UNIVERSITY OF DELHI

Bachelor of Arts (Programme) 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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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. (Programme) 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 (Programme) 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. (Programme) 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. (Programme) 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 toProgramme

The Choice-Based Credit System (CBCS) offers flexibility of programme structure while ensuring that students gets a strong foundation in the subject and gain in-depth knowledge of all aspects of the field. The Learning Outcomes-Based Curriculum Framework (LOCF) is designed around the CBCS and is intended to suit the present day needs of students in terms of securing their path towards higher studies or employment.

Programme Duration:

The B.A. Programme in Arabic will be of three years' duration. Each year will be called an academic year and will be divided into two semesters. Thus, there will be a total of six semesters. Each semester will consist of sixteen weeks.

Design of Programme:

The teaching-learning will involve theory classes (lectures) and tutorial classes. The curriculum will be delivered through various methods including chalk and talk, power point presentations, audio and video tools, E-learning/E-content, field trips, seminars (talks by experts), workshops, projects and class discussions. The assessment broadly will comprise of an Internal Assessment (continuous evaluation) and an End-Semester Examination. Each theory paper will be of 100 marks with 25% marks for the Internal Assessment and 75% marks for the End-Semester Examination. The Internal Assessment will be conducted through tests/ assignments/oral presentations/short projects.

Programme Structure:

The B.A. Programme in Political Science consists of Core Courses and Elective Courses. The Core Courses are all compulsory courses, and are of two categories : (1) Discipline-Specific Core Course (DSC) and (2) Foundation (English/MIL) Course. The Elective Courses are of three categories : (1) Discipline-Specific Elective (DSE) ; (2) Generic Elective (GE) which is inter- disciplinary in nature ; and (3) Skill Enhancement Course (SEC). In addition, there are two compulsory Ability Enhancement Courses (AECC).

To acquire a degree in the B.A. Programme in Arabic, a student must study twelve Core Courses (eight Discipline-Specific Core Courses, and four Foundation [English/MIL] courses), ten Elective Courses (four Discipline-Specific Electives, two Generic Electives, and four Skill Enhancement Courses), and two Ability Enhancement Compulsory Courses. If the student chooses to do so, he or she may write a dissertation or undertake a project in lieu of any one elective paper worth 6 credits in the sixth semester. Of the eight Discipline-Specific Core Courses, four would be from the discipline of Arabic, and the other four courses from the second discipline chosen by the student. Of the four Discipline-Specific Elective Courses, two would be from Arabic, and the other two from the second disciplinechosen.

The Core Courses, Discipline-Specific Electives and Generic Electives all carry 6 credits each. Of these 6 credits, 5 credits are assigned to theory, and 1 credit to tutorials. The Skill Enhancement Courses and the Ability Enhancement Compulsory Courses carry two credits each. These latter two categories of courses have no tutorial component. A student has to earn a minimum of 120 credits to get a degree in the B.A. Programme in Arabic.

The student will study one Discipline -Specific Core Course from Arabic in each of Semesters I, II, III and IV. He or she will also study one Discipline-Specific Core Course from his or her second chosen discipline in each of these four semesters. One Foundation Course each will also be studied in Semesters I, II, III and IV. One Ability Enhancement Compulsory Course will be studied in Semester I, and the second such course in SemesterII.

The student will study one Discipline-Specific Elective from Arabic each in Semesters V and VI, and also one Discipline-Specific Elective, from the second chosen discipline, each in these two semesters. One Generic Elective will also be studied in each of Semesters V and VI. One Skill Enhancement Course each will be studied in Semesters III, IV, V and VI.

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 inProgramme B.A. (Programme) Arabic

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

The Learning Outcomes-Based Curriculum Framework (LOCF) for the B.A. Programme in Arabic is designed to afford a skeletal structure within which the programme can be developed to suit the need of the hour, in keeping with the emergence of new areas within Arab world. The framework allows for flexibility in programme design and course content development, and at the same time maintains a basic uniformity of structure, vis-a-vis other universities across the country. The B.A. Programme in Arabic aims to provide students with both a conceptual and a practical grasp of the discipline, and to encourage them to draw connections between Arabic and other social science disciplines by offering courses of an inter-disciplinary nature.

The Core Courses offered by the programme are designed to equip the student with a robust foundation in Arabic, whereas the Discipline- Specific Electives are designed simultaneously around classically important areas of enquiry, and newly emergent ones. The Skill-Enhancement Courses acquaint the student 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-governmentalsector.

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. (Programme) Arabic

The B.A. (Programme) 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 (Programme) 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 Text 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 keeping in view its increasing demand in day to-day life. This new curriculum will also help the students in writing applications, formal and informal letters etc. The availability of skills enhancement papers will also help the students excel in 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. (Programme) 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 onthe 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. (Programme) Arabic

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

i. Disciplinaryknowledge

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. CommunicationSkills

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 ethicalawareness/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'swork.

iv. Multiculturalcompetence

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 andgroups.

v. Information/digitalliteracy

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. (Prog.) 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 covey and imparts knowledge both within the formal structure of the classroom and beyond it. These include

- Lectures
- Tutorials
- Power-pointpresentations
- Projectwork
- Documentary films on related topics
- Debates, Discussions,Quiz
- Talks/workshops
- Interaction with subject and areaexperts

- Academic festivals andseminars

- Excursions and walks within thecity

- Visit to the Museums and National Archives

- Outstation fieldtrips

- Surveyresearch

- 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:

- Writtenassignments
- ProjectsReports
- Classpresentations
- Participation in classdiscussions
- Ability to think critically and creatively to solve theproblems
- Application of conceptual understanding to field-basedvariables
- Reflexive thinking
- Engagement with peers and groupdiscussion
- Participation in extra and co-curricularactivities
- Critical assessment of Booksetc.

1. Structure of B.A. (Programme) Arabic

Credit Distribution for B.A. (Programme) Arabic

Details of courses under B.A (Prog.)

Course	*Credits	
	Theory+ Practical	Theory +Tutorial

===

I. Core Course

(12Papers)   12X4=48   12X5=60

Two papers –

English Two papers

– MIL

Four papers – Discipline

1. Four papers –

Discipline 2.

Core Course Practical / Tutorial*

(12Practical/Tutorials*)   12X2=24   12X1= 12

II. Elective Course

(6Papers)   6X4=24   6X5=30

     Two Papers: Discipline 1 specific

     Two Papers: Discipline 2 specific

     Two Papers: Interdisciplinary

(Two papers from each discipline of choice and two papers of interdisciplinary nature.)

Elective Course Practical/Tutorial*

(6Practical/Tutorials*)   6X2=12   6X1= 6

     Two papers- Discipline 1specific

     Two papers- Discipline 2specific

     Two papers- Generic (Inter disciplinary)

(Two papers from each discipline of choice including papers of interdisciplinary nature.)

- **Optional Dissertation or project work in place of one elective paper (6 credits) in 6thSemester**

III. Ability EnhancementCourses

1. AbilityEnhancementCompulsory   2X2= 4   2X2=4

(2 Papers of 2 credits each)

      Environmental Science English

      Communication/MIL

2. AbilityEnhancementElective   4X2=8   4X2=8

 (Skill Based)

(4 Papers of 2 credits each)

                  Total Credits= 120   **120**

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. Discipline Specific Core Course(4)

1. Paper I - Text & Applied Grammar-I
2. Paper II - Text & Applied Grammar-II
3. Paper III - Text, Applied Grammar & Translation-I
4. Paper IV - Text, Applied Grammar & Translation-II

B. Core/ Foundation (Compulsory) (4)

- English(2)
- MIL(2)

C. Ability Enhancement Course (Compulsory)(2)

- English/ MIL (Communication)
- EnvironmentalScience

D. Ability Enhancement (Elective) Skill Based Course(4)

1. Arabic For Beginners
2. Arabic Composing & Setting
3. Computer Literacy (Arabic Software & Websites)
4. Arab World: Brief Introduction

E. Discipline Specific Elective Course(2)

1. Arabic Children's Stories (Reading & Comprehension)
2. Translation: Arabic-English-Arabic
3. Khutoot: Ruq'ah and Naskh
4. Composition

F. Generic Elective Courses (Interdisciplinary)(2)

1. Let us Read & Write Arabic
2. Arabic For Job Seekers
3. Introduction to History of Arabic Language
4. Impact of Arabic on Indian Languages

Semester-wise Distribution ofCourses

B.A (Prog.) Arabic Courses

S. NO.	Course		Paper	
SEMESTER - I				
Subject - I Arabic- 1	DisciplineSpecificCore	Text & Applied Grammar-I	DSC IA	
Subject - II (Any Other)	DisciplineSpecific Core		DSC IIA	
English	Core (Compulsory)		CC	
English/MIL (Communication) / Environmental Science	Ability Enhancement (Compulsory)		AECC	
SEMESTER - II				
Subject - I Arabic - 2	DisciplineSpecificCore	Tex & Applied Grammar-II	DSC IB	
Subject - II (Any Other)	DisciplineSpecific Core		DSC IIB	
MIL	Core (Compulsory)		CC	
English/MIL (Communication) / Environmental Science	Ability Enhancement (Compulsory)		AECC	
SEMESTER - III				
Subject - I Arabic - 3	DisciplineSpecificCore	Text, Applied Grammar & Translation-I	DSC IC	
Subject - II (Any Other)	DisciplineSpecific Core		DSC IIC	
English	Core (Compulsory)		CC	
Skill Based-1	Ability Enhancement (Elective)	Arabic For Beginners	AECC (1)	

SEMESTER - IV

Subject	Category	Text	Code
Subject - I Arabic- 4	DisciplineSpecific Core	Text, Applied Grammar & Translation-II	DSC ID
Subject - II (Any Other)	DisciplineSpecific Core		DSC IID
MIL	Core (Compulsory)		CC
Skill Based-2	Ability Enhancement (Elective)	Arabic Composing & Setting	AECC (2)

SEMESTER - V

Subject	Category	Text	Code
Skill Based -3	AbilityEnhancement (Elective)	Computer Literacy (Arabic Software & Websites)	AECC (3)
Discipline Specific Elective Course - I (Arabic)		A) Arabic Children's Stories: Reading & Comprehension B) Translation: Arabic-English-Arabic	DSE 1A
Discipline Specific Elective Course -II	From Second Discipline/ Subject		DSE 2A
Generic Elective - I (Interdisciplinary) AnyOne		Let Us Read & Write Arabic	GE I
	From Second Discipline/ Subject		

SEMESTER - VI

Subject	Category	Text	Code
Skill Based -4	AbilityEnhancement (Elective)	Arab World: A Brief Introduction	AEEC(4)
Discipline Specific Elective Course-I Arabic		A) Khutoot: Ruq'ah & Naskh	DSE 1B

Discipline Specific Elective Course -II	From Second Discipline/Subject		DSE 2B
Generic Elective - II (Interdisciplinary) AnyOne		Arabic For Job Seekers	GE II
	From Second Discipline/Subject		

Core-In Lieu of MIL (Arabic)-I
(B.A. (P) A.R. 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
- 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

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.1,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

Core-In Lieu of MIL (Arabic)-II
(B.A. (P) A.R. 1.2)

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 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 sentences from English into Arabic.

Unit 1
Text:

الجديد في اللغة العربية: السيد إحسان الرحمن   Lessons: 1 - 10

Unit 2
Grammar:

- Masculine & Feminine   المذكر والمؤنث

- Definite & Indefinite   المعرفة والنكرة

- Singular & Plural   المفرد والجمع

- Demonstrative Pronouns   أسماء الإشارة

- Detached Pronouns   الضمائر المنفصلة

- Attached Pronouns   الضمائر المتصلة

- Annexation   الإضافة: المضاف والمضاف إليه

- Quality & the Noun Qualified النعت والمنعوت

- Nominal Sentence   الجملة الاسمية: المبتدأ والخبر

- Cardinal Numbers 1-10   العدد الأصلي من 1 إلى 10

- Preposition   حروف الجر: من، في، إلى، على، بـ ، لـ

- Perfect Tense   الفعل الماضي

- Imperfect Tense   الفعل المضارع

- Verbal Sentence   الجملة الفعلية: الفاعل والمفعول

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.1,New Delhi.
2. Prof. R.I. Faynan: Essential Arabic, New Delhi.
3. Dr. Amir Jamal: Arabic Learn the Easy Way, New Delhi.
4. مولاناعبدالرحمنامرتسری :کتاب النحو، پانی پت

Additional Resources
1. J. A. Haywood & H. M. : A New Arabic Grammar, New Delhi.
2. Prof. V. Abdur Rahim: Madina Arabic, Vol. 1, New Delhi.
3. مولانا عبدالماجد الندوي :معلم الإنشاء، لکنؤ
4. عبد الستار خان: عربی کا معلم، دہلی

Teaching Learning Process
- The teacher will ask the students to read the Arabic text and will correct them wherever necessary.
- The teacher will help the students pronounce the Arabic words of the text correctly.
- The teacher will help the students comprehend the text and will elicit the meanings of its difficult words.
- The teacher will give the oral translation of the text in the classroom if necessary.
- The teacher will explain to the students the prescribed grammar lessons and give them activities on grammar points.
- The students will demonstrate their reading and comprehension skills by reading the text and answering the relevant questions asked by the teachers.

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
Text
Grammar
Translation

DSC-I Text & Applied Grammar-I
(B.A. (P) A.R. 1.3)

Course Objectives:
1) To make students able to read the text accurately.
2) To make learners well versed in Syntax and Morphology.

Course Learning Outcomes

The student will be able to:
a) Recognise, read and write Arabic alphabet.
b) Read and make simple nominal and verbal sentences in Arabic.
c) Understand and apply basic grammar rules required at the first stage of learning Arabic.
d) Conjugate the different patterns of Perfect and Imperfect Verbs.
e) Enhance his vocabulary through the given text and understand the different structures of sentences.

Unit 1
Text:
Madina Arabic Reader, Vol - 1
Dr. V. Abdur Rahim

Unit 2
Grammar:

- Arabic Alphabet   حروف الهجاء
- Sun Letters & Moon Letters   الحروف الشمسية والحروف القمرية
- Vowels   الحركات
- Orthographic Signs   (السكون والشدة والمدة
- Masculine & Feminine   المذكر والمؤنث
- Definite & Indefinite   المعرفة والنكرة
- Singular & Plural   المفرد والجمع
- Sound Masculine Plural   جمع المذكر السالم
- Sound Feminine Plural   جمع المؤنث السالم
- Broken Plural   الجمع المكسّر
- Demonstrative Pronouns   أسماء الإشارة
- Attached & Detached Pronouns   الضمائر المتصلة والضمائر المنفصلة
- Nominal Sentence   الجملة الاسمية: المبتدأ والخبر
- Perfect Tense   الفعل الماضي
- Imperfect Tense   الفعل المضارع

Unit 3

Application of Grammar
Simple Sentences based on the Above Grammar

References
1. Dr. W. A.Nadwi: A Practical Approach to the Arabic Language Vol.1,New Delhi.
2. Prof. R.I. Faynan: Essential Arabic, New Delhi.
3. Dr. Amir Jamal: Arabic Learn the Easy Way, New Delhi.
4. مولاناعبدالرحمنامرتسری :کتاب النحو، پانی پت

Additional Resources
1. J. A. Haywood & H. M. : A New Arabic Grammar, New Delhi.
2. Prof. V. Abdur Rahim: Madina Arabic, Vol. 1, New Delhi.
3. مولانا عبدالماجد الندوي :معلم الإنشاء، لکنؤ
4. عبد الستار خان: عربی کا معلم، دہلی

Teaching Learning Process
- The teacher should ask the students to read the text loudly one by one.
- Having taught a lesson, the teacher should check the students' ability of understanding by asking simple questions related to the lesson andthe grammar it contains.
- The teacher should explain the grammatical points from time to time as per the need during the teaching of the text.
- The teacher should help the students in solving grammar based exercises.
- The teacher may ask the students to translate the text into English to know how much they have understood the lesson.
- The teacher should explain each and every grammatical topic by giving a number of examples.
- The teacher should involve the students in teaching-learning process and ensure every student's participation in the class.
- The teacher should inquire the grammatical rules from the students every now and then so as to inculcate the same among them.
- The teacher should ask the students to make simple sentences based on the grammar and vocabulary they have learnt.
- The teacher may ask the students to translate simple sentences into Arabic based on the grammar they have been taught.

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
Text
Reading
Writing
Grammar
Sentences

DSC-II Text & Applied Grammar-II
(B.A. (P) A.R. 1.4)

Course Objectives:
1) To make students able to read the text accurately.
2) To make learners well versed in Syntax and Morphology.

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
Text:
Madina Arabic, Vol – 2 by Dr. V. Abdur Rahim

Unit 2
Grammar:

▪ Quality & the Noun Qualified	النعت والمنعوت
▪ Annexation	الإضافة
▪ Preposition	حروف الجر
▪ Verbal Sentence	الجملة الفعلية: الفعل + الفاعل
▪ Verbal Sentence	الفعل + الفاعل + المفعول به
▪ Conjugation of the Perfect Verb	تصريف الفعل الماضي
▪ Conjugation of the Imperfect Verb	تصريف الفعل المضارع
▪ Conjugation of the Imperative	تصريف فعل الأمر
▪ Conjugation of the Prohibitive	تصريف فعل النهي
▪ Active Verb & Passive Verb	الفعل للمعلوم والفعل للمجهول
▪ Groups of the Trilateral Verbs	أبواب الفعل الثلاثي المجرد
▪ Active Participle	اسم الفاعل
▪ Passive Participle	اسم المفعول

Unit 3
Grammar-based Exercises

References

1. Dr. Syed Ali : Arabic for Beginners, Hippocrene Publishers.
2. Dr. W. A. Nadwi : A Practical Approach to The Arabic Language Vol-1, Delhi
3. Amir Jamal : Arabic: Learn the Easy Way, New Delhi

Additional Resources

1. J. A. Haywood & H. M. : A New Arabic Grammar, Lund Humphries Publishers.
2. Prof. V. Abdur Rahim: Madina Arabic, Vol. 1, New Delhi.
3. مولانا عبدالماجد الندوي :معلم الإنشاء، لكنؤ
4. عبد الستار خان: عربی کا معلم، دہلی

Teaching Learning Process

- Initially, the learner will be encouraged:
- To read the text.
- To comprehend all the words.
- To translate the text into the mother tongue.
- 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
Reading
Dictation
Comprehension
Sentence formation

DSC-III Text, Applied Grammar & Translation-I
(B.A. (P)A.R. 1.5)

Course Objectives:
1) To make students able to read the text accurately.
2) To make learners well versed in Syntax and Morphology.
3) To make students able to translate the text.

Course Learning Outcomes
The Student will be able to:
a) Easily read and apprehend the Arabic text.
b) Increase the understanding of the different structure of Arabic sentences.
c) Enhance the Arabic vocabulary through Arabic text.
d) Understand the different grammatical points based on Morphology &Syntax.
e) Improve the translation skills.

Unit 1
Text:
   Prescribed Book:

القراءة الرشيدة (الجزء الأول): عبد الفتاح صبري

Lessons:

الزهرة (2)	المذياع (1)
الشباك (14)	الطائر (10)
الطريق (21)	عيادة المريض (16)
ترنيمة الولد في الصباح (27)	إطلاق الطيور (28)
تاريخ الكرسي (59)	حلاوة الكسب (53)

Unit 2
Grammar:

▪ Inna & its sisters	إنّ وأخواتها
▪ Kaana & its sisters	كان وأخواتها
▪ The Circumstantial Accusative	الحال
▪ The exception with إلا	الاستثناء بـ إلا
▪ Sound &weak verb	الفعل الصحيح والفعل المعتل
▪ Number & the noun qualified by the number	العدد والمعدود

Unit 3

Translation:

Translation of simple sentences from English into Arabic.

References
1. Dr. Syed Ali : Arabic for Beginners, Hippocrene Books.
2. Dr. W. A. Nadwi : A Practical Approach to The Arabic Language, Delhi.
3. J. A. Haywood & H. M. Nahmad : A New Arabic Grammar, Lund Humphries Publishers.
4. Amir Jamal : Arabic: Learn the Easy Way, New Delhi

Teaching Learning Process
- The teacher should ask the students to read the text loudly one by one.
- Having taught a lesson, the teacher should check the students' ability of understanding by asking simple questions related to the lesson and the grammar it contains.
- The teacher should explain the grammatical points from time to time as per the need during the teaching of the text.
- The teacher should help the students in solving grammar based exercises.
- The teacher may ask the students to translate the text into English to know how much they have understood the lesson.
- The teacher should explain each and every grammatical topic by giving a number of examples.
- The teacher should involve the students in teaching-learning process and ensure every student's participation in the class.
- The teacher should inquire the grammatical rules from the students every now and then so as to inculcate the same among them.
- The teacher should ask the students to make simple sentences based on the grammar and vocabulary they have learnt.
- The teacher may ask the students to translate simple sentences into Arabic based on the grammar they have been taught.

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
· Text
· Reading
· Writing
· Words
· Grammar
· Translation

DSC-IV Text, Applied Grammar & Translation-II
(B.A. (P)A.R. 1.6)

Course Objectives:

1) To make students able to read the text accurately.
2) To make learners well versed in Syntax and Morphology.
3) To make students able to translate the text.

Course Learning Outcomes

The Student will be able to:

a) Develop reading and comprehension skills through using prescribed text book.

b) Acquire the knowledge of Arabic grammar of intermediate level.

c) Acquire English-Arabic translation skills using simple sentences.

d) Acquire Arabic vocabulary and learn its meanings.

Unit 1

Text Book:

<div dir="rtl">

القراءة الرشيدة (الجزء الثاني): عبد الفتاح صبري

</div>

Lessons:

<div dir="rtl">

الأمانة كنز (12)	جزاء الصدق (1)
جماعة الفيران (35)	الأسد والثعلب (22)
الخادم والسمكة (45)	الطاؤوس (36)
جزاء الوالدين (54)	الصياد والأسد (52)

</div>

Unit 2

Grammar:

- The Derived Trilateral Verbs   أبواب الفعل الثلاثي المزيد فيه

<div dir="rtl">

تفعيل - مفاعلة - إفعال - تفعل - تفاعل - انفعال - افتعال - استفعال

</div>

- Subjunctive Mood of the Imperfect Verb   الحروف الناصبة للمضارع
- Jussive Mood of the Imperfect Verb   الحروف الجازمة للمضارع
- Hamza al-Wasl & Hamza al-Qat'   همزة الوصل وهمزة القطع
- The Adverb of Time & Place   ظرف الزمان وظرف المكان

Unit 3
Translation:
Translation of simple sentences from English into Arabic.

References
1. Dr. Syed Ali : Arabic for Beginners, Hippocrene Books.
2. Dr. W. A. Nadwi : A Practical Approach to The Arabic Language Vol. 2, Delhi
3. J. A. Haywood & H. M. Nahmad : A New Arabic Grammar, Lund Humphries Publishers.
4. Amir Jamal : Arabic: Learn the Easy Way, New Delhi

Teaching Learning Process
- The teacher will ask the students to read the Arabic text and will correct them wherever necessary.
- The teacher will help the students pronounce the Arabic words of the text correctly.
- The teacher will help the students comprehend the text and will elicit the meanings of its difficult words.
- The teacher will give the oral translation of the text in the classroom if necessary.
- The teacher will explain to the students the prescribed grammar lessons and give them activities on grammar points.
- The students will demonstrate their reading and comprehension skills by reading the text and answering the relevant questions asked by the teachers.

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

DSE-I Arabic Children's Stories (Reading & Comprehension)
(B.A. (P)A.R. 2.1)

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 sentence 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 فكاهية 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 writevery 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
Reading
Children's stories
Kamil Kilani
Joha stories

DSE-II Translation: Arabic - English - Arabic
(B.A. (P)A.R. 2.2)

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 any language of their choice.
c) Get lucrative jobs in various fields of business, 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

- ترجمة الجمل الطويلة
- ترجمة الفقرات العامة
- ترجمة الفقرات الصحفية السياسية والاقتصادية
- ترجمة الرسائل الدبلوماسية

Unit 3
Translation from English into Arabic

- ترجمة الجمل الطويلة
- ترجمة الفقرات العامة
- ترجمة الفقرات الصحفية السياسية والاقتصادية
- ترجمة الرسائل الدبلوماسية

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. منظورعالم :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

<div align="center">

DSE-III Khutoot: Ruq'ah & Naskh
(B.A. (P)A.R. 2.3)

</div>

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 و الرقعة

References:

- مولانا نور عالم خليل الأميني : خط رقعه كيوں اور كيسے سيكهيں؟

- 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

DSE-IV Composition
(B.A. (P)A.R. 2.4)

Course Objectives:

1. To develop among the students writing skills.
2. To teach them how to write letter, applications etc.

Course Learning Outcomes

The Student will be able to:

a) Practice and develop writing processes pertaining to short essays, letters and applications.
b) Practice to organize and demonstrate ideas and thoughts through writing.
c) Learn and practice formal writing rules and techniques.

Unit 1

Short essay writing

Unit 2

Letter writing

Unit 3

Application writing

References:

1) مكتبةالمعارف بيروت، لبنان : أحدث الرسائل العصرية

2) مصطفى نجيب شاويش : المراسلات التجارية

3) محمدالرابع الحسني الندوي : معلم الإنشاء

4) Dr. Aboo Backer K P : A Handbook of Commercial Arabic, Kerala

Teaching Learning Process

- The teacher will give students certain topics to practice their writing skills.
- The teacher will help the students to learn formal writing rules and techniques for drafting essays, letters and applications.
- The teacher will check the material written by the students and will correct them.
- The teacher will guide the students about the books and material helpful for 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
Essay
Application
Writing

GE-I Let us Read & Write Arabic
(B.A. (P)A.R. 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 Alphabets.
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

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

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

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

Additional Resources:

4. Prof.S.A.Rahman: Teach Yourself Arabic, New Delhi.
5. Prof.R.I. Faynan: Essential Arabic, New Delhi.
6. 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
Conversation

GE-II Arabic for Job Seekers
(B.A. (P)A.R. 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 students 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 .إحسـان 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. 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

GE-III Introduction to History of Arabic Language
(B.A. (P) A.R. 3.3)

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) Aware of the importance of Arabic language.
b) Know about Arabic language and its origin.
c) Know about the origin of Arabic script.
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:

١) أحمد حسن زيات : تاريخ الأدب العربي

٢) حنا فاخوري : الجامع في تاريخ الأدب العربي

٣) 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:

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

Teaching Learning Process

- The teacher will give lecture 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

GE-IV Impact of Arabic on Indian Languages
(B.A. (P) A.R. 3.4)

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:

- د. حبيب الله خان: الترجمة العربية في الهند بعد الاستقلال حتى عام 1990، نيودلهي 1997.

- أورنك زيب الأعظمي: حركة الترجمة في العصر العباسي، دار الحرف العربي، بيروت، لبنان (ط1) 2005م

- سيد محمود حسن قيصر امروہوی:اسلامى علوم کے ہندی مصادر، انجمن سادتِ امروہه دہلى 1999م.

- سيد محمود حسن قيصر امروہوی: المصادر الهندية للعلوم الإسلامية، ترجمة الدكتور أورنك زيب الأعظمي، آفاق معرفة متجددة، دمشق 2010م.

- 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، دار العلوم جائس، رائيبريلي، الهند (ط1) 2011م.

3) ڈاکٹر رضوانه معین:اردو پر عربی کے لسانی اثرات، حیدرآباد 1998م.

4) ڈاکٹر شفیع شیخ:عربی زبان وادب کا أردو پر اثر، دہلی 2000م.

5) علاء الدين الندوي : التعبيرات الوجيزة العربية

6) سيد سليمان الندوي : عرب وہند کیه تعلقات

7) سمير عبدالحميد : المفردات العربية في اللغة الأردية

8) د. سيد محمد منور نينار:تأثير اللغة العربية في لغات الهند، ترجمة قاضي عبد الرشيد الندوي، وزارة اليقافة 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

AECC-MIL Arabic A (Advanced Level)
(B.A. (P) A.R. 4.1)

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 comprehends the Arabic lessons
c) Learn how to apply the grammar and enrich their vocabularies
d) Write small sentences applying the already learnt grammar andvocabularies
e) Translate simple English sentences into Arabic

Unit 1
Text:

دروس اللغة العربية لغير الناطقين بها   ج/1الدكتور 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 : تیسیر الإنشاء

Additional Resources:

1) Dr. Md. Quamruddin: Translation Made Easy

2) مولانا عبدالرحمن امرتسری : كتاب النحو

3) مولانا فصیح الدین دپلوی : معین المترجم

4) د .منظور عالم : نحوالإنشاء 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
Arabic language
Grammar
Translation
Vocabulary

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 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 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	النعت والمنعوت
Nominal Sentence	المبتدأ والخبر :الجملة الاسمية
Prepositions	حروف الجر: من، في، إلى، على، لـ، بـ
Conjugation of the Perfect Tense	تصريف الفعل الماضي
Conjugation of the Imperfect Tense	تصريف الفعل المضارع
Verbal Sentence	الجملة الفعلية: الفعل و الفاعل
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, Calicut
2) Dr. W. A. Nadwi: A Practical Approach to the Arabic Language.(Vol.1), New Delhi
3) Dr. Amir Jamal: Learn Arabic the Easy Way, New Delhi
4) علي الجارم ومصطفى أمين، النحو الواضح في قواعد اللغة العربية.
5) عبدالستار خان : عربي كا معلم
6) محمد ساجد قاسمي : تيسير الإنشاء

Additional Resources:
1) Dr. Md. Quamruddin: Translation Made Easy, U.P.
2) Dr. Syed Ali: Arabic For Beginners, Hippocrene Books.
3) مولانا عبدالرحمن امرتسري : كتاب النحو
4) مولانا فصيح الدين دبلوى : معين المترجم
5) 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.

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-MIL Arabic C (Basic Level)
(B.A. (P)A.R. 4.3)

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 Alphabets.
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	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.1,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 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

AEEC-I Arabic for Beginners
(B.A. (P)A.R. 5.1)

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 Alphabets.

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

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.1,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 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

AEEC-II Arabic Composing & Setting
(B.A. (P)A.R. 5.2)

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 : مكمل كمپيوٹر ٹريننگ گائڈ

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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

AEEC-III Computer Literacy (Arabic Software & Websites)
(B.A. (P)A.R. 5.3)

Course Objectives:

1. To make students aware of the Arabic typing and use of computer.

2. To make them familiar with different Arabic softwares.

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

MS Word Arabic برنامج إم إس ورد العربي

Unit 2

MS PowerPoint Arabic برنامج إم إس باور بوائنت العربي

Unit 3

Website & Online Dictionary

Watching Arabic news channels مشاهدة القنوات الإخبارية العربية

BBC قناة بي بي سي العربية

Al-Jazeera قناة الجزيرة العربية

Arabic e-library المكتبات العربية الإلكترونية

Online Arabic Dictionaries القواميس العربية الإلكترونية

References:

Rapidex Computer Course

شفقت على : مكمل كمپیوٹر ٹریننگ گائڈ

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
BBC
Al-Jazeera
e-library

AEEC-IV Arabic World: A Brief Introduction
(B.A. (P)A.R. 5.4)

Course Objectives:

1. To make students acquainted with the history of Arab world and it's 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 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.

Unit 1

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

References:

1) جزيرة العرب: الشيخ محمد الرابع الحسني الندوي
2) Basheer Ahmad Jamali : Glimpses of Modern Arab World, Delhi, 2006
3) Halim Barakat: The Arab World: Society, Culture and State, California, 1993
4) Jehad 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 the 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