

الحمد لله رب العالمين، والصلاة والسلام على سيد الأنبياء والمرسلين. أما بعد فاعوذ بالله من الشيطان الرجيم، بسم الله الرحمن الرحيم

Jāmi'a tul Madīnah U.K. Dars-e-Nizāmī course 2021-2022

First year: Semester 1

| Number | Subject(s) | Curriculum Literature | Description of Lessons | Guidance for teachers |
|--------|---|--|--|---|
| 1 | 'Aqā'id (Beliefs) | Beliefs of the Ahl al-Sunnah Bahar-e-Sharī'at | ? 1st half of Part 1 (Beliefs) | Fundamental beliefs should be emphasised using the chapters of the beliefs book, with students memorising proofs from Qur'ān & Hadīth as much as possible. ? |
| 2 | Sarf (Morphology) Practical Fiqh (Jurisprudence) | جامع أبواب الصرف Laws of Salāh and Method of Purifying Clothes | 1st half of the semester: Full book 2nd half of the semester: Method of Wudū, Method of Ghusl, Method of Salāh, Method of Purifying Clothes | Make the students practise as much as possible, both verbally and in written form. Close attention should be given to the fundamental rulings in the booklets for students. |
| 3 | Tajwīd (Articulation & Recitation) | Madanī Qā'idah & the Holy Qur'ān | Complete Madanī Qā'idah & memorisation of the last ten chapters of the Qur'ān | Focus should be on the correct articulation of the Arabic letters in relation to their Makhārij. Rules of Tajwīd acquired and practised throughout the reading with examples highlighting rules. |
| 4 | Sarf (Morphology) Theory | Essentials of Sarf | First 31 Lessons with activities | Use pre-prepared PowerPoint slides. Make learning Sarf as fun as possible. Involve the students in the class. Go through activities with the class giving all students the chance to participate. Do not allow only a select few to answer. |
| 5 | Nahw (Arabic Grammar) | Essentials of Nahw | Part 1 with activity book | Use pre-prepared PowerPoint slides. Make learning Nahw as fun as possible. Involve the students in the class. Go through activities with the class giving all students the chance to participate. Do not allow only a select few to answer. |
| 6 | Adab (Arabic Literature) | العربية للطالين | In full | Rules of Sarf and Nahw should be implemented and practised throughout the book. Students should also be encouraged to develop their Arabic speaking skills. |

First year: Semester 2

| Number | Subject(s) | Curriculum Literature | Description of Lessons | Guidance for teachers |
|--------|---|---|---|--|
| 1 | 'Aqā'id (Beliefs) Adab (Arabic literature) | Would you like to know something about Islām Fayd al-Adab | ? [Tarkīb of Arabic part 1] | ? ? |
| 2 | Urdu Fiqh (Jurisprudence) | Dār al-Madīnah book 1 & 2 Laws of Salāh | Complete both books in full Remaining book | The layout and structure of the books should form a basis for teachers to follow in order to equip the students with a strong base in Urdu for them to confidently read Urdu books and attain benefit. Close attention should be given to the fundamental rulings in the booklets for students. |
| 3 | Qur'ān | The Holy Qur'ān | Full complete mashq of the first 2 Juz, memorisation from Sūrah al-Shams to before Sūrah al-Fil | Rules of Tajwīd acquired and practised throughout the reading with examples highlighting rules. Previous chapters memorised in Semester 1 should also be revised. |
| 4 | Sarf (Morphology) Theory | Essentials of Sarf | Lesson 32 till the end, with activities | Use pre-prepared PowerPoint slides. Make learning Sarf as fun as possible. Involve the students in the class. Go through activities with the class giving all students the chance to participate. Do not allow only a select few to answer. |
| 5 | Sarf (Morphology) Practical | Taysīr Abwāb al-Sarf | After Sahīh until the end | Make the students practise as much as possible, both verbally and in written form. |
| 6 | Nahw (Arabic Grammar) | Essentials of Nahw | Part 2 with activity book | Use pre-prepared PowerPoint slides. Make learning Nahw as fun as possible. Involve the students in the class. Go through activities with the class giving all students the chance to participate. Do not allow only a select few to answer. |

Jāmi'a tul Madīnah U.K. Dars-e-Nizāmī course 2021-2022

Second year: Semester 1

| Number | Subject(s) | Curriculum Literature | Description of Lessons | Guidance for teachers |
|--------|---|--------------------------------------|--|--|
| 1 | Sarf (Morphology) Theory Qur'ān Translation and Sarf (Morphology) Applied | تصريف العزي The Holy Qur'ān | Complete Translation of Juz 1-2 with Sīghah practise of Juz 1 | Comprehend a classic text of Sarf and consolidate rules learned in First Year. Literal and contextual translations of the verses should be taught. Ijrā of Nahw should be done throughout by involving all students in the lesson. Sarf rules should be practised in detail with Juz 1. |
| 2 | 'Aqā'id (Beliefs) | العقيدة الطحاوية Bahar-e-Sharī'at | Full book 2nd half of part 1 (beliefs) | Students should memorise the fundamental points of beliefs to become grounded in basic Theology. |
| 3 | Fiqh (Jurisprudence) | نور الإيضاح | From the start until before the chapter of Salāh al-Musāfir | Rulings within the book should be memorised with extensive repetition. |
| 4 | Urdu Nahw (Arabic Grammar) | Dār al-Madīnah book 3 هداية النحو | Complete the whole book fully in 26 days Start till end of Majrūrāt | The layout and structure of the books should form a basis for teachers to follow in order to equip the students with a strong base in Urdu for them to confidently read Urdu books and attain benefit. Special care & attention should be given in understanding and memorising the rules. |
| 5 | Nahw | شرح مائة عامل | 10 chapters | Tarkīb of chapter 1 should be done at the end for the ease of students. Tarkīb of the chapters should be done so thoroughly. |
| 6 | Adab (Arabic Literature) Arabic Language Speaking | نصاب الأدب النحر | 7 stories Complete full book | Rules of Sarf and Nahw should be implemented throughout alongside memorisation of words and meanings. Excesses must also be carried out and checked. Focus on Arabic speaking; namely the difference between classical and contemporary. |

Second year: Semester 2

| Number | Subject(s) | Curriculum Literature | Description of Lessons | Guidance for teachers |
|--------|---|-----------------------|--|--|
| 1 | Qur'ān Translation and Sarf (Morphology) Applied | The Holy Qur'ān | Translation of Juz 4-5 with Sīghah practise of Juz 4 | Literal and contextual translations of the verses should be taught. Ijrā of Nahw should be done throughout by involving all students in the lesson. Sarf rules should be practised in detail with Juz 4. |
| 2 | Hadīth (Prophetic Narrations) | الأربعين النووية | The first 5 Hadīths with their explanation and translation till 10th December. And memorisation of the remaining Hadīths with just their translation. | Literal and contextual translation skills should be the focus. Teachers should pay attention in improving a student's ability in translating. The blessed Hadīths should be memorised with their translations. |
| 3 | Fiqh (Jurisprudence) | نور الإيضاح | Remaining book till the end of the Zakāh chapter | Rulings within the book should be memorised with extensive repetition. |
| 4 | Mantiq (Logic) | Nisāb al-Mantiq | Complete | Concepts should be explained in a simple manner with examples. Students should memorise technical definitions and key concepts. |
| 5 | Nahw (Arabic Grammar) | هداية النحو | Remaining book complete | Special care & attention should be given in understanding and memorising the rules. |
| 6 | Sīrah (Prophetic Bio) | Sīrah al-Mustafā ﷺ | 15 chapters | Students should learn and memorise the content of the chapters. |

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Third year: Semester 1

| Number | Subject(s) | Curriculum Literature | Description of Lessons | Guidance for teachers |
|--------|-----------------------------|-----------------------|--|--|
| 1 | Qur'ān Translation | The Holy Qur'ān | Juz 9-12 | Pay special attention to ljrā of Nahw where Wujūh al-l'rāb are unclear and Sīghah are complex. Expertise should be developed in literal and contextual translations. |
| 2 | Fiqh (Jurisprudence) | القدوري | Chapter of Hajj (Major pilgrimage) until end of Tamattu'. Then Buyū' till end of ljarah. | Rulings within the book should be memorised with extensive repetition. |
| 3 | Usūl al-Fiqh (Legal Theory) | أصول الشاشي | Beginning of the book till end of the Nahī. | All technical concepts should be learnt and memorised with at least two examples for each concept. |
| 4 | Nahw (Arabic Grammar) | الكافية | From the start till before Tawābi'. | Students should learn Arabic definitions with examples. |
| 5 | Balāghah (Rhetoric) | دروس البلاغة | From the start before 'Ilm al-Bayān | Technical definitions in Arabic with examples should be memorised. Examples in Urdu/English should be utilised as an aid. |
| 6 | Mantiq (Logic) | المراقبة | Complete book | Arabic definitions should be taught with extensive examples. Students should memorise key concepts of the text. |

Third year: Semester 2

| Number | Subject(s) | Curriculum Literature | Description of Lessons | Guidance for teachers |
|--------|-----------------------------|---|---|--|
| 1 | Qur'ān Translation | The Holy Qur'ān | Juz 14-17 | Pay special attention to ljrā of Nahw where Wujūh al-l'rāb are unclear and Sīghah are complex. Expertise should be developed in literal and contextual translations. |
| 2 | Fiqh (Jurisprudence) | القدوري | Shirkah, Mudārabah, then Hibah to Luqtah, then Nikāh al-Nafaqāt (all inclusive), then Ashribah, Sayd wa al-Dhabā'ih, and al-Hazhr wa al-Ibāhah. | Rulings within the book should be memorised with extensive repetition. |
| 3 | Usūl al-Fiqh (Legal Theory) | أصول الشاشي | Remaining book complete. | All technical concepts should be learnt and memorised with at least two examples for each concept. |
| 4 | Nahw (Arabic Grammar) | الكافية | From Tawābi' till the end. | Students should learn Arabic definitions with examples. |
| 5 | Balāghah (Rhetoric) | دروس البلاغة بلاغة الكلمة في تعبير القرآني | From 'Ilm al-Bayān till the end | Technical definitions in Arabic with examples should be memorised. Examples in Urdu/English should be utilised as an aid. |
| 6 | 'Aqā'id (Beliefs) & Hadīth | أم البراهين & رياض الصالحين | Full 'Aqīdah text. Hadīth narrations from Kitāb al-Adab till before Kitāb al-Safr. | The beliefs text should be explained with logical proofs and explanation for ease. Students should be encouraged to memorise the Hadīths. |

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Fourth year: Semester 1

| Number | Subject(s) | Curriculum Literature | Description of Lessons | Guidance for teachers |
|--------|------------------------------|---------------------------------|---|--|
| 1 | Tafsīr (Quranic explanation) | الجلالين | Juz 19-21 | Students should read the Khutbah; the purposes and intent of the commentator should be explained. This should be made clear after translating and usage of the commentary. |
| 2 | Fiqh (Jurisprudence) | الهداية | From the start until before باب الإمامة (excluding wells, leftover water, dry ablution) | The actual ruling, the difference of opinion and proofs should be clearly mentioned. |
| 3 | Usūl al-Fiqh (Legal Theory) | نور الأتوار | From the start till before بيان حسن المأمور به | Careful focus should be spent on definitions and the technicalities of the principles alongside attention to examples. |
| 4 | 'Aqā'id | الفقه الأكبر & العقائد والمسائل | Al-Fiqh al-Akbar text till 15th December. Then al-'Aqā'id wa al-Masā'il till the end. | The teacher should provide a brief summary of Sharh Fiqh al-Akbar. Points should be learnt with proofs in the best manner possible. |
| 5 | Balāghah (Rhetoric) | تلخيص المفتاح | Khutbah, Muqaddimah and the first section on 'Ilm al-Ma'ānī | Technical definitions in Arabic with examples should be memorised. Examples in Urdu/English should be utilised as an aid. |
| 6 | Mantiq (Logic) | شرح التهذيب | Nisbah between Kulliyāt, Basītah and Murakkabāt, Tanāqud, 'Aks al-Mustawī, 'Aks al-Naqīd and Qiyās. | Difficult concepts should be explained in a simple fashion. Evidences and proofs should be learnt in the best manner possible. |

Fourth year: Semester 2

| Number | Subject(s) | Curriculum Literature | Description of Lessons | Guidance for teachers |
|--------|------------------------------|------------------------------|---|--|
| 1 | Tafsīr (Quranic explanation) | الجلالين | Juz 22-24 | The purposes and intent of the commentator should be explained. This should be made clear after translating and usage of the commentary. |
| 2 | Fiqh (Jurisprudence) | الهداية | From كتاب صلاة المسافرين till باب الإحرام (excluding Kusūf, Istisqā, Khawf, Shahīd, Salāh fī al-Ka'bah, Zakāh of animals, 'Āshir, Ma'ādin, crops & fruits, Sayd, Ihsār, Hady. | The actual ruling, the difference of opinion and proofs should be clearly mentioned. |
| 3 | Usūl al-Fiqh (Legal Theory) | نور الأتوار | From start of بيان عبارة النص till before بيان أحوال الراوي | Careful focus should be spent on definitions and the technicalities of the principles alongside attention to examples. |
| 4 | Usūl al-Hadīth & Hadīth | مقدمة الشيخ & مشكاة المصابيح | Full Muqaddimah, then Mishkāh from the start to Kitāb al-Miyāh. | Definitions should be strongly memorised with their examples. Explanations should involve the examples with clarity and ease. |
| 5 | Balāghah (Rhetoric) | تلخيص المفتاح | Ilm al-Bayān and al-Badī' complete. | Technical definitions in Arabic with examples should be memorised. Examples in Urdu/English should be utilised as an aid. |
| 6 | Poetry | القصيدة البردة | Chapters 1-3, 6, 9 and 10. | Analysis based on Nahw and Balāghah, especially pointing out the practical benefits of the rules of Balāghah. The teacher should use البردة شرحاً وإعراباً والبلاغة for preparing lessons. |

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Fifth year: Semester 1

| Number | Subject(s) | Curriculum Literature | Description of Lessons | Guidance for teachers |
|--------|-----------------------------|---|--|--|
| 1 | Hadīth & Usūl al-Hadīth | مسند الإمام الأعظم & تيسير مصطلح الحديث | Taysīr complete until 10th Jan. then from the start of al-Musnad till end of the Divorce chapter. | Technical definitions should be learnt strongly with examples. Explanations should involve the examples with clarity and ease. |
| 2 | Fiqh (Jurisprudence) | الهداية | Chapter of Nikāh till end of Nafaqāt, excluding Īlā, Zihār and Li'ān as well as any slave rulings. | The actual ruling, the difference of opinion and proofs should be clearly mentioned. |
| 3 | Usūl al-Fiqh (Legal Theory) | الحسامي | Start of Qiyās chapter till end of Hurūf al-Ma'ānī. | Definitions and their understanding should be firmly grasped by the students. Examples and diagrams should be used as aids. |
| 4 | 'Aqā'id | شرح العقائد النسفية | مبحث الجنة والنار till والمحدث للعالم هو الله تعالى | Brief and concise explanations should be given. Core concepts should be learnt with their proofs and evidences in the best manner. |
| 5 | Mīrāth (Inheritance Law) | خلاصة الفرائض & السراجي | Khulāsah al-Farā'id till 20th December, then al-Sirājī complete. | Foundational principles should be memorised using the beginner level, following that with a comprehensive study of al-Sirājī. |
| 6 | Munāzharah (Debating) | المناظرة الرشيدية | Complete within 2 months. | Make students memorise the definitions and terminology in particular. |

Fifth year: Semester 2

| Number | Subject(s) | Curriculum Literature | Description of Lessons | Guidance for teachers |
|--------|---|----------------------------------|---|---|
| 1 | Tafsīr (Quranic explanation) | التفسير البيضاوي | From the start until before verse 13 of Sūrah al-Baqarah | Allow students to understand the methodology of the commentator and encourage them to study further Tafsīrs themselves. |
| 2 | Usūl al-Tafsīr (Principles of Quranic commentary) | زبدة الإتقان | Up to page 179 (including the Muqaddimah) | From beginning till end consistent and focused study should be maintained in relation to the principle. |
| 3 | Hadīth | مشكاة المصابيح | كتاب الدعوات، كتاب اللباس، كتاب الطب والرقى، كتاب الرؤيا، كتاب الرقاق، كتاب الفتن، كتاب أحوال القيامة وبدء الخلق | Encourage memorisation of Hadīth. Any differing opinions to the Hanafī School of Thought should be explained with clear proof and evidence making the Hanafī stance & position clear. |
| 4 | Fiqh (Jurisprudence) | الهداية | Chapter of Buyū' until end of Sarf, then Ijārah complete, followed by Karāhiyyah up to before Istibrā (excluding any slave rulings throughout). | The actual ruling, the difference of opinion and proofs should be clearly mentioned. |
| 5 | 'Aqā'id | شرح العقائد النسفية | آخر الكتاب till الكبيرة لا تخرج العبد المؤمن من الإيمان | Brief and concise explanations should be given. Core concepts should be learnt with their proofs and evidences in the best manner. |
| 6 | Tasawwuf (Spirituality) | مختصر إحياء العلوم الدين للغزالي | Complete (except Jurisprudential discussions) but taught in a short manner mainly focusing on the definition, problem and solution of each spiritual disease. | Make the lessons enjoyable so students gain the passion to read the original work themselves. |

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Fifth year: Semester 1

| Number | Subject(s) | Curriculum Literature | Description of Lessons | Guidance for teachers |
|--------|------------|-----------------------------|---|---|
| 1 | Hadīth | الصحيح البخاري | كتاب الأيمان إلى قبل كتاب التهجد | Memorisation of the Prophetic narrations should be encouraged. Biographies of the Scholars of Hadīth should also be studied and learnt. From time to time there should be practise and revision of the grammatical sciences. All students should gain the opportunity to read the narrations. |
| 2 | | الصحيح البخاري | كتاب الأيمان إلى قبل كتاب التهجد | |
| 3 | | صحيح مسلم | كتاب الفضائل | |
| 4 | | سنن أبي داود | كتاب النكاح إلى قبل كتاب الخراج والفيء والإمارة (غير الصوم وكتاب الجهاد) | |
| 5 | | جامع الترمذي | أول الكتاب إلى قبل أبواب البيوع (غير الزكاة والصوم والحج) | |
| 6 | | سنن ابن ماجة سنن النسائي | سنن ابن ماجة: باب في القدر وأبواب العلم (باب من تعلم القرآن إلى من سئل من علم فكتمه) كتاب الصوم، أبواب الديات، أبواب الذبائح، وأبواب الصيد سنن النسائي: كتاب القبلة، كتاب مناسك الحج، كتاب الوصايا، كتاب الاستخارة | |

Fifth year: Semester 2

| Number | Subject(s) | Curriculum Literature | Description of Lessons | Guidance for teachers |
|--------|------------|-----------------------|--|---|
| 1 | Hadīth | الصحيح البخاري | كتاب الإكراه والحيل & كتاب التهجد إلى قبل كتاب السلم | Memorisation of the Prophetic narrations should be encouraged. Biographies of the Scholars of Hadīth should also be studied and learnt. From time to time there should be practise and revision of the grammatical sciences. All students should gain the opportunity to read the narrations. |
| 2 | | الصحيح البخاري | كتاب التهجد إلى قبل كتاب السلم | |
| 3 | | صحيح مسلم | كتاب الإمارة إلى قبل كتاب السلام | |
| 4 | | سنن أبي داود | كتاب الفتن (غير باب الملاحم) كتاب السنة، كتاب الأدب | |
| 5 | | جامع الترمذي | أبواب البيوع إلى قبل أبواب السير مع كتاب التفسير | |
| 6 | | مؤطا إمام مالك | كتاب الصيام، كتاب المدينة إلى آخر كتاب حسن الخلق، كتاب الكلام إلى آخر الكتاب | |