

Instructions for text books

Please can all teachers ensure they are teaching the same book unless requested to do otherwise.

Madanī Qā'idah & the Holy Qur'an: The memorisation of the rules should be in a strong manner, and alongside correct pronunciation, there needs to be a good practical implementation of the rules. Whilst explaining the differences between the three levels of recitation, Hadr needs to be practised. What is recitation in Salāh and the last ten Sūrah's should be memorised. Sunnah Du'as - whilst considering the rules - should also be memorised.

Translation of the Holy Qur'an: At the time of translating the Holy Qur'an, first it should be translated word to word. Then, the translation should be taught by joining the words whilst taking into consideration the rules of Sarf and Nahw; the last part of Khulāsah al-Nahw can be used for help in this regard. One should not start mentioning lengthy Tafsīr-based discussions; the sole focus and attention should only be on the translation of the Holy Qur'an and Sarf-based research & implementation of Nahw - there needs to be special care and attention given to the implementation of Sighahs [word forms]. The teacher should use Kanz al-Imān and Miftāh al-Ihsān, as well as Khazā'in al-'Irfa'n; there is an article written comparing the different attempted translations of the Holy Qur'an with Kanz al-Imān (<https://archive.org/details/a-definitive-glimpse-and-comparative-study-of-translations-of-the-quran>) - this will also be useful for the teacher. I'rāb al-Qur'an is also a very beneficial tool for this subject that all must take benefit from and use.

Tafsīr Jalālayn: Please explain the method of Tafsīr Jalālayn as well the meaning of the purposes/reasons of the commentator; then slowly slowly the purposes/reasons of the commentator should be explained. Whilst being taught, students should be asked the purposes/reasons so that they gain successful experience in being able to do so. Moreover, students should note down the reason of revelation and important points from the footnotes. The study of Hāshiyah al-Sāwī, Tafsīr al-Jumal and Sirāt al-Jinān will remain useful for the teacher. It should also be mentioned as to how the correct translation is derived from Tafsīr; the aforementioned article is useful in this regard (<https://archive.org/details/a-definitive-glimpse-and-comparative-study-of-translations-of-the-quran>) - this will also be useful for the teacher.

Zubdah al-Itqān: The rules of Usūl al-Tafsīr should be well understood and memorised by students. Al-Itqān fī 'Ulūm al-Qur'an and al-Fawz al-Kabīr are other useful books for aiding in this subject.

Ittihāf al-Muslim: First and foremost, a brief introduction to the science of Hadīth should be given; the words, meanings and explanation of the blessed Hadīths should be explained and memorised.

Riyād al-Sālihin: The meaning of difficult words should be memorised whilst translating the Hadīths. The teacher should use Kitāb al-Ta'rīfāt li al-Jurjānimand other senior books of the pious predecessors for any definitions of the subjects of the chapter; students should write the Hanafī stance in a short explanation to the Hadīths and any Islamic jurisprudential matters. Students should write short content on easy topics so that they increase their writing ability. The commentary of Riyād al-Sālihin by Ibn Kamāl Pāshā is useful for any assistance in relation to this book.

Mishkāh al-Masābih: The meaning of difficult words should be memorised whilst translating the Hadīths. The teacher should use Kitāb al-Ta'rīfāt li al-Jurjānimand other senior books of the pious predecessors for any definitions of the subjects of the chapter. Help can be taken from Mirqāh al-Mafātīh, Mir'āt al-Manājīh (in most cases), Ashii'ah al-Lum'āt and Lam'āt al-Tanqīh. Wherever the proofs of the other Imāms arise, the Hanafī stance should be made clear with short evidence. However, it should always be remembered that whilst speaking, total and utter respect should be given when speaking of all the noble Imāms. Students should write short content on easy topics so that they increase their writing ability. Moreover, student should be encouraged to memorise any small Hadīths.

Dawrah al-Hadīth al-Sharīf: Precisely at the start of the academic year, all should go over the following papers of the leading learned Muslim jurist of Islām, al-Muftī Muhammad Qāsim; 'How to teach Dawrah al-Hadīth al-Sharīf', 'The occurrences of teaching by the senior Shaykhs of Hadīth' and 'Any short booklet on the principles of Hadīths.' Through the blessings of Hadīths, our senior pious predecessors - upon whom be mercy - would nurture students such that their whole lives totally change; this was the state of our pious predecessors - upon whom be mercy - such that the subject content of the blessed Hadīths would have an actual effect. If the enlightened blessed smile of the Holy Prophet ﷺ would be mentioned in a blessed Hadīth, then they would also smile as well; if there was any mention of the Holy Prophet ﷺ being tearful, then they would also shed tears; one comes across such occurrences of the pious predecessors - upon whom be mercy - that if there was the mention of the difficulties faced by the Noble Messenger ﷺ in the Path of Allāh Almighty, they would become incapable of mentioning those difficulties.

Students should be wholeheartedly encouraged to memorise Hadīth, the biographies of the respected experts in the field of Hadīth should also be memorised. Such arrangements of reading out the blessed Hadīths should be made in the class for the students such that all students are given the opportunity to read. Teaching arrangements should be made in accordance to the style of the book, students should be given the ability to be able to understand Hadīth, attention should also be drawn towards the terminologies of Hadīth mentioned in the books of Hadīth. In addition, alongside knowledge, an increase in passion to practise upon knowledge should also be given, and there should be special care and attention on beliefs and the reformation of deeds, important points should be noted down by students. It is very important for teachers to read the commentaries of the senior pious predecessors of the Ahl al-Sunnah - upon whom be mercy. The study of the booklets by the Imām of the Ahl al-Sunnah - upon whom be mercy - "al-Fadl al-Mawhibī fī Ma'nā Idhā Sahha al-Hadīth fahuwa Madhabi" and "Munir al-'Ayn fī Hukm Taqbil al-Ibhamayn" are very useful in the field of Hadīth. Likewise, the book of al-'Allāmah 'Abd al-Hayy al-Lakhnawī - upon whom be mercy - "al-Raf' wa al-Taqwīm fī al-Jarh wa al-Ta'dīl" for Asmā' al-Rijāl should most definitely be studied at least once. (Note: Students should be encouraged to read other reliable works of the fields of Asmā' al-Rijāl and al-Jarh wa al-Ta'dīl.)

- > **Sahīh al-Bukhārī:** Fat-h al-Bārī and 'Umdah al-Qārī are a must.
- > **Sahīh Muslim:** al-Minhāj, Sharh Sahīh Muslim li al-Qādī 'Iyād, al-Dībāj li al-Suyūtī and Fat-h al-Mun'im are beneficial.
- > **Jāmi' al-Tirmidhī:** al-Nafkh al-Shadhī
- > **Sunan Ibn Mājah:** Mufassir al-Qur'an al-Qārī Tayyib al-Naqshbandī version should be used (modern day).
- > **Muwatta':** Shams al-Sālik, Tanwīr al-Hawālik, Tamhīd, Mawsū'ah, Kitāb al-Qabas

Muqaddimah al-Shaykh: The definitions in the principles of Hadīth should be wholly explained in full and the definition and ruling should be memorised. Al-Bayqūniyyah and Nukhbah al-Fikr are useful tools alongside.

Taysir Mustalah al-Hadīth: Nuzhah al-Nazhr and Tadrīb al-Rāwī are useful for this book.

Life of the Chosen One ﷺ: Short Biography of the Messenger ﷺ (Q&A), Beloved Life of the Last Prophet ﷺ, Life of the Arabic Messenger ﷺ, Sirah al-Ambiyā' (all Dawate Islami books), Al-Fiqh al-Sirah are all useful books for this subject.

Laws of Salāh: Acronyms such as Tasāwanah are useful in this regard.

Nūr al-Idāh: al-Maktabah al-Madīnah version namely alongside Najāh al-Arwāh, Marāq al-Falāh and Hāshiyah al-Tahtāwī are all useful, especially Daw' al-Misbāh for the stance that the Islamic legal verdict is issued according to.

Al-Mukhtasar al-Qudūrī: al-lubāb fī Sharh al-Kitāb and al-Jawharah al-Nayyirah are both useful tools in this regard.

Al-Hidāyah: al-'Ināyah, al-Bināyah and Fat-h al-Qadīr are all important for this book.

Usūl al-Shāshī: Fusūl al-Hawāshī is beneficial for this book.

Nisāb al-Mantiq: Mantiq Jīlānī is a very useful aid for this book.

Durūs al-Balāghah: Husn al-Siyāghah and al-Balāghah al-Wādihah are important for this book.

Talkhīs al-Miftāh: Mukhtasar al-Ma'ānī is especially beneficial to understand this book.

Essentials of Nahw: Fundamentals of Nahw, Nahw Mir and Nisāb al-Nahw are useful for this book.

Sharh Mi'ah 'Āmil: The Guidance to Tarkībs is exceptionally useful in this regard.

Hidāyah al-Nahw: Dirāyah al-Nahw is a brilliant tool for this book as well as al-Nahw al-Wādih.

Al-Kāfiyah: Kāfiyah al-Nahw and particularly al-Fawā'id al-Diyā'iyyah (alongside other commentaries) are very important.

Essentials of Sarf: Fundamentals of Sarf, Sarf Bahā'ī and Sarf Jīlānī are useful in relation to this.

Arabic Language: Noting down any new vocabulary in a vocabulary book is extraordinarily useful.

General guidance for all subjects

-Basis and essential information:

- > If it is the first book being taught in a subject, then students should write down the basic and essential information (subject, an introduction to the book and the author, as well as the styles of the book and the importance of the book) in relation to the relevant subject and book.
- > If it is a secondary book, then this should be taught in such a way that the previous content is revised and any differences & new points are noted down.

-The method of teaching the lesson:

- > First a summary of the lesson should be presented.
- > Then the link(s) between the previous lesson and the current lesson should be mentioned.
- > Other examples that are not mentioned in the book should be given, and students themselves should also make further examples also as well.
- > How the definition and rules apply to the examples mentioned in the book should be taught.
- > Students should be able to correctly read the Arabic text, and the ability to be able to understand via the Arabic text of the book should be should also be passed on.
- > Finally, the lesson should be summarised at the end.

Note: One should aim for presentation format on a screen.

-Written work:

- > The definitions, types, conditions and rulings of any subject content should be written down during the class.
- > Any examples given in the book must be solved.
- > Such a short & concise explanation should be written by taking help from the Arabic commentaries and footnotes of the textbooks that no doubt remains for students in relation to the Arabic text.

-Memorisation of lessons:

- > Students should read out the memorised lesson on a daily basis in line with the guidance of this department.
- > There should be weekly quizzes and monthly tests in accordance to the subject content taught (which can be done on paper or also electronically via Google Forms, Microsoft Forms, etc. One example is the weekly quizzes can be verbally via the screen on the forms made as mentioned above, but at least the monthly tests should be in a written and timed format so that students gain the relevant experience).

Number	Subject(s)	Curriculum Literature	Description of Lessons	Guidance for teachers
1	'Aqā'id (Beliefs)	(Book of beliefs) كتاب العقائد Beliefs of the Ahl al-Sunnah	4th sep till 13th of Oct : Full book 2nd half: Full book	Fundamental beliefs should be emphasised using the chapters of the beliefs book, with students memorising proofs from Qur'ān & Hadīth as much as possible. Ensure students understand the legal matters, as well as trying to memorise them.
2	Sarf (Morphology) Practical	جامع أبواب الصرف	Full book	Make the students practise as much as possible, both verbally and in written form.
3	Tajwīd (Articulation & Recitation)	Madanī Qā'idah	Complete Madanī Qā'idah	Focus should be on the correct articulation of the Arabic letters in relation to their Makhārij. Rules of Tajwīd acquired and practised throughout the recitation of wordings 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 full book and part 1 activity book.	Explain the importance of Nahw. Make the learning of Nahw fun and easy as possible. Involve the students in the class. Go through activities with the class giving all students the chance to participate, give students homework.
6	Fiqh (Jurisprudence) Adab (Arabic Literature)	Laws of Salāh العربية للطالبيين	1st half: Half book (From Start till before 32 Makruhat e Tahrimah of Salah) excluding "Wudu and science" 2nd half: Part 1 in full	Close attention should be given to the fundamental rulings in the booklets for students. Rules of Sarf and Nahw should be implemented and practised throughout the book. Students should also be encouraged to develop their Arabic speaking skills.

Number	Subject(s)	Curriculum Literature	Description of Lessons	Guidance for teachers
1	Urdu (Language)	Urdu alphabet Dār al-Madīnah book 1 (پہلی جماعت کے لیے)	1 month Complete in full in remaining semester	Close attention to be given to the fundamental rulings in the booklets for students. 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.
2	Sarf (Morphology) Practical	Nisāb al-Sarf	After Sahīh until the end	Make the students practise the paradigms as much as possible, both verbally and in written form. Class Tests can be conducted from time to time.
3	Qur'ān	The Holy Qur'ān	1st half: Full complete mashq of the Juz 1-3 2nd half: Memorisation of al-Nās to al-Fajr	Rules of Tajwīd acquired and practised throughout the reading with examples highlighting rules. Previous chapters memorised in Semester 1 should also be revised. Special focus on differentiation between each and every letter.
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	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.
6	Fiqh Adab (Arabic literature)	Laws of Salah Fayd al-Adab	1st half: 2nd half of the book till page 254 + Method of Khatam 2nd half: Tarkīb of Arabic part 1	Rulings of Fiqh should be explained thoroughly and mindset should be given to students to memorise rulings and mindset should be given to students to memorise complete Khatam. Please ensure students complete all Tarkīb in order to solidify each & every type.

Jāmi'a tul Madīnah U.K. Dars-e-Nizāmī course 2023-2024

Foundation Year 2 of 2

Second Year: Semester 1

Number	Subject(s)	Curriculum Literature	Description of Lessons	Guidance for teachers
1	Sarf (Morphology) in Qur'an Translation and Sarf (Morphology) Applied	The Holy Qur'an	Translation of Juz 1-3 with Sighah practise of Juz 1	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 in Juz 1.
2	Sirah (Prophetic Bio)	Sirah al-Mustafā ﷺ	1st half: 10 chapters 2nd half: Speeches, supplications for marriage, Fātihah, funeral, Salāh	Students should learn and memorise the content of the chapters. Students should be aided in speeches and method of du'ās.
3	Fiqh (Jurisprudence)	نور الإيضاح	From the start until before the chapter of Salāh al-Musāfir, excluding Ābār; Julūd al-Maytah	Teachers should ensure that students can translate and explain the Masla (ruling) from the text and give them mindset to read relevant chapter from Bahar e shariat ,Rulings within the book should be memorised with extensive repetition.
4	Nahw (Arabic Grammar)	هداية النحو	Start till before الباب الثاني في الاسم المبني	Rulings within the book should be memorised with extensive repetition. Teacher should translate and explain the text in an easy manner by giving examples, teachers should ensure the students are preparing text and translation on daily bases.
5	Nahw	شرح مائة عامل	10 chapters	Tarkīb of the chapters should be done so thoroughly. The order of teaching is chapter 2, 3, 1, 4, etc. for the ease of students.
6	Adab (Arabic Literature) Arabic Language Speaking	العربية للطالين 2 نصاب الأدب	1st half: Part 5-6 of the book 2nd half: 7 stories	Rules of Sarf and Nahw should be implemented throughout alongside memorisation of words and meanings. Excesses must also be carried out and checked. Rules of Sarf and Nahw should be further implemented and practised throughout the book. Students should also be encouraged more so to develop their Arabic speaking skills.

Second Year: Semester 2

Number	Subject(s)	Curriculum Literature	Description of Lessons	Guidance for teachers
1	Tafsir	Miftāh al-Ihsān	Juz 4 & 5	Focusing on the background, understanding and reason(s) for revelation of the verses as well as being able to summarise each verse.
2	Teachings of Qur'an	Teachings of Qur'an	Part 5 (Sūrah Yāsīn up to & including Sūrah al-Dukhān)	Ensuring students understand the applicability of the Holy Qur'an to daily life, especially in a modern day context.
3	Fiqh (Jurisprudence)	نور الإيضاح	Remaining book till the end of the Zakāh chapter, chapter of visiting the Prophet ﷺ. Excluding kusūf, khusūf and afzā'; khawf	Rulings within the book should be memorised with extensive repetition.
4	Nahw (Arabic Grammar)	هداية النحو	Remaining book complete	Rulings within the book should be memorised with extensive repetition.
5	Hadīth (Prophetic Narrations) Tasawwuf	اتحاف المسلم Sins of the heart	From كتاب المصنف until & inclusive of كتاب الصدقات وغير ذلك من كتاب قراءة القرآن. كتاب التوبة والزهد	Literal and contextual translation skills should be the focus. Teachers should pay attention in improving a student's ability in translating. At least two blessed Hadīths need to be memorised with their translations.
6	Sarf (Morphology) Theory Urdu	Tasrīf al-'Izzī Dār al-Madīnah book 2 (دوسری جماعت کے لیے)	1st half: Full book 2nd half: Full book	Special care & attention should be given in understanding and memorising the rules. 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.

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Intermediate Year 1 of 2

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 Ijrā of Nahw where Wujūh al-I'rāb are unclear and Sighah 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 Ijārah.	Teachers should ensure that students can translate and explain the Masla (ruling) from the text and give them mindset to read relevant chapters from Bahar e shariat Rulings within the book should be memorised with extensive repetition.
3	Usūl al-Fiqh (Legal Theory)	أصول الشاشي	Beginning of the book till before al-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 Tawābī'.	Students should learn Arabic definitions with examples. Rules should be explained thoroughly.
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)	Nisāb al-Mantiq	Complete	Concepts should be explained in a simple manner with examples. Students should memorise technical definitions and key concepts.

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 Ijrā of Nahw where Wujūh al-I'rāb are unclear and Sighah 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 minus al-Qiyās.	All technical concepts should be learnt and memorised with at least two examples for each concept.
4	Nahw (Arabic Grammar)	الكافية	From Tawābī' till the end.	Students should learn Arabic definitions with examples.
5	Balāghah (Rhetoric)	دروس البلاغة في الحديث الشريف والبلاغة النبوية	1st half: From 'Ilm al-Bayān till the end. 2nd half: Part 2.	Technical definitions in Arabic with examples should be memorised - Examples in Urdu/English should be utilised as an aid. Special focus on Balāghah in Hadīth.
6	'Aqā'id (Beliefs) & Hadīth	أم البراهين & رياض الصالحين	Full 'Aqīdah text in 1st half. Hadīth narrations from Kitāb al-Adab till before Kitāb al-Safr in 2nd half.	The beliefs text should be explained with logical proofs and explanation for ease. Students must memorise at least one Hadīth from each chapter [bāb].

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Advanced Year 1 of 2

Fifth Year: Semester 1

Number	Subject(s)	Curriculum Literature	Description of Lessons	Guidance for teachers
1	Hadīth & Usūl al-Hadīth	مقدمة الشيخ مسند الإمام الأعظم	1st half: Complete book. 2nd half: From the start till the 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 before al-'Iddah, excluding Tā, Zihār, Li'ān, 'Innīn and Riqq 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)	الحسائي	Start of Qiyās chapter till end of Hurūf al-Ma'ānī, excluding Kitāb al-Riqq.	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	From مبحث الجنة والنار 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	Mirāth (Inheritance Law)	خلاصة الفرائض & السراجي	Khulāsah al-Farā'id for 2 months, 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)	مناظره رشيديه	Complete book in full.	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	Hadīth	مشكاة المصابيح	كتاب الدعوة، كتاب اللباس، كتاب الطب و الرقي، كتاب الرؤيا، كتاب الرقاق	Encourage memorisation of Hadīth. Any differing opinions to the Hanafi School of Thought should be explained with clear proof and evidence making the Hanafi stance & position clear.
2	Fiqh (Jurisprudence)	الهداية	Chapter of al-Buyu' until end of al-Sarf (excluding any slave rulings throughout)	The actual ruling, the difference of opinion and proofs should be clearly mentioned.
3	Usūl al-Tafsīr (Principles of Quranic commentary)	زبدة الإتيقان	From the start until before امثال القرآن	From beginning till end consistent and focused study should be maintained in relation to the principle.
4	'Aqā'id	شرح العقائد النسفية	From آخر الكتاب 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.
5	Tafsīr (Quranic explanation)	التفسير البيضاوي	From the start until and inclusive of verse 4 from Surah al-Bacarah.	Allow students to understand the methodology of the commentator and encourage them to study further Tafsīrs themselves.
6	Tasawwuf (Spirituality)	الكبائر	From the start until sin 54 inclusively	Make the lessons enjoyable so students gain the zeal to avoid sins.

Number	Subject(s)	Curriculum Literature	Description of Lessons	Guidance for teachers
1	Hadīth	الصحیح البخاری	کتاب الأیمان إلى قبل کتاب التهجید	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		الصحیح البخاری	کتاب الأیمان إلى قبل کتاب التهجید	
3		صحیح مسلم	کتاب الإمارة إلى قبل کتاب السلام	
4		سنن أبي داود	کتاب النکاح إلى قبل کتاب الخراج والقیة والإمارة (غير الصوم وکتاب الجهاد)	
5		جامع الترمذی	اول کتاب إلى أبواب السفر (غير الزکاة والصوم والحج)	
6		سنن ابن ماجه سنن النسائي	سنن ابن ماجه: باب في القدر وأبواب العلم (باب من تعلم القرآن إلى من سئل من علم فکتمه) کتاب الصوم، أبواب الديات، أبواب الذبائح، وأبواب الصيد سنن النسائي: کتاب القبلة، کتاب مناسک الحج، کتاب الوصايا، کتاب الاستخارة	

Number	Subject(s)	Curriculum Literature	Description of Lessons	Guidance for teachers
1	Hadīth	الصحیح البخاری	کتاب الإکراه والحیل & کتاب التهجید إلى قبل کتاب البيوع	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		الصحیح البخاری	کتاب التهجید إلى قبل کتاب البيوع	
3		صحیح مسلم	کتاب الفضائل	
4		سنن أبي داود	کتاب الفتن (غير باب الملاحم) کتاب السنة، کتاب الأدب	
5		جامع الترمذی	أبواب النکاح إلى قبل أبواب السير (غير أبواب الحدود)	
6		موطا إمام مالك	کتاب الصيام، کتاب المدينة إلى آخر کتاب حسن الخلق، کتاب الکلام إلى آخر کتاب	



Syllabus for Jāmi'āt-ul-Madīnah

Aims and objectives of the syllabus

- Producing scholars of Islām.
- Enabling students to have a strong grip of the Holy Qur'ān & blessed Hadīth.
- Strengthening student's beliefs.
- Making students recognise deviant sects and how to avoid them.
- Fully making students acquainted with Maslak-e-A'lāhadrat with no compromise.
- Producing scholars who are God-fearing and pious.
- Making students practise literal and contextual translation.
- Making students acquire the skills to understand and explain.
- Presenting students with the passion of worship.
- Inciting encouragement towards Islamic knowledge.
- Making exemplary and well-behaved students with the utmost manners & etiquettes by as well as nurturing them with knowledge, also doing so inwardly and outwardly.
- Making students avoid the evils of society.
- Making students aware of the necessary sciences in order to rectify & reform society.
- Teaching students the most difficult of matters in an easy manner in less time.
- Creating an enthusiasm, inclination, interest, liking and fondness of spoken Arabic.
- Fully ensuring students have a strong link and connection to the founder of Dawateislami, Ameer-e-Ahl-e-Sunnah, Mawlānā Ilyās al-'Attār al-Qādirī (may Allāh Almighty preserve him).
- Alongside Tajwīd [correction articulation and pronunciation of Arabic] as well as Qirā'ah [recitation of the Holy Qur'ān], making arrangements for students to memorise specific Sūrahs [Chapters of the Holy Qur'ān].
- Producing students with self-assurance & self-confidence in [writing as well as] delivering speeches, sermon for Jumu'ah, also leading Nikāh, funeral prayer and shrouding & burial matters.
- Upon completion of the course, enabling students to teach, research and study deeply in a greater manner [as graduates need to have the required, necessary and needed skillset to be teachers].
- Providing society with a brilliant al-Qārī [reciter of the Holy Qur'ān] and teacher for Madrasahs.
- Providing society with an outstanding Imām and passionate & enthusiastic well-wishing preacher.