يدعو	فر / يفر	وجد /يجد	باع/ يبيع
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- ظرف الزمان و ظرف المكان (Individual & Compound)
- المفعول له
- المفعول المطلق

Unit 3

Syntax:

Conjugation of the following irregular verb patterns in detail i.e. 14-mood conjugations of Perfect, Imperfect (active & passive), 6-mood conjugation of Imperative, Prohibitive, Active Participle and Passive Participle each:

مد / يمد	أخذ / يأخذ	وضع / يضع	مس / يمس
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- جوازم المضارع: لم ، لما ، لام الأمر، لاء النهي، أدوات الشرط الجازمة
- الفعل المبني للمعلوم و الفعل المبني للمجهول
- المعرب والمبني
- الفعل اللازم والفعل المتعدي

References

1. Dr. W. A. Nadwi: Arabic Morphology Made Easy, New Delhi.
2. مولانا عبدالرحمن امرت سري. كتاب الصرف، پانی پت
3. علي الجارم ومصطفى أمين، النحو الواضح في قواعد اللغة العربية، دہلی
4. عبدالستار خان : عربي كا معلم ، دہلی

Additional Resources:

1. Dr. W.A. Nadwi: A Practical Approach to the Arabic Language, New Delhi.
2. J. A. Haywood & H. M. : A New Arabic Grammar, New Delhi.
3. مولانا محمد ساجد : تيسير الإنشاء، دہلی
4. محمد الرابع الحسني الندوي: معلم الإنشاء، لکنؤ
5. مولانا عبد الرحمن امرتسري: كتاب النحو، پانی پت

Teaching Learning Process

- The teacher should help the students in deriving the 14 or 6 moods of verbs from any irregular pattern and ask them to memorize.
- When the students become able to derive verbs from any infinitive they should be asked to create small sentences using those derived verbs.
- The teacher should explain the grammatical rules and should write small sentences on the white board, using that already explained grammatical rule. Then he should explain the changes that are happening on the last later of the verb or word.
- The teacher should write some small sentences based on the grammatical rules and ask students to explain the rules they have already learnt.
- The teacher should ask the students to form some sentences using grammatical rules they have already learnt.
- The teacher should help the students to do some exercises according the discussed grammatical rule.

Assessment Methods

Internal Assessment:

- a. Class test: 10 Marks
- b. Assignment: 10 Marks
- c. Attendance: 05 Marks

End Semester Exam: 75 Marks

Total Marks: 100 Marks

Keywords

- Morphology
- Syntax
- Arabic objects
- Perfect Imperfect

Translation & Conversation **(BA AR 1.7)**

Course Objectives:

1. To make students translate simple sentences from English-Arabic and vice versa.
2. To develop the conversation abilities among the students.

Course Learning Outcomes

The Student will be able to:

- a) Acquire skills in simple sentences translation from English into Arabic.
- b) Acquire skills in simple sentences translation from Arabic into English.
- c) Acquire skills in conversation and short speeches on simple topics.

Unit 1

Translation from English into Arabic:

- Simple sentences

Unit 2

Translation from Arabic into English:

- Simple sentences

Unit 3

Conversation:

- Short Speech in Arabic on simple topics
- Conversational Sentences

References

1. Dr. W. A. Nadwi: A Practical Approach to the Arabic Language Vol.2, New Delhi.
2. J. A. Haywood & H. M. Nahmad : A New Arabic Grammar ,New Delhi.
3. عبدالستار خان : عربي كا معلم 1-4، دہلی
4. الدكتور منظور خان : نحو الإنشاء والترجمة ، شری نگر، کشمیر

Additional Resources:

1. الدكتور حبيب الله خان : دروس في الترجمة الصحفية، دہلی
2. عبد الماجد الندوي : معلم الإنشاء (دوم)، لکنؤ

Teaching Learning Process

- The teacher will select a simple newspaper report for translation purpose.
- The teacher will give the students difficult words and expressions along with their meanings.
- The teacher will explain to the students how they would successfully translate the given text.
- The teacher will give the students an assignment of conversation, group discussion and speech, and monitor and correct them if they commit any mistake.
- The students will do the translation task under the supervision of their teacher.

Assessment Methods

Internal Assessment:

- a. Class test: 10 Marks
- b. Assignment: 10 Marks
- c. Attendance: 05 Marks

End Semester Exam: 75 Marks

Total Marks: 100 Marks

Keywords

- Translation
- Sentences
- Conversation
- Speech

Text: Modern Arabic Prose & Poetry-II
(BA AR 1.8)

Course Objectives:

1. To make students aware of the Modern Arabic Prose & Poetry.
2. To introduce briefly to prominent & distinguished Poets and Prose Writers of Arabic.

Course Learning Outcomes

After successfully completing this course the learner will:

- a) Get an overview of the modern Arabic language.
- b) Become able to talk and write about various social and economic issues in Arabic language.
- c) Get ability to write and comprehend simple Arabic poetry.
- d) Be familiar with the life and contribution of three Arabic poets who are considered pillars of modern Arabic poetry.

Unit 1

Lessons from the book: القراءاة العربية Volume: 3 co-authored by al-Qasmi, Abdul Quddus and Sajid, Muhammad:

- الشبكة الدولية (9)
- الحرية (10)
- الطاقة الشمسية (13)
- الطالب الذكي (14)
- طريق الأمم (27)
- مسرحية القوي الأمين (المشهد الأول) (38)

Unit 2

Following poems from the anthology: مجموعة من النظم والنثر للحفظ والتسميع compiled by Sharif Saleem, Muhammad:

- الأم مدرسة اذا أعددتها- حافظ إبراهيم - 6 أبيات
- سواي بتحنان الأغاريد يطرب- محمود سامي البارودي - 7 أبيات
- يا أخت أندلس عليك سلام - شوقي - 5 أبيات
- تفديك نفس شج - عبد الله باشا فكري - 7 أبيات

Unit 3

Brief biography of the following poets:

- a) Hafiz Ibrahim
- b) Mahmood Sami al-Barudi
- c) Ahmed Shouqi

References

1. عبد القدوس قاسمي اور محمد ساجد، القراءة العربية، دہلی
2. مجموعة من النظم والنثر للحفظ والتسميع، بنارس

Additional Resources:

- a) Diwan –u- Hafiz Ibrahim
- b) Diwan-u-Ahmed Shauqi
- c) Diwan-u-Mehmood Sami al-Barudi

Teaching Learning Process

- Before teaching a text, the teacher should introduce the lesson.
- The learner should be assisted and guided to find out difficult words in the dictionary.
- The learner should be asked to help fellow learners after the class.
- Peer-review concept should be applied every fortnight to enable the learner to acquire knowledge independently.

Assessment Methods

Internal Assessment:

- a. Class test: 10 Marks
- b. Assignment: 10 Marks
- c. Attendance: 05 Marks

End Semester Exam: 75 Marks

Total Marks: 100 Marks

Keywords

Prose

Poetry

Poets

Modern Arabic

Unit 3

Composition:

Application Writing

Letter Writing

Short Essay Writing

References

1. J. A. Haywood & H. M. Nahmad : A New Arabic Grammar, New Delhi.
2. Dr. Aboo Backer K P : A Handbook of Commercial Arabic, Kerala.
3. أحدث الرسائل العصرية، مكتبة المعارف بيروت، لبنان
4. مصطفى نجيب شاويش: المراسلات التجارية، مصر

Additional Resources:

1. الدكتور حبيب الله خان : دروس في الترجمة الصحفية، نيو دلهي
2. م،ع، سليم خان : المختارات العربية لطلاب العلوم الاجتماعية
3. محمد الرابع الحسني الندوي: معلم الإنشاء ، لكنؤ

Teaching Learning Process

- The teacher should make the students understand the different patterns of conjugations of the given verbs.
- The teacher should explain and point out the changes occurred in a particular conjugation of the verb.
- The teacher should make sure that the student has memorized the conjugation by heart by asking him/her orally or by taking written test
- Having taught any grammar point, the teacher should check the students' ability of understanding by asking simple questions on the same
- The teacher should revise the grammatical points from time to time as per the need during the teaching.
- The teacher should give a sample letter/application as an example to help the students in writing on their own.
- The teacher should ask the students to write a letter/application and get it checked by him/her.
- The teacher should also give a sample essay and let them know the technique of developing writing skills.
- The teacher should make sure that every student is able to write short essays by his/her own.
- The teacher should ask the students to use the grammar as well as the vocabulary they have learnt in improving their writing skills.

Assessment Methods

Internal Assessment:

- a. Class test: 10 Marks
- b. Assignment: 10 Marks
- c. Attendance: 05 Marks

End Semester Exam: 75 Marks

Total Marks: 100 Marks

Keywords

- Conjugation
- Irregular Verb
- Number
- Letter
- Application
- Essay

Translation & Oral Expression **(BA AR 1.10)**

Course Objectives:

1. To make students translate simple sentences from English-Arabic and vice versa.
2. To develop the conversation abilities among the students.

Course Learning Outcomes

The Student will be able to:

- a) Acquire skills in English-Arabic translation of simple political, socio-economic and cultural topics.
- b) Acquire skills in Arabic-English translation of simple political, socio-economic and cultural topics.
- c) Acquire skills in delivering short speeches on simple topics.

Unit 1

Translation from English into Arabic:

Political topics
Socio-economical topics
Cultural topics

Unit 2

Translation from Arabic into English:

Political topics
Socio-economical topics
Cultural topics

Unit 3

Oral Expression:

Short speech in Arabic on simple topics
Conversational Sentences

References

1. J. A. Haywood & H. M. Nahmad : A New Arabic Grammar, New Delhi.
2. Dr. Aboo Backer K P : A Handbook of Commercial Arabic, Kerala.

3. عبدالستار خان : عربي كا معلم ، نيودلهي

4. الدكتور منظور خان: نحو الإنشاء والترجمة، جامو وكشمير

Additional Resources

1. الدكتور حبيب الله خان : دروس في الترجمة الصحفية، نيودلهي
2. اللغة العربية الوظيفية، اين سي بي يو ايل NCPUL، نيودلهي
3. الدكتور سيد محمد اجتباء الندوي : التعبير والمحادثة العربية، نيودلهي

Teaching Learning Process

- The teacher will select an appropriate newspaper report for translation purpose.
- The teacher will give the students difficult words and expressions along with their meanings.
- The teacher will explain to the students how they would successfully translate the given text.
- The teacher will give the students an assignment of speech and monitor and correct them if they commit any mistake.
- The students will do the translation task under the supervision of their teacher.

Assessment Methods

Internal Assessment:

- a. Class test: 10 Marks
- b. Assignment: 10 Marks
- c. Attendance: 05 Marks

End Semester Exam: 75 Marks

Total Marks: 100 Marks

Keywords

Translation

Oral expression

Political topics

Socio-economic topics

Cultural topics

Speech

Text: Classical Arabic Prose & Poetry-I
(BA AR 1.11)

Course Objectives:

1. To make students aware of the Classical Arabic Prose & Poetry.
2. To introduce briefly to prominent and distinguished Poets and Prose Writers of Arabic.

Course Learning Outcomes

The Student will be able to:

- a) Have a brief introduction to the Classical Arabic Prose and Poetry.
- b) Know about the life sketches and works of different writers and poets.
- c) Enhance the ability to read and understand the classical Arabic text.
- d) Add vocabulary into his/her knowledge through Arabic text.
- e) Use the dictionary for Arabic different words and use them in his/her own sentences.
- f) To memorise, recite and quote couplets on different occasions.

Unit 1

Biography of the following Writer/Poet:

Al-Imam Muslim

Abul Farj Al-Asbahani

Ibn Al-Muqaffa

Ali Ibn Abi Talib

Safiuddin Al-Hilli

Muhazzib Al-Din

Abul Ala Al-Ma'arri

Al-Mutanabbi

Ibn Al-Rumi

Unit 2

Prose:

The following lessons from the prescribed book:

- وصية لقمان لابنه (13-19، سورة لقمان)
- الاعتراف بالنعمة (الإمام مسلم)
- جود أعرابي (أبو الفرج الأصبهاني)
- عدوان يسالمان (ابن المقفع)
- عزاء علي بن أبي طالب لأبي بكر (سيدنا علي بن أبي طالب رضي الله عنه)

Unit 3

Poetry:

The following poems from the prescribed book:

- لا يمتطي المجد - صفى الدين الحلي - 5 أبيات
- وإذا الكريم - مهذب الدين - 5 أبيات
- ألا في سبيل المجد - أبو العلاء المعري - 6 أبيات
- ذو العقل يشقى - المتنبي - 5 أبيات
- تخذتكم درعا - ابن الرومي - 4 أبيات

References

- محمد الرابع الحسني الندوي: المنثورات من أدب العرب، لكنؤ
- محمد شريف سليم: مجموعة من النظم والنثر للحفظ والتسميع، بنارس

Teaching Learning Process

- The student should be given a brief introduction of the history of Classical Arabic Literature.
- The teacher should give an account of the life and works of the writer/poet before begin with the lesson.
- The teacher should explain the meaning of the text/couplet as well as the grammar point new to them if any.
- Having taught any text/couplet, the teacher should check the students' ability of understanding by asking simple questions on the same.
- The teacher should help the students in comprehending the text/couplet while teaching.
- The teacher may ask the students to solve the text/couplet by their own just to check their level of understanding.
- The teacher may ask the students to paraphrase what they have studied.
- The teacher should make sure that every student is able understand whatever text/couplet has been taught in the class.

Assessment Methods

Internal Assessment:

a. Class test:	10 Marks
b. Assignment:	10 Marks
c. Attendance:	05 Marks
End Semester Exam:	75 Marks
Total Marks:	100 Marks

Keywords

Prose
Poetry
Writer
Poet

History of Arabic Literature-I (BA AR 1.12)

Course Objectives:

1. To make students acquainted with the history of Arabic Literature.
2. To make familiar to famous Prose writers and Poets.

Course Learning Outcomes

The student will be able to:

- a) Know about the Arabic Literature during Pre-Islamic period.
- b) Know about the development of Arabic Literature during Islamic period.
- c) Understand the impact of Qur'an and Hadeeth Literature on Arabic language and literature.
- d) Know about different literary schools and movements during the Abbasid period.

Unit 1

العصر الجاهلي 500-622م

- النثر الجاهلي
- المعلقات : امرؤ القيس وزهير بن أبي سلمى

Unit 2

العصر الإسلامي والأموي 622-750م

- تأثير الإسلام (القرآن والحديث) في الأدب العربي
- الرسائل : عبد الحميد الكاتب
- حسان بن ثابت
- عمر بن أبي ربيعة
- جميل بثينة
- الفرزدق

Unit 3

العصر العباسي 750-1258م

- النثر الفني في العصر العباسي
- الجاحظ وكتاب البيان والتبيين
- ابن المقفع وكتاب كلیلة ودمنة

- الشعر في العصر العباسي
- بشار بن برد
- المتنبي
- أبو العلاء المعري

References

1. عمر فروخ : تاريخ الأدب العربي
2. شوقي ضيف: تاريخ الأدب العربي
3. أحمد حسن الزيات: تاريخ الأدب العربي

Additional Resources

1. د. عبد الحلیم ندوي: عربي ادب كي تاريخ
2. حنا الفاخوري: الجامع في تاريخ الأدب العربي
3. عربي ادب كي تاريخ: د. عبد الحلیم ندوي
4. K.A. Fariq : History of Arabic Literature

Teaching Learning Process

- The teacher will deliver lectures on the prescribed topics.
- The teacher will engage the students in teaching-learning process and ensure every student's participation in the class.
- The lectures of the teacher will be followed by the classroom presentations by the students.
- The students will write concept notes.

Assessment Methods

Internal Assessment:

- a. Class test: 10 Marks
 - b. Assignment: 10 Marks
 - c. Attendance: 05 Marks
- End Semester Exam: 75 Marks
Total Marks: 100 Marks

Keywords

History
Pre-Islamic
Islamic
Abbasid

Text: Classical Arabic Prose & Poetry-II
(BA AR 1.13)

Course Objectives:

1. To make students aware of the Classical Arabic Prose & Poetry.
2. To introduce briefly to prominent and distinguished Poets and Prose Writers of Arabic.

Course Learning Outcomes

The student will be able to:

- a) Have a brief introduction to the Classical Arabic Prose and Poetry.
- b) Know about the life sketches and works of different writers and poets.
- c) Enhance the ability to read and understand the classical Arabic text.
- d) Add vocabulary into his/her knowledge through Arabic text.
- e) Use the dictionary for Arabic different words and use them in his/her own sentences.
- f) To memorise, recite and quote couplets on different occasions.

Unit 1

Biography of the following Writer/Poet:

1. Umar Ibn Al-Khattab
2. Tariq Bin Ziyad
3. Al-Jahiz
4. Ibn Khalkan
5. Umayya Ibn Abi Al-Salt
6. Al-Khansa'
7. Hassan Ibn Thabit
8. Abul Aswad Al-Duali
9. Al-Imam Al-Shafa'i

Unit 2

Prose:

The following lessons from the prescribed book:

- الخطابة المعجزة
- خطة عمر في الحكم (عمر بن الخطاب)
- خطبة طارق بن زياد (طارق بن زياد)
- وصف الكتاب وفضله (الجاحظ)
- سيد التابعين سعيد بن المسيب (ابن خلكان)

Unit 3

Poetry:

The following poems from the prescribed book:

- أذكر حاجتي - أمية ابن أبي الصلت - 5 أبيات
- أعينيّ جودا - الخنساء - 5 أبيات
- لساني و سيفي - حسان بن ثابت - 6 أبيات
- وإذا طلبت - أبو الأسود الدؤلي - 5 أبيات
- ما في المقام - الإمام الشافعي - 5 أبيات.

References

- الشيخ أبو الحسن علي الندوي: مختارات من أدب العرب (الجزء الأول والجزء الثاني)
- محمد شريف سليم: مجموعة من النظم والنثر للحفظ والتسميع

Teaching Learning Process

- The student should be given a brief introduction of the history of Classical Arabic Literature.
- The teacher should give an account of the life and works of the writer/poet before begin with the lesson.
- The teacher should explain the meaning of the text/couplet as well as the grammar point new to them if any.
- Having taught any text/couplet, the teacher should check the students' ability of understanding by asking simple questions on the same.
- The teacher should help the students in comprehending the text/couplet while teaching.
- The teacher may ask the students to solve the text/couplet by their own just to check their level of understanding.
- The teacher may ask the students to paraphrase what they have studied.
- The teacher should make sure that every student is able understand whatever text/couplet has been taught in the class.

Assessment Methods

Internal Assessment:

- a. Class test: 10 Marks
- b. Assignment: 10 Marks
- c. Attendance: 05 Marks

End Semester Exam: 75 Marks

Total Marks: 100 Marks

Keywords

Prose

Poetry

Writer

Poet

History of Arabic Literature-II (BA AR 1.14)

Course Objectives:

1. To make students acquainted with the history of Arabic Literature.
2. To make familiar to famous Prose writers and Poets.

Course Learning Outcomes

The students will be able to:

- a) Know about the development of Arabic Literature during Andalusian period.
- b) Know about the Arab renaissance and its impact on the development of Arabic Literature during the Modern period.
- c) Know about the famous Modern Arabic literary scholars like the Nobel prize winner *Naguib Mahfouz* and *Gibran Khalil*.
- d) Know about different literary schools and movements during the Modern period.

Unit 1

▪ الأدب العربي في الأندلس 710-1492م

- النثر: ابن عبد ربه

- الشعر: ابن زيدون

▪ الأدب العربي الحديث

Unit 2

▪ النثر في العصر الحديث

- مصطفى لطفى المنفلوطي

- خليل جبران خليل

- محمود تيمور

- طه حسين

- نجيب محفوظ

Unit 3

▪ الشعر في العصر الحديث

- محمود سامي البارودي

- أحمد شوقي

- حافظ إبراهيم

- إيليا أبو ماضي

- أبو القاسم الشابي

References

1. عمر فروخ: تاريخ الأدب العربي
2. أحمد حسن الزيات: تاريخ الأدب العربي
3. حنا فاخوري: تاريخ الأدب العربي
4. شوقي ضيف: تاريخ الأدب العربي
5. د. عبد الحلیم ندوي: عربي ادب كي تاريخ

Additional Resources

1. واضح رشيد الحسني: أعلام الأدب العربي في العصر الحديث
2. د. أيوب تاج الدين: شعرا العرب من النهضة إلى الانتفاضة
3. عيسى الناعوري: أدب المهجر
4. K.A. Fariq : History of Arabic Literature, New Delhi

Teaching Learning Process

- The teacher will give lecture on the prescribed topics.
- The teacher will involve the students in teaching-learning process and ensure every student's participation in the class.
- The lectures of the teacher will be followed by the classroom presentations by the students.
- The students will write concept notes.

Assessment Methods

Internal Assessment:

- | | |
|----------------|----------|
| a. Class test: | 10 Marks |
| b. Assignment: | 10 Marks |
| c. Attendance: | 05 Marks |

End Semester Exam: 75 Marks

Total Marks: 100 Marks

Keywords

History
Andalusi
Modern

Introduction to Arabic Short Story (BA AR 2.1)

Course Objectives:

1. To make students acquainted with the Arabic Short Story.
2. To make familiar to pioneers of Arabic Short Story.

Course Learning Outcomes

- a) The students will be able to know:
- b) The meaning of the story, origin of the Arabic story, history of the stories of the pre-Islamic era and about the stories of the Holy Qur'an.
- c) The definition of the short story, its salient features and the constituent elements.
- d) The history of the origin and development of the short story in the modern period.
- e) Basic features of and dissimilarities between the Arabic short stories and the European short stories in terms of themes.
- f) About the pioneer of the Arabic short story, about the first artistic short story and also about some prominent short story writers.

Unit 1

القصة (لغة واصطلاحاً) ونشأتها في اللغة العربية
القصة العربية في العصر الجاهلي
القصة في القرآن الكريم

Unit 2

القصة القصيرة: تعريف وخصائص وعناصر
نشأة القصة القصيرة وتطورها في العصر الحديث
القصة القصيرة العربية والقصص الأوروبية (مميزات وفروق)

Unit 3

رائد القصة القصيرة: محمود تيمور
القصة القصيرة الفنية الأولى: (في القطار) تعريف
بعض أعلام القصة القصيرة العربية:
-مصطفى لطفى المنفلوطي
-جبران خليل جبران

References:

- (1) د. محمود شوكت : النص القصصي من الأدب العربي الحديث
- (2) عباس خضر: القصة القصيرة في مصر
- (3) د. أحمد هيكل : الأدب القصصي والمسرحي في مصر
- (4) د. يوسف نجم : القصة في الأدب العربي الحديث
- (5) محمد يوسف : فن القصة

Additional Resources:

- (1) أحمد أبوسعد : فن القصة
- (2) محمد تيمور : فن القصة
- (3) الدكتور محمد يونس عبد العال: في النثر العربي قضايا وفنون ونصوص الشركة المصرية العالمية للنشر-لونجمان

4) M. M. Badawi : Modern Arabic Literature, Cambridge University Press.

Teaching Learning Process

- Lecture by the teacher
- Presentation/demonstration by the students
- Summary/concept note writing by the students

Assessment Methods

Internal Assessment:

- a. Class test: 10 Marks
- b. Assignment: 10 Marks
- c. Attendance: 05 Marks

End Semester Exam: 75 Marks

Total Marks: 100 Marks

Keywords

Arabic

Story

Short Story

Introduction to Arabic Novel (BA AR 2.2)

Course Objectives:

1. To make students acquainted with the Arabic Novels.
2. To make familiar to famous Arab Novelists.

Course Learning Outcomes

- a) Upon successful completion of the course, the student will be able to:
- b) Learn about origin and development of Arabic Novel.
- c) Display working knowledge of Arabic Novel as a literary genre.
- d) Identify and describe distinct literary characteristics of Novel.
- e) Know about different literary trends in Arabic Novel.
- f) Assess the contributions of different scholars to the development of Novel in Arabic.
- g) Analyze the important literary works of Arabic Novelists for their structure, style and meaning.
- h) Effectively communicate ideas related to Indian Arabic literature during class and group activities.

Unit 1

- نشأة الرواية وتطورها في اللغة العربية
- الرواية : تعريف وخصائص وعناصر

Unit 2

- رائد الرواية العربية: محمد حسين هيكل
- رواية زينب : (10 صفحات مختارة)

Unit 3

- أعلام الرواية العربية:
 - جرجي زيدان
 - عبدالقادر المازني
 - نجيب محفوظ
 - إحسان عبدالقدوس
 - عبدالحميد جودة السحار
 - نجيب الكيلاني

References:

- (1) أحمد هيكل :الأدب القصصي والمسرحي في مصر
 - (2) عبدالمحسن بدر :تطور الرواية العربية
 - (3) د. علي الراعي : دراسات في الرواية المصرية
 - (4) عبدالحليم ندوي : عربي أدب كي تاريخ جلد 4
- 5) M.M.Badawi : Modern Arabic Literature

Teaching Learning Process

- The teacher should prepare a detailed lecture on each topic of the course, write the main points on the board and elaborate and explain each point.
- to the students.
- The teacher should ask questions to check students' knowledge based on what they have read.
- The students should be asked to write presentation papers on different themes related to the course.
- The teacher should encourage students to actively participate in the discussion of the paper presented by the student.
- The teacher should encourage the students to self-read in advance the topic to be taught in the next period.
- The teacher should motivate students to consult recommended books for more detailed study of the course.

Assessment Methods

Internal Assessment:

- a. Class test: 10 Marks
- b. Assignment: 10 Marks
- c. Attendance: 05 Marks

End Semester Exam: 75 Marks

Total Marks: 100 Marks

Keywords

Arabic
Novel
Introduction
Origin

Introduction to Arabic Drama (BA AR 2.3)

Course Objectives:

1. To make students acquainted with the Arabic Drama.
2. To make familiar to famous Dramatists.

Course Learning Outcomes

Drama is an important part of the Modern Arabic Literature. It contributes a lot in promotion of the Arabic language and literature across the world. By studying this paper students will learn about:

- a) The basic elements of drama,
- b) Emergence of drama as an important part of the Arabic literature,
- c) The pioneers of the drama who had contributed a lot in its development,
- d) Some selected and most famous prose and poetic drama.

Unit 1

Drama: Elements & History

- نشأة المسرحية وتطورها في اللغة العربية
- المسرحية : تعريف وخصائص وعناصر

Unit 2

Pioneers of Drama:

- رائد المسرحية العربية: توفيق الحكيم
- رائد المسرحية الشعرية: أحمد شوقي

Unit 3

Selected Famous Dramas:

- مسرحية نثرية منتخبة
- مسرحية شعرية منتخبة

References:

- (1) حنا فاخوري : تاريخ الأدب العربي (الجديد)
- (2) د. محمد مندور : مسرحيات توفيق الحكيم
- (3) د. محمد مندور : مسرحيات شوقي
- (4) أحمد هيكال : الأدب القصصي العربي
- (5) عمر الدسوقي : المسرحية

Additional Resources:

- (1) حنا فاخوري : تاريخ الأدب العربي (الجديد)
 - (2) د. محمد مندور : مسرحيات توفيق الحكيم
 - (3) د. محمد مندور : مسرحيات شوقي
 - (4) أحمد هيكل : الأدب القصصي العربي
 - (5) عمر الدسوقي : المسرحية
 - (6) د. يوسف النجم : المسرحية
 - (7) د. مفتي محمد مكرم احمد: عزيز
 - (8) د. مفتي محمد مكرم احمد : عزيز اباضه کے منظوم ڈراموں کا تنقیدی جائزہ
 - (9) د. عبدالحق : جدید عربی ادب تحلیلی جائزے
- 10) Maqsood Ahmad: The Beginnings & Development of Drama in Arabic, Falah-e- Darain Trust
New Delhi (2nd enlarged edition) 2006
- 11) Ismat Mehdi : History of Modern Arabic Literature, Hyderabad.

Teaching Learning Process

- The teacher should deliver comprehensive lectures on the artistic elements of the drama, history of its emergence and development.
- The teacher should describe the life and works of some most eminent pioneers of the drama.
- After providing raw material the teacher should ask the students to write some term papers on the related topics in a short way.
- The teacher should help the students in reading and comprehension of selected dramas.

Assessment Methods

Internal Assessment:

- | | |
|----------------|----------|
| a. Class test: | 10 Marks |
| b. Assignment: | 10 Marks |
| c. Attendance: | 05 Marks |

End Semester Exam: 75 Marks
Total Marks: 100 Marks

Keywords

Drama
Arabic literature
Modern Arabic

Indian Arabic Writers & Poets (BA AR 2.4)

Course Objectives:

1. To make students familiar to the Indian Arabic Writers.
2. To make them familiar to the Indian Arabic Poets.

Course Learning Outcomes

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

- a) Learn about origin and development of Arabic language in India.
- b) Understand the role played by different agencies/institutions in the promotion of Arabic language in India.
- c) Assess the contributions of Indian scholars to the promotion of Arabic language in India.
- d) Display a working knowledge of the historical and cultural contexts of Indian Arabic literature across the ages.
- e) Identify and describe distinct literary characteristics of Indian Arabic literature in different phases.
- f) Analyze the important literary works of Indian Arabic writers for their structure, style and meaning.
- g) Effectively communicate ideas related to Indian Arabic literature during class and group activities.

Unit 1

- انتشار اللغة العربية في الهند

Unit 2

- أعلام اللغة العربية في الهند

- الشاه ولي الله الدهلوي
- النواب صديق حسن خان
- عبدالحى الحسني
- عبدالعزيز الميمني
- ابوالحسن علي الندوي

Unit 3

- الشعر العربي في الهند
- كبار الشعراء الهنود:
- المقتدر الكندي

- فضل حق الخيرآبادي
- فيض الحسن السهارنفوري
- غلام حسين آزاد البلغرامي
- ابومحفوظ الكريم المعصومي

References:

- (1) غلام علي آزاد البلغرامي : سبحة المرجان في آثار هندوستان
- (2) عبدالحى الحسني : الثقافة الإسلامية في الهند
- (3) د. أشفاق أحمد الندوي : مساهمة علماء الهند في النثر العربي
- (4) عبدالحى الحسني : نزهة الخواطر
- (5) د. زبيد أحمد : الآداب العربية في الهند
- (6) د. اجتباء الندوي : الصديق حسن خان : حياته وآثاره
- (7) د. اجتباء الندوي : الإمام أحمد بن عبدالرحيم المعروف بالشاه ولي الله الدهلوي

Additional Resources:

- (1) فضل حق الخيرآبادي : الثورة الهندية
- (2) الشيخ ابوالحسن علي الندوي : المسلمون في الهند
- (3) د. صدرالحسن الندوي : المدائح النبوية في الهند
- (4) د. زبير أحمد الفاروقي : مساهمة علماء ديوبند في الأدب العربي
- (5) أ. د. جمال الدين الفاروقي بالاشتراك : أعلام الأدب العربي في الهند

Teaching Learning Process

- The teacher should prepare a detailed lecture on each topic of the course, write the main points on the board and elaborate and explain each point to the students.
- The teacher should ask questions to check students' knowledge based on what they have read.
- The students should be asked to write on different themes related to the course.
- The teacher should encourage students to actively participate in the discussion of the paper presented by the student.
- The teacher should encourage the students to self-read the topic to be taught in the next period before coming to the class.
- The teacher should motivate students to consult recommended books for more detailed study of the course.

Assessment Methods

Internal Assessment:

- a. Class test: 10 Marks
- b. Assignment: 10 Marks
- c. Attendance: 05 Marks

End Semester Exam: 75 Marks

Total Marks: 100 Marks

Keywords

Indian

Writers

Poets

Origin

Impact of Arabic on Indian Languages (BA AR 2.5)

Course Objectives:

1. To make students aware about impact of Arabic on the Indian Languages.
2. To make them acquainted with the Arabic words used in Indian languages.

Course Learning Outcomes

The students will be able to:

- a) Know about Indo-Arab relations in different times.
- b) Know about arrival of the Arabs and the Arabic language in India.
- c) Know Urdu and Hindi words of Arabic origin.
- d) Know Urdu and Arabic proverbs which share the same meanings.
- e) Know about impact of Arabic on Indian common expressions.
- f) Know reasons of the impact of Arabic on Indian languages.

Unit 1

Indo-Arab relations in pre-Islamic period
Indo-Arab relations in early Islamic period
Arabic in India

Unit 2

Indo-Arab relations in present time
Urdu words of Arabic origin (100 words)
Hindi words of Arabic origin (50 words)

Unit 3

Urdu and Arabic proverbs sharing the same meanings (20 proverbs)
Impact of Arabic on Indian common expressions
Reasons of impact of Arabic on Indian languages

References:

- (1) د. حبيب الله خان: الترجمة العربية في الهند بعد الاستقلال حتى عام 1990، نيودلهي 1997.
- (2) أورك زيب الأعظمي: حركة الترجمة في العصر العباسي، دار الحرف العربي، بيروت، لبنان (ط1) 2005م
- (3) سيد محمود حسن قيصر امروہوی: اسلامی علوم کے ہندی مصادر، انجمن سادتِ امروہہ دہلی 1999م.
- (4) سيد محمود حسن قيصر امروہوی: المصادر الهندية للعلوم الإسلامية، ترجمة الدكتور أورك زيب الأعظمي، آفاق معرفة متجددة، دمشق 2010م.
- (5) Aurang Zeb Azmi: Glorious Movement of Translation in the Abbasid Dynasty (A.D. 750-1258), Translated by Farid bin Abdul Hafeez, Islamic Wonders Bureau, New Delhi, 2011

Additional Resources:

- (1) الشيخ ابوالحسن علي الندوي : المسلمون في الهند
- (2) د. سيد عليم أشرف الجائسي: بين اللغة العربية ولأردية، دارالعلوم جئس، رائييريلي، الهند (ط1) 2011م.
- (3) ڈاکٹر رضوانہ معین: اردو پر عربی کے لسانی اثرات، حیدرآباد 1998م.
- (4) ڈاکٹر شفیع شیخ: عربی زبان و ادب کا اردو پر اثر، دہلی 2000م.
- (5) علاء الدین الندوي : التعبيرات الوجيزة العربية
- (6) سيد سليمان الندوي : عرب و هند كيه تعلقات
- (7) سمير عبدالحميد : المفردات العربية في اللغة الأردنية
- (8) د. سيد محمد منور نينار: تأثير اللغة العربية في لغات الهند، ترجمة قاضي عبد الرشيد الندوي، وزارة الثقافة والفنون والتراث، الدوحة، قطر (ط1) 2011م.
- 9) Maqbul Ahmad: Indo-Arab Relations, ICCR, New Delhi, 1969

Teaching Learning Process

- The teacher will deliver lecture on the thematic aspects of the content.
- The teacher will teach the above-mentioned prescribed vocabularies.
- The students will memorize the vocabularies.
- The students will prepare concept notes/summaries of the lecture and will demonstrate via presentation.

Assessment Methods

Internal Assessment:

- | | |
|----------------|----------|
| a. Class test: | 10 Marks |
| b. Assignment: | 10 Marks |
| c. Attendance: | 05 Marks |

End Semester Exam: 75 Marks

Total Marks: 100 Marks

Keywords

Impact

Arabic

Indian languages

Translation: Arabic - English - Arabic (BA AR 2.6)

Course Objectives:

1. To make students translate simple sentences from English-Arabic.
2. To make students translate simple sentences from Arabic-English.

Course Learning Outcomes

Translation is a very important tool to enrich the literature of any language and civilization and to promote them across the world. By studying this paper students would be able to:

- a) Double their abilities in the field of language and literature.
- b) Enrich and promote the literature of the language.
- c) Get lucrative jobs in various fields of business, media, diplomacy and academia.
- d) Play their role in the development of society and cultural exchange.

Unit 1

Basics of translation:

- فن الترجمة، فوائدها وميزاتها
- المؤهلات الأساسية للترجمة
- ترجمة المفردات والمركبات
- ترجمة الجمل الصغيرة

Unit 2

Translation from Arabic into English

- الجمل الطويلة
- الفقرات العامة
- الفقرات الصحفية السياسية والاقتصادية
- المفردات المتعلقة بالسياحة الطبية

Unit 3

Translation from English into Arabic

- الجمل الطويلة
- الفقرات العامة
- الفقرات الصحفية السياسية والاقتصادية
- المفردات المتعلقة بالسياحة الطبية

References:

- 1) S.A. Rahman: Teach Yourself Arabic, New Delhi.
- 2) Mohd. Quamruddin: Translation Made Easy, U.P.
- 3) Prof. Moinudin Azami: Method of Translation, Calicut.

(4) د. حبيب الله خان: دروس في الترجمة الصحفية

(5) د. منظور عالم: نحو الإنشاء والترجمة.

Additional Resources:

- 1) Mr. Badruzzaman: Letter writing Style (Arabic –English-Urdu), U.P.

(2) د. حميد حسونبجية المسعودي: الترجمة من الإنجليزية إلى العربية

(3) د. منظور عالم: نحو الإنشاء والترجمة

(4) د. حبيب الله خان: دروس في الترجمة الصحفية

Teaching Learning Process

- The teacher will help the students understand the method of translation by giving them specific words- meanings and phrases.
- The teacher will use white board to help the students in learning.
- The teacher will gradually teach the students how to translate sentences.

Assessment Methods

Internal Assessment:

- a. Class test: 10 Marks
- b. Assignment: 10 Marks
- c. Attendance: 05 Marks

End Semester Exam: 75 Marks

Total Marks: 100 Marks

Keywords

Translation

Language

Literature

**Centre of Arabic Studies & Oriental Libraries in India
(BA AR 2.7)**

Course Objectives:

1. To make learners aware about the Centre of Arabic Studies.
2. To make learners acquainted with Oriental Libraries in India.

Course Learning Outcomes

It is said that the Knowledge of the past paves the way to develop the future, so by studying this paper the students will be able to:

- a) Know the history of centers of Arabic studies in India: Ancient & Modern.
- b) Know the rich legacy of the Indians scholars to develop the academia of the country.
- c) Know the history of oriental libraries.
- d) Know about the manuscripts of the Indian libraries.

Unit 1

▪ مراكز الدراسات العربية القديمة:

- الجامعة الإسلامية، دار العلوم بديوبند
- دار العلوم لندوة العلماء بلكنائو
- المدرسة النظامية بحيدرآباد

Unit 2

▪ مراكز الدراسات العربية الحديثة:

- الجامعة السلفية ببناارس
- مدرسة الفلاح بأعظم كره
- الجامعة الأشرفية بمباركفور

Unit 3

▪ مكاتب العلوم الشرقية:

- دائرة المعارف العثمانية، بمدينة حيدرآباد
- مكتبة خدا بخش خان الشرقية، بمدينة بتنا
- مكتبة رضا بمدينة رامفور

- Maulana Abul Kalam Azad Rajasthan Arabic Persian Research Institute, Tonk

References:

- (1) عبد الحليم الندوي: مراكز المسلمين التعليمية والثقافية والدينية في الهند، مطبعة نوري، مدراس
- (2) ندوة العلماء في خدمة الأدب العربي والدراسات الإسلامية، د. محمد قطب الدين، هند ايشين
پليکیشنز، نیودلہی 2009م.
- (3) محمد عبید اللہ الأسعدی: دارالعلوم دیوبند، أكاديمية شيخ الهند، ديوبند
- 4) Barbara D.Metcalf : Islamic Revival in British India,
- 5) Muhammadullah Khalili Qasmi: Madrasah Education, Its Strength & Weakness, Mumbai, 2005

Additional Resources:

- (1) أرشد القادري: الجامعة الأشرفية
- (2) شوکت علی خان: قصر علماءوں کے کتب خانے اور انکے نثار
- (3) خدا بخش: لائبریری جرنلس
- (4) رامپور رضا لائبریری جرنلس
- 5) Dr. Ziaud-din A. Desai: Centers of Islamic Learning in India

Teaching Learning Process

- The teacher will deliver comprehensive lectures on the history of these institutions mentioning their contribution in development of the cultural atmosphere of the country, describing the achievements of the scholars who served in those institutions.
- The teacher will explain the contribution of these institutions to the promotion of Arabic language and literature.
- The teacher will explain the role played by these institutions in the freedom movement of the country.
- The teacher will instruct the students to write small articles on the history of these institutions and their achievements.

Assessment Methods

Internal Assessment:

a. Class test:	10 Marks
b. Assignment:	10 Marks
c. Attendance:	05 Marks
End Semester Exam:	75 Marks
Total Marks:	100 Marks

Keywords

Darul Uloom Deoband
Nadwatul Ulama
Madarsa Nizamia
Indian libraries

Arabic Newspaper Specific: Vocabulary & Abbreviations (Usage & Translation) (BA AR 2.8)

Course Objectives:

1. To make students well-versed in translation from Newspapers.
2. To make them memorize the Arabic Vocabulary & Abbreviations.

Course Learning Outcomes

The Students will be able to:

- a) Recognize, read and write specific political economic and technical vocabularies and phrases.
- b) Know the original names of the institutions, organizations and centers which have close relations with the Arab world and to know their abbreviations which are usually used in newspapers and other documents.
- c) Having learned the above mentioned phrases and abbreviations the teacher will enable the students to use the same in their writings, translations and spoken.

Unit 1

Vocabulary:

المفردات السياسية

المفردات الاقتصادية

المفردات التقنية

Unit 2

Abbreviations:

أسماء الدوائر الأصلية ومختصراتها

أسماء المنظمات الأصلية ومختصراتها

أسماء الجمعيات الأصلية ومختصراتها

Unit 3

Usage & Translation

استخدام المفردات والمختصرات في كتابة الفقرات

استخدام المفردات والمختصرات في الترجمة

References:

- 1) S.A. Rahman: A Dictionary of Abbreviations, New Delhi
- 2) Md. Quamruddin: Translation Made Easy, U.P.
- 3) Mahdi Alish: Using Arabic, a Guide to Contemporary Usage, Cambridge University, 2005
- 4) د. منظور عالم: نحو الإنشاء والترجمة.
- 5) د. حبيب الله خان: دروس في الترجمة الصحفية.

Additional Resources:

- 1) S.A. Rahman: Teach Yourself Arabic, New Delhi

Teaching Learning Process

- The teacher will help the students in enriching their vocabulary by motivating them to learn specific words and phrases.
- The teacher will tell the students rules of translation and interpretation from Arabic into English and vice-versa.
- The teacher will check and correct the translation rendered by the students and gives them feedback.
- The students will learn how to translate and how to use Arabic phrases and abbreviations.

Assessment Methods

Internal Assessment:

- | | |
|----------------|----------|
| a. Class test: | 10 Marks |
| b. Assignment: | 10 Marks |
| c. Attendance: | 05 Marks |

End Semester Exam: 75 Marks

Total Marks: 100 Marks

Keywords

Translation

Newspaper

Abbreviation

Political Vocabulary

Economic vocabulary

Reading & Writing Arabic (BA AR 3.1)

Course Objectives:

1. Learners will become more accurate and efficient in using a language.
2. Improves the fluency in the language.
3. Able to speak, read and write the language more efficiently.

Course Learning Outcomes

The student will be able to:

- a) Recognise, read and write Arabic alphabet.
- b) Read short and simple sentences in Arabic.
- c) Use basic interrogative sentences in Arabic.
- d) Utter the basic vocabulary of the things around him/her in Arabic.
- e) Write the Arabic numerals from 1 to 10.

Unit 1

Reading & Writing Arabic

- Alphabets with different shapes
- Moon & Sun letters
- Vowel signs (short & long)
- Joining of letters
- Words with different vowels
- Reading text with vowels
- Practicing Arabic alphabets in isolated shapes, two, three, four & five letters
- Copying text
- Taking dictation

Unit 2

Basic Vocabulary

Frequently used Urdu words of Arabic origin. (100)

Frequently used vocabulary of the following heads: (300)

- House
- Kitchen
- Office
- Class Room
- College
- Human Body
- Vegetables
- Fruits
- Name of Days
- Name of Months
- Numbers (1-10)

Unit 3

Conversation

Usage of the following:

أسماء الإشارة (مفرد)	لِ	لدى	عند	همزة	هل	لا	نعم
عدد وصفي (10-1)	كم	أين	متى	لماذا	كيف	من ما	أسماء الاستفهام

References

1. V. Abdur Rahim : Madinah Arabic, Vol. 1, New Delhi.
2. Prof. W. A.Nadwi: A Practical Approach to the Arabic Language Vol.1,New Delhi.
3. Dr. Amir Jamal: Arabic Learn the Easy Way, New Delhi.
4. Reading material prepared by the Department of Arabic, ZHDC, D.U.

5. د. إحسان الرحمان: الجديد في العربية، نيودلهي

Additional Resources:

1. Prof.S.A.Rahman: Teach Yourself Arabic, New Delhi.
2. Prof.R.I. Faynan: Essential Arabic, New Delhi.
3. Rapidex (Arabic Version), New Delhi

Teaching Learning Process

- The teacher should help the students in writing the Arabic letters again and again.
- When the student has learnt how to write the Arabic letters, he/she may be given dictation.
- After memorizing vocabulary, the teacher should help students practice these words in oral expression.
- The teacher should teach them how to make simple sentences using these words.
- The student should practice how to write Arabic numerals as well as how to put simple questions in Arabic

Assessment Methods

Internal Assessment:

- a. Class test: 10 Marks
- b. Assignment: 10 Marks
- c. Attendance: 05 Marks

End Semester Exam: 75 Marks

Total Marks: 100 Marks

Keywords

Alphabets
Writing
Vocabulary
Conversation

Let us Speak Arabic (BA AR 3.2)

Course Objectives:

1. Learners will become more accurate and efficient in using a language.
2. Improves the fluency in the language.
3. Able to speak, read and write the language more efficiently.

Course Learning Outcomes

The student will be able to:

- a) Learn the Arabic alphabet.
- b) Learn the basic vocabulary and phrases useful in speaking and conversation.
- c) Learn the varieties of common expressions of thanks, excuse, apology and so on.
- d) Learn the formal and informal greetings.
- e) Learn how to present introduction.
- f) Learn conversational dialogues of different occasions.

Unit 1

Lessons on Alphabet

- Lessons on Arabic alphabet along with some frequently used words which include such letters.
- Common Expressions
- Formal and Informal Greetings
- Greeting of Special Days and Times
- Expressing Thanks, Excuse and Apology etc.
- Acquaintance
- Introducing oneself and acquainting with others
- Asking for guidance or directions

Unit 2

Questions

Introducing common question-words and mode of questioning

Conversation on special occasions

Travel:

Booking and reservation

Modes, vehicles and methods of transport

Sections and formalities in an airport

Documents etc.

Hospital:

Sign boards

Staff and services
Common diseases
Methods of treatment and medication

Unit 3

Vocabulary related to Shopping:

Types and sections
Rates and Bargaining
Currencies
Selling and buying
Billing and Payments
Numeral up to 10
Date & Timing
Time and Date
Week days
Use of calendar
Year, months, and dates
Hijri date system

References

1. V. Abdur Rahim : Madinah Arabic, Vol. 1, New Delhi.
2. Prof. W. A.Nadwi: A Practical Approach to the Arabic Language Vol.1,New Delhi.
3. Reading material prepared by the Department of Arabic, ZHDC, D.U.
4. Dr. Amir Jamal: Arabic Learn the Easy Way, New Delhi.

5. د. إحسان الرحمان: الجديد في العربية، نيودلهي

Additional Resources:

1. Prof.S.A.Rahman: Teach Yourself Arabic, New Delhi.
2. Prof.R.I. Faynan: Essential Arabic, New Delhi.
3. Rapidex (Arabic Version), New Delhi

Teaching Learning Process

- The teacher will teach vocabulary of the basic needs as prescribed in the content of the syllabus.
- The students will memorize the vocabulary with correct pronunciation.
- Spoken practice will be given priority.
- The teacher may use audio-video aids to familiarize the students with the accents of the Arabs.

Assessment Methods

Internal Assessment:

- a. Class test: 10 Marks
- b. Assignment: 10 Marks
- c. Attendance: 05 Marks

End Semester Exam: 75 Marks

Total Marks: 100 Marks

Keywords

Speak Arabic

Functional Arabic

Basic Arabic vocabulary

India & Indians in Arabic Travelogues (BA AR 3.3)

Course Objectives:

1. To make students familiar to the Arabic Travelogue Writers.
2. To make them familiar to the approach of Arabs towards India and Indians.

Course Learning Outcomes

The learner will know:

- a) The depth of the relations between India and the Arab world.
- b) The possibilities of betterment of ties.
- c) Means to bring people of two different region together for a peaceful life.

Unit 1

Relation between India and Arabs.
Early Arab Travelers and their account of India.

Unit 2

Some famous Arabic poems on India.
Hind, a household name in Arabic.

Unit 3

Ibn Battuta
Al Biruni

References:

- (1) سيد سليمان الندوي : عرب وهند كى تعلقات
- (2) عباس محمود العقاد: روح عظيم : المهاتما غاندي
- (3) أحمد شوقي : ديوان شوقي
- (4) محمد سعيد الطريحي : تحية الهند

Additional Resources:

- (1) صهيب عالم: الهند في الشعر العربي
- (2) د. شير أحمد الصديقي: الهند بعد الاستقلال في الشعر العربي الحديث، قسم اللغة العربية وأدائها، جامعة عليجراه الإسلامية، الهند 2006.

Teaching Learning Process

- The teacher will deliver lectures on Arabic travelogues written about India and Indians.
- The teacher will give a glimpse of history to the students as is depicted in Arabic travelogues about India and Indians.
- The teacher will guide the students about reading material on such Arabic travelogues.

Assessment Methods

Internal Assessment:

- a. Class test: 10 Marks
- b. Assignment: 10 Marks
- c. Attendance: 05 Marks

End Semester Exam: 75 Marks

Total Marks: 100 Marks

Keywords

Traveler

Ancient

History

Trade

Indian spices

Indo-Arab Relations (BA AR 3.4)

Course Objectives:

1. To make students acquainted with Indo-Arab relations.
2. To make them aware of Indian knowledge transmitted to the Arab world.

Course Learning Outcomes

The students will be able to:

- a) Know about Indo-Arab relations in different times on various grounds.
- b) Know about Indian knowledge transmitted to the Arab world.
- c) Know Indian history in Arabic writings by the Arabs.
- d) Know about Arabic translation of major Indian books.

Unit 1

Brief introduction of the Arab world
Indo-Arab relations in pre-Islamic period
Indo-Arab relations in early Islamic period

Unit 2

Transmission of Indian knowledge to the Arab world during Abbasid period
Indo-Arab relations in modern period
Haj and Umrah pilgrimages: a source of relations

Unit 3

India in travelogues of the Arabs
Indians in the Arabic literature of the Arabs:
Mohandas Karamchandra Gandhi
Rabindra Nath Tagore
Mohammad Iqbal
Translation of the major Indian books in the Arabic language by the Arabs

References:

- 1) Tara Chand: Influence of Islam on Indian Culture, Indian Press.
- 2) S. Maqbul Ahmad: Indo-Arab Relations, ICCR, Popular Parkashan.
- 3) S. Maqbul Ahmad: India and the Arab World, ICCR, Popular Parkashan.
- 4) سيد محمود حسن قيصر امروهبوى: المصادر الهندية للعلوم الإسلامية، ترجمة الدكتور أورنك زيب الأعظمي، آفاق معرفة متجددة، دمشق 2010م.
- 5) ابن بطوطة: رحلة ابن بطوطة
- 6) عبد المنعم النمر: كفاح المسلمين في تحرير الهند

Additional Resources:

- 1) Syed Sulaiman Nadwi: Arab Wa Hind KeTalluqat, Azamgarh.
- 2) Aurang Zeb Azmi: Glorious Movement of Translation in the Abbasid Dynasty (A.D. 750-1258), Translated by Farid bin Abdul Hafeez
- 3) أورانك زيب الأعظمي: حركة الترجمة في العصر العباسي، دار الحرف العربي، بيروت، لبنان (ط1) 2005م
- 4) سيد محمود حسن قيصر امروہوی: اسلامی علوم کے ہندی مصادر، انجمن سادتِ امروہہ دہلی 1999م.
- 5) بد المنعم النمر: تاريخ الإسلام في الهند

Teaching Learning Process

- Lecture by the teacher
- Presentations/demonstrations by the students
- Summary/concept note writing by the students

Assessment Methods

Internal Assessment:

- | | |
|----------------|----------|
| a. Class test: | 10 Marks |
| b. Assignment: | 10 Marks |
| c. Attendance: | 05 Marks |

End Semester Exam: 75 Marks
Total Marks: 100 Marks

Keywords

- Indo-Arab relations
- Indian knowledge
- Arabic translations

Introduction to Arab world & Culture (BA AR 3.5)

Course Objectives:

1. To make students acquainted with the history of Arab world and its Culture.
2. To make them aware about the influence of the Arabs on the world trade.

Course Learning Outcomes

The students will be able to:

- a) Know about Arab world and its culture.
- b) Know about the Arab world when it was under Ottoman caliphate and under other colonies.
- c) Know about post-colonial Arab world.
- d) Know how the Arab world is the source of the most of the world's oil and how they influence and reach world trade.
- e) Know about the socio-political scenario of the Arab world.

Unit 1

Brief history of the old Arab world
Brief introduction of the modern Arab world
Geographical introduction of the current Arab world

Unit 2

Arab under the Ottoman Caliphate
Arab in the colonial period
Impact of the Ottoman caliphate and colonialism on the Arab society

Unit 3

Post-colonial Arab world
Formation of the modern Arab states
Arab society after the discovery of petrol
Current socio-political scenario of the Arab world

References:

- 1) الشيخ محمد الرابع الحسيني الندوي: جزيرة العرب
- 2) Basheer Ahmad Jamali : Glimpses of Modern Arab World, Delhi, 2006
- 3) Halim Barakat: The Arab World: Society, Culture and State, California, 1993
- 4) Jihad al-Omari : Understanding the Arab Culture, 2008
- 5) Andrew Hammond: Popular Culture in the Arab World, American Press in Cairo, 2007

Additional Resources:

- 1) Dr. Muhammad Uzair: Daulat-e-Uthmania (Urdu), Mushtaq Book Corner, 2016
- 2) Donald Quataert: The Ottoman Empire 1700-1922, Cambridge University Press, 2005
- 3) Arthur Goldschmidt Jr.: A Concise History of the Middle East, West view Press, 2012

Teaching Learning Process

- The teacher will give lecture on the prescribed topics.
- The teacher will use map to introduce the modern Arab world.
- The lectures of the teacher will be followed by the classroom presentations by the students.
- The students will write concept notes.

Assessment Methods

Internal Assessment:

a. Class test: 10 Marks

b. Assignment: 10 Marks

c. Attendance: 05 Marks

End Semester Exam: 75 Marks

Total Marks: 100 Marks

Keywords

Arab world

Arab map

Arab states

Discovery of petrol

Socio-political scenario

Reform Movements in Modern Arab World (BA AR 3.6)

Course Objectives:

1. To make students aware of reform movements in Modern Arab World.
2. To make acquire them the basic knowledge of Arab world history and the culture.

Course Learning Outcomes

The Student will be able to:

- a) Acquire the knowledge of Reform Movements in Modern Arab World.
- b) Acquire the basic knowledge of the Arab world, its history, culture, and importance in the global scenario.
- c) Know the benefits and positive changes of Reform Movements in the Arab world.

Unit 1

Wahhabi Movement الحركة الوهابية

Unit 2

Muslim Brotherhood حركة إخوان المسلمين

Unit 3

Arab Nationalism حركة القومية العربية

Arab Spring حركة الربيع العربي

References:

- 1) David Commins: The Wahhabi Mission & Saudi Arabia, I.B. Tauris, 2006
- (2) أحمد أمين : زعماء الإصلاح
- (3) ابن بشر: المجد في تاريخ نجد
- (4) رسالة المؤتمر الخامس: مجموع رسائل حسن البناء، الشبكة الدعوية

Additional Resources:

- (1) محمود عبد الحليم: الإخوان المسلمون أحداث صنعت التاريخ
- (2) عبد العزيز الدوري: الجذور التاريخية للقومية العربية
- (3) بشارة عزمي: أن تكون عربيا في أيامنا

Teaching Learning Process

- The teacher will give lectures on the Reform Movements in Modern World explaining their needs and results.
- The teacher will help the students to get know Arab world, its history, culture and importance.
- The teacher will elicit solutions to many challenges in the Arab countries.

Assessment Methods

Internal Assessment:

- a. Class test: 10 Marks
- b. Assignment: 10 Marks
- c. Attendance: 05 Marks

End Semester Exam: 75 Marks

Total Marks: 100 Marks

Keywords

Reform

Movement

Arab world

Impact of Arab Scholars on European Renaissance (BA AR 3.7)

Course Objectives:

- 1) To make students acquainted with the knowledge of impact of Arab Scholars on European Renaissance.
- 2) To make acquire them the knowledge of some important Arab thinkers.

Course Learning Outcomes

The Student will be able to:

- a) Acquire the knowledge of Impact of Arab Scholars on European Renaissance.
- b) Acquire the knowledge of the important contribution of Arab scholars to European Renaissance.
- c) Acquire the knowledge of life and works of the prescribed Arab scholars, who made their major contribution to the world development.

Unit 1

Al-Ma'arri
Hayy Ibn Yaqzaan

Unit 2

Ibn Khaldoon
IbnSina (Avicenna)

Unit 3

Al Farabi
IbnHaytham
Al Razi (Rhazes)

References:

- 1) عباس محمود العقاد : أثر العرربي الحضارة الأوروبية
- 2) Dr. V. Abdur Rahim : Europe Speaks Arabic, New Delhi
- 3) Dr. SanaullahNadwi : The Arab Legacy in Latin Europe, Aligarh, 2003
- 4) Dr. SanaullahNadwi : Klasiki Adabiyate Europe per Islam ka Asar- Dante ke Hawale se (Islam and the Classical European Literature: A Case Study of Dante Alighieri, Aligarh.

Teaching Learning Process

- The teacher will give lectures on the Impact of Arab Scholars on European Renaissance describing their major contribution to the development of Europe.
- The teacher will help the students to get to know Arab world, its history, culture and significance.
- The teacher will provide information to the students the life and works of the prescribed Arab scholars.

Assessment Methods

Internal Assessment:

- a. Class test: 10 Marks
 - b. Assignment: 10 Marks
 - c. Attendance: 05 Marks
- End Semester Exam: 75 Marks
Total Marks: 100 Marks

Keywords

Arab scholars
European
Renaissance

Introduction to History of Arabic Language (BA AR 3.8)

Course Objectives:

1. To make students aware of the origin of Arabic language and its script.
2. To make them aware of the relevance of Arabic language in today's life.

Course Learning Outcomes

The students will be able to:

- a) Know about Arabic language and its origin.
- b) Know about the origin of Arabic script.
- c) Aware of the importance of Arabic language.
- d) Know the relevance of Arabic language in today's life.
- e) Know about the impact of Arabic language on Hindustani languages.

Unit 1

Origin of Arabic Language

Origin of Arabic Script

Unit 2

Role of Early Arab Aswaq (Fairs) in the development of Arabic Language

Impact of Bedouin Life on Arabic Language

Unit 3

Relevance of Arabic in today's Life

Arabic Language in the Global Scenario

References:

- (1) أحمد حسن زيات : تاريخ الأدب العربي
- (2) حنا فاخوري : الجامع في تاريخ الأدب العربي
- (3) د. كفيل أحمد القاسمي: أسواق العرب.
- 4) Philip K. Hittie : History of Arab, Palgrave Macmillan, 2002
- 5) Nicholson: A literary History of the Arabs, Delhi, 1994

Additional Resources:

- (1) جرجي زيدان : تاريخ آداب اللغة العربية
- 2) Jehad al-Omari : Understanding the Arab Culture, 2008

Teaching Learning Process

- The teacher will give lectures on the prescribed topics.
- The teacher will engage the students in teaching-learning process and ensure every student's participation in the class.
- The lectures of the teacher will be followed by the classroom presentations by the students.
- The students will write concept notes.

Assessment Methods

Internal Assessment:

- a. Class test: 10 Marks
- b. Assignment: 10 Marks
- c. Attendance: 05 Marks

End Semester Exam: 75 Marks

Total Marks: 100 Marks

Keywords

History

Aswaq

Origin

Bedouin

Global scenario

Khatt-e Ruq'ah & Khatte Naskh (Introduction & Practice) **(BA AR 4.1)**

Course Objectives:

1. To make students aware of the origin and development of Arabic script.
2. To make them familiar with different Arabic Khutoot (Arabic Fonts).

Course Learning Outcomes

The students will be able to:

- a) Know the origin and development of Arabic alphabet and script.
- b) Know introduction of the Arabic scripts Naskh and Ruq'ah and their importance in modern time.
- c) Be familiar with other different Arabic scripts/fonts.
- d) Learn the skills of reading handwritten scripts.
- e) Know about different Arabic scripts/fonts of computer.
- f) Practice the most prevalent Arabic scripts: Naskh and Ruq'ah.

Unit 1

Origin and development of the Arabic script نشأة الخط العربي وتطوره

Introduction to Arabic script Ruq'ah تعريف بخط الرقعة

Introduction to Arabic script Naskh تعريف بخط النسخ

Unit 2

Importance of the Arabic script Ruq'ah in modern time أهمية خط الرقعة في الوقت الراهن

Importance of the Arabic script Naskh in modern time أهمية خط النسخ في الوقت الراهن

Familiarity with different Arabic scripts إلمام بمختلف الخطوط العربية

Pioneers of the Arabic scripts/calligraphy رواد الخطاطين للخطوط العربية

Unit 3

Skill of reading handwritten scripts مهارة قراءة النصوص المكتوبة باليد

Familiarity with different Arabic scripts of computer إلمام بمختلف الخطوط العربية الحاسوبية

Practice of the Arabic scripts: Naskh and Ruq'ah التطبيقات العملية لخطي النسخ والرقعة

References:

- مولانا نور عالم خليل الأميني : خط رقعه كيون اور كيسه سيكهين؟
- مركز الملك فيصل للبحوث والدراسات الإسلامية : الخط العربي من خلال المخطوطات
- د.عادل الألوسي : الخط العربي نشأته وتطوره
- د. إبراهيم سليمان شيخ العيد، الخط العربي حضارة ومهارة، مكتبة سمير منصور، غزة، فلسطين

Teaching Learning Process

- The teacher will lecture the students on historical and introductory aspects of the Arabic scripts.
- The students will practice the prescribed scripts to make their handwriting beautiful.
- The teacher will also use computer to familiarize the students with different Arabic scripts of it.

Assessment Methods

Internal Assessment:

- a. Class test: 10 Marks
- b. Assignment: 10 Marks
- c. Attendance: 05 Marks

End Semester Exam: 75 Marks

Total Marks: 100 Marks

Keywords

Arabic scripts

Naskh

Ruq'ah

Font

Arabic Children's Stories (Reading & Comprehension) **(BA AR 4.2)**

Course Objectives:

1. To make the students aware of the Arabic Children's Literature.
2. To make them able to form the simple sentences.

Course Learning Outcomes

For being expert of any language it is required to have a huge storage of vocabularies and to know how to use those vocabularies for forming a flawless sentence. By studying this paper the students will be able to:

- a) Enrich their vocabularies by memorizing the words used to narrate the story.
- b) Know the way of forming the sentences in accordance with the grammar of Arabic language.
- c) Write some sentences of Arabic language and eventually to write a short story on the pattern learnt in the class.

Unit 1

Reading and Comprehension :

حكاية من نوادر جحا
قصة فكاامية لكامل الكيلاني

Unit 2

Reading and Comprehension:

قصتان من مجلة الفاتح للأطفال الإلكترونية

Unit 3

Reading and Comprehension:

قصيدتان من مجلة الفاتح للأطفال الإلكترونية

References:

- كامل الكيلاني: مجموعة القصص
- دار المعارف بمصر: نوادر جحا
- مجلة الفاتح الإلكترونية

Teaching Learning Process

- The teacher will help the students in reading the Arabic words with their correct pronunciation.
- The teacher will help the students improve their reading skills through story books.
- The teacher will ask the students to copy the story texts in their notebooks and will check them.
- The teacher will explain phrases used in the story or poem along with their meaning and grammatical positions.
- The teacher will help the students in writing some sentences on the pattern of sentences used in the stories and eventually will ask them to write very short story on their own.

Assessment Methods

Internal Assessment:

- a. Class test: 10 Marks
- b. Assignment: 10 Marks
- c. Attendance: 05 Marks

End Semester Exam: 75 Marks

Total Marks: 100 Marks

Keywords

Children's stories

Reading

Comprehension

Joha stories

Kamil kilani stories

Arabic Composing & Setting (BA AR 4.3)

Course Objectives:

1. To make students aware of the Arabic typing and use of computer.
2. To make them familiar with different Arabic softwares.

Course Learning Outcomes

The Student will be able to:

- a) Type Arabic through the keyboard.
- b) Make different types of documents on Arabic related software.
- c) Modify the text in the document.
- d) Modify the document by using options from the Insert Menu.
- e) Give footnotes or page numbers in the document.
- f) Print the document.

Unit 1

Typing

Typing of Alphabets تنضيد الحروف الأبجدية

Typing of Words تنضيد الكلمات

Unit 2

Composing

Preparing of tables إعداد الجداول

Preparing of the paragraph إعداد الفقرة

Unit 3

Setting

Text: Cut, Copy, Paste, Increase/Decrease Font, Shading & Italics

القطع والنسخ واللصق والتكبير والتصغير والتظليل والإمالة

Footnotes & Page Numbering كتابة الحواشي والترقيم

Page Setup & Page formatting إعداد وتنسيق الصفحة

References:

PCfone: Arabic Typing Tutor, Version 3.3

Arabic Typing : Kevin Newton, USA

Rapidex Computer Course, New Delhi

شفقت على : مكمّل كمبيوتر ثريننگ گانڈ

Teaching Learning Process

- The teacher should give an introduction of the computer; its use and importance.
- The teacher should describe the main parts of the computer: input and output devices.
- The teacher should make the students aware of the different keys dedicated to different Arabic alphabets.
- The teacher should explain the functions of different keys available on the keyboard.
- The teacher should help the students in composing different types of documents in MS Word or Inpage.
- The teacher should give a brief introduction of different Software available like MS Excel, MS PowerPoint etc.
- The teacher should ensure that every student becomes self sufficient in day today work related to computers

Assessment Methods

Internal Assessment:

- a. Class test: 10 Marks
- b. Assignment: 10 Marks
- c. Attendance: 05 Marks

End Semester Exam: 75 Marks

Total Marks: 100 Marks

Keywords

- Alphabets
- Typing
- Key
- Composing
- Setting
- MS Word
- Inpage

Computer Literacy (Arabic Software & Websites) (BA AR 4.4)

Course Objectives:

1. To make students aware of the Arabic typing and use of computer.
2. To make them familiar with different Arabic softwares.
3. To make them familiar with different Arabic websites.

Course Learning Outcomes

The Student will be able to:

- a) Make different types of documents on Arabic related software.
- b) Modify the text in the document.
- c) Modify the document by using options from the Insert Menu.
- d) Give footnotes or page numbers in the document.
- e) Surf different Arabic websites for Academic purpose.
- f) Visit different Online Arabic New Channels.
- g) Use different Online Arabic Dictionaries.
- h) Benefit from Arabic e-library.

Unit 1

Software-1

برنامج إم إس ورد العربي MS Word Arabic

Unit 2

Software-2

برنامج إم إس باور بوائنت العربي MS PowerPoint Arabic

Unit 3

Website & Online Dictionary

مشاهدة القنوات الإخبارية العربية Watching Arabic news channels

قناة بي بي سي العربية BBC

قناة الجزيرة العربية Al-Jazeera

المكتبات العربية الإلكترونية Arabic e-library

القواميس العربية الإلكترونية Online Arabic Dictionaries

References:

Rapidex Computer Course

شفقت على : مكمل كمبيوتر تربيّننگ گانڈ

Teaching Learning Process

- The teacher should give an introduction of the computer; its use and importance.
- The teacher should describe the main parts of the computer: input and output devices.
- The teacher should make the students aware of the different keys dedicated to different Arabic alphabets.
- The teacher should give a list of shortcut keys used in Arabic composing.
- The teacher should help the students in composing different types of documents in MS Word or MS PowerPoint.
- The teacher should give a brief account of other Software like Inpage & MS Excel.
- The teacher should help the students in surfing different Arabic News Channels.
- The student should be trained to benefit from the Online Arabic Dictionaries.
- The teacher should guide the students how to use Arabic e-library.

Assessment Methods

Internal Assessment:

- a. Class test: 10 Marks
- b. Assignment: 10 Marks
- c. Attendance: 05 Marks

End Semester Exam: 75 Marks

Total Marks: 100 Marks

Keywords

MS Word

MS PowerPoint

Inpage

Composing

Website

News Channel e-library

AECC-In Lieu of MIL Arabic A (Advanced Level)
(BA AR 5.1)

Course Objectives:

1. To make students aware of essential Arabic Grammar.
2. To make them learn how to apply the grammar and enrich their vocabulary.

Course Learning Outcomes

The students will be able to:

- a) Learn the essential grammar of Arabic Language.
- b) Read and comprehend the Arabic lessons.
- c) Learn how to apply the grammar and enrich their vocabularies.
- d) Write small sentences applying the already learnt grammar and vocabularies.
- e) Translate simple English sentences into Arabic

Unit 1

Text:

دروس اللغة العربية لغير الناطقين بها ج/1: الدكتور ف. عبد الرحيم (Lessons: 12 to 23)

Unit 2

Grammar:

Passive Verb (perfect & imperfect verbs)	الفعل المجهول للماضي والمضارع
The Six patterns of Trilateral Verbs	أبواب الفعل الثلاثي
The Active Participle	اسم الفاعل
The Passive Participle	اسم المفعول
Inna & its Sisters	إن وأخواتها
Incomplete Verbs: Kans, Laisa, Sar&Asbaha	الأفعال الناقصة: كان، ليس، صار، أصبح
Sound Masculine Plural	الجمع المذكر السالم
Sound Feminine Plural	الجمع المؤنث السالم
Broken Plural	الجمع المكسر
La for negation of entire class	لا لنفي الجنس
Adverb of time and Adverb of place	ظرف الزمان وظرف المكان
Adverbial Accusative	الحال
Number & the Noun qualified by the Number	العدد والمعدود

Unit 3

Translation:

Translation of simple sentences from English into Arabic

References:

- 1) Dr. W.A. Nadwi: A Practical Approach to the Arabic Language.(Vol.2), New Delhi
- 2) Prof. Moinudin Azami: Method of Translation, Calicut.
- 3) Dr. Amir Jamal, Arabic Learn the Easy way, New Delhi

(4) عبدالستار خان : عربي كا معلم

(5) محمد ساجد قاسمی : تيسير الإنشاء

Additional Resources:

- 1) Dr. Md. Quamruddin: Translation Made Easy

(2) مولانا عبدالرحمن امرتسری : كتاب النحو

(3) مولانا فصیح الدین دہلوی : معین المترجم

(4) د. منظور عالم : نحو الإنشاء والترجمة

Teaching Learning Process

- The teacher will help the students learn the essential grammar of Arabic language. In order to make this process easy, the teacher will use the white board as much as possible.
- The teacher will help the students in reading and understanding the Arabic text, and will give them the meaning of the difficult words used in the text.
- The teacher will explain and give the definitions and examples of the prescribed grammar lessons and will give the students relevant exercises.

Assessment Methods

Internal Assessment:

- a. Class test: 10 Marks
- b. Assignment: 10 Marks
- c. Attendance: 05 Marks

End Semester Exam: 75 Marks

Total Marks: 100 Marks

Keywords

Arabic language

Grammar

Vocabulary

AECC-In Lieu of MIL Arabic B (Intermediate Level)
(BA AR 5.2)

Course Objectives:

1. To make students aware of essential Arabic Grammar.
2. To make them learn how to apply the grammar enrich their vocabulary.

Course Learning Outcomes

The student will be able to:

- a) Learn the essential grammar of Arabic language.
- b) Read and comprehend the Arabic lessons.
- c) Learn how to apply the grammar and enrich their vocabularies.
- d) Write small sentences applying already learnt- grammar and vocabularies.
- e) Translate simple English sentences into Arabic.

Unit 1

Text:

دروس اللغة العربية لغير الناطقين بها ج/1: الدكتور ف. عبد الرحيم
Lessons: 1 to 11

Unit 2

Grammar:

Masculine & Feminine	المذكر والمؤنث
Definite & Indefinite	المعرفة والنكرة
Singular & Plural	المفرد والجمع
Demonstrative Pronouns	أسماء الإشارة
Detached Pronouns & Attached Pronouns	الضمائر المنفصلة والضمائر المتصلة
Annexation	الإضافة: المضاف والمضاف إليه
Noun & Adjective	النعوت والمنعوت
Nominal Sentence	المبتدأ والخبر: الجملة الاسمية
Prepositions	حروف الجر: من، في، إلى، على، ل، ب
Conjugation of the Perfect Tense	تصريف الفعل الماضي
Conjugation of the Imperfect Tense	تصريف الفعل المضارع
Verbal Sentence	الجملة الفعلية: الفعل والفاعل
Verbal Sentence	الجملة الفعلية: الفعل والفاعل والمفعول

Unit 3

Translation:

Translation of simple sentences from English into Arabic

References:

- 1) Prof. Moinuddin Azami: Method of Translation
- 2) Dr. W. A. Nadwi: A Practical Approach to the Arabic Language.(Vol.1)
- 3) Dr. Amir Jamal: Learn Arabic the Easy Way
- 4) علي الجارم ومصطفى أمين، النحو الواضح في قواعد اللغة العربية.
- 5) عبدالستار خان : عربي كا معلم
- 6) محمد ساجد قاسمی : تيسير الإنشاء

Additional Resources:

- 1) Dr. Md. Quamruddin: Translation Made Easy
- 2) Dr. Syed Ali: Arabic For Beginners
- 3) مولانا عبدالرحمن امرتسری : كتاب النحو
- 4) مولانا فصیح الدين دبلوی : معین المترجم
- د. منظور عالم : نحو الإنشاء والترجمة

Teaching Learning Process

- The teacher will help the students develop reading skills using the prescribed text book.
- The teacher will help the students learn prescribed grammar lessons. In order to make this process easy, the teacher will use the white board as much as possible.
- The teacher will help the students in reading and understanding the Arabic text, and will give them the meaning of the difficult words used in the text.
- The teacher will explain and give the definitions and examples of the prescribed grammar lessons and will give the students relevant exercises.

Assessment Methods

Internal Assessment:

- | | |
|--------------------|-----------|
| a. Class test: | 10 Marks |
| b. Assignment: | 10 Marks |
| c. Attendance: | 05 Marks |
| End Semester Exam: | 75 Marks |
| Total Marks: | 100 Marks |

Keywords

Durusul Lughah Al-Arabiyyah
Arabic language
Grammar
Translation
Vocabulary

**AECC-In Lieu of MIL Arabic C (Basic Level)
(BA AR 5.3)**

Course Objectives:

1. To make students aware of essential Arabic Grammar.
2. To make them learn how to apply the grammar enrich their vocabulary.

Course Learning Outcomes

The student will be able to:

- a) Recognise, read and write Arabic alphabet.
- b) Read short and simple sentences in Arabic.
- c) Use basic interrogative sentences in Arabic.
- d) Utter the basic vocabulary of the things around him/her in Arabic.
- e) Write the Arabic numerals from 1 to 10.

Unit 1

Reading & Writing Arabic

- Alphabets with different shapes
- Moon & Sun letters
- Vowel signs (short & long)
- Joining of letters
- Words with different vowels
- Reading text with vowels
- Practicing Arabic alphabets in isolated shapes, two, three, four & five letters
- Copying text
- Taking dictation

Unit 2

Basic Vocabulary

- Parts of the Human Body
- Relations
- Household Articles
- Classroom
- Colours
- Fruits
- Vegetables
- Birds
- Animals
- Numbers (1-10)
- Name of the Days

Unit 3

Conversation

Usage of the following:

أسماء الإشارة(مفرد)	لِ	لدى	عند	همزة	هل	لا	نعم
عدد وصفي (1-10)	كم	أين	متى	لماذا	كيف	من	أسماء الاستفهام

References

1. V. Abdur Rahim : Madinah Arabic, Vol. 1, New Delhi.
2. Prof. W. A.Nadwi: A Practical Approach to the Arabic Language Vol.1,New Delhi.
3. Reading material prepared by the Department of Arabic, ZHDC, D.U.

4. د. إحسان الرحمان: الجديد في العربية، نيودلهي

Additional Resources:

1. Prof.S.A.Rahman: Teach Yourself Arabic,New Delhi.
2. Prof.R.I. Faynan: Essential Arabic,New Delhi.
3. Dr. Amir Jamal: Arabic Learn the Easy Way,New Delhi.

Teaching Learning Process

- The teacher should help the students in writing the Arabic letters again and again.
- When the student has learnt how to write the Arabic letters, he/she may be given dictation.
- After memorizing vocabulary, the teacher should help students practice these words in oral expression.
- The teacher should teach them how to make simple sentences using these words.
- The student should practice how to write Arabic numerals as well as how to put simple questions in Arabic.

Assessment Methods

Internal Assessment:

- a. Class test: 10 Marks
- b. Assignment: 10 Marks
- c. Attendance: 05 Marks

End Semester Exam: 75 Marks

Total Marks: 100 Marks

Keywords

Alphabets

Writing

Vocabulary

Numbers

Conversation