NATIONAL BOARD FOR TECHNICAL EDUCATION

PLOT B BIDA ROAD, P.M.B. 2239, KADUNA, NIGERIA

NATIONAL DIPLOMA

IN

ISLAM AND DEVELOPMENT PROGRAMME

CURRICULUM AND COURSE SPECIFICATIONS

IN COLLABORATION

WITH

KHATAMUL ANBIYA INSTITUTE OF ISLAMIC SCIENCES, KANO, NIGERIA

FEBRUARY 2026

PREFACE

This programme curriculum is designed as a purposeful academic programme to respond to the intellectual, moral and developmental needs of our nation. It integrates sound knowledge of Islamic studies with modern approaches to finance, development and technology to produce middle level manpower who are ethically grounded and can offer viable solutions to the real-world challenges at local, national and global levels. In an era defined by rapid technological change, this programme incorporates responsible application of Artificial Intelligence (AI) and other emerging tools for hands-on training to address societal challenges guided by Islamic values. By combining Islamic scholarship with contemporary skills, the diplomates of the programme are expected to contribute meaningfully to inclusive development, financial innovation, good governance, and social well-being.

We wish to express our profound gratitude to Khatamul Anbiya Institute of Islamic Sciences, Kano, for its vision, support, and unwavering commitment to excellence in Islamic education and development-oriented scholarship. The Institute's dedication to integrating faith-based knowledge with modern disciplines provides a strong foundation for this programme.

It is our hope that this initiative will serve as a catalyst for producing knowledgeable, skilled, and socially responsible diplomates who will apply their learning guided by Islamic principles, and technical and vocational skills for the betterment of our society.

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National Board for Technical Education,
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Nigeria.
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GENERAL INFORMATION

1. TITLE OF THE PROGRAMME:

The title of the programme is **National Diploma in Islam and Development.**

2. GOAL AND OBJECTIVES OF THE PROGRAMME

2.1 Goal

The programme is designed to produce middle level manpower who possess quality Islamic education, abilities, skills and knowledge of development in the contemporary world.

2.1 Objectives:

At the end of the programme, the student should be able to:

a. Exhibit quality education and comprehensive knowledge in the fields of Islam and Development Studies;
b. Demonstrate abilities to educate Nigerian society on sound Islamic finance traditions, history and jurisprudence;
c. Familiarize themselves with doctrines, basic concepts and philosophy of Islam and other major religions;
d. Deepen understanding of major religions, intra and inter faith belief systems towards cultivating mutual respects;
e. Acquire the appropriate information and skills required in the current world trends using digital literacy;
f. Recite, memorize and understand the Glorious Qur'an with its application;
g. Apply foundational theories, principles and texts from Islamic perspectives to deal with emerging issues and challenges;
h. Develop independence of judgment, critical thinking and ability to communicate effectively in Arabic and English Languages;
i. Apply in-depth knowledge to manage developmental projects and programmes in the communities;
j. Proceed for further studies at higher level or work in relevant organizations;
k. Acquire hard skills through mandatory skills qualifications for self-reliant and economic empowerment;
l. Acquire the knowledge to establish and manage micro, small and medium entreprises;
m. Collect, process and analyse data for evidence-based decision making.

3. ENTRY REQUIREMENTS:

The general entry requirements for National Diploma in Islam and Development shall include:

a. Possession of Five (5) credit passes in English Language, Islamic Religious Studies and any other three (3) from Arabic, Qur'anic studies, Mathematics, History, Government, Literature in English, Civic Education, ICT/Computer Studies, Economics, Geography in WASSCE, GCE, SSCE, NECO, NABTEB,SAISSCE or equivalent certificates recognized by the Federal Ministry of Education at not more than two sittings.
b. At least a minimum score in the Unified Tertiary Matriculation Examination (UTME).

4. STAFFING REQUIREMENTS

4.1 Headship of the Department:

The HOD should have a minimum of first and second degrees in a related field, preferably Islamic Studies, Arabic Studies or Development Studies, and not below the rank of a Senior Lecturer with relevant Professional membership.

4.2 Core Teaching Staff:

At the point of mounting this multidisciplinary programme, there should be a minimum of four Lecturers who should spread from Lecturer II and above. There should be at least a lecturer with a minimum of first degree in each of the following discplines: Islamic Studies, Islamic Finance, and Development Studies.

5. CAREER AND ACADEMIC PROSPECTS

5.1 Academic Progression

Holders of the ND are eligible for direct admission into relevant Higher National Diploma or first-degree programmes in Islamic Finance, Islamic Studies, Arabic, Development Studies etc.

5.2 Career prospects

Holders of the ND can work in public or private establishments or organizations.

6. DURATION

The duration of the programme is two academic sessions consisting of four semesters of 17 weeks minimum each (15 weeks academic activities and 2 weeks for Registration & Examinations).

7. CURRICULUM

The curriculum of the programme consists of three main components. These are:

1. General Studies
2. Foundation Courses
3. Professsional/Core Courses

The General Education component shall include courses in: English Language, Entrepreneurship and Citizenship Education. The General Education component shall account for not more than 10-15% of the total contact hours for the programme.

Foundation courses include courses in Economics and Computer Science. The number of hours for the courses may account for about 10-15% of the total contact hours.

Professional courses are core courses of the programme that give the student the theory and professional skills he/she needs to practice his/her field of calling at the Technician level. These may account for between 60% and 70% of the contact hours.

8. CURRICULUM STRUCTURE

The structure of the programme consists of four semesters of classroom, and laboratory activities in the institution. Each semester shall be of 17 weeks duration made up as follows: 15 weeks of teaching, i.e. instruction, practical exercises, quizzes, tests etc.; and 2 weeks for examinations and registration.

8. CERTIFICATION

A diplomate of this programme shall be awarded ND in Islam and Development.

9. ACCREDITATION

The programme shall be accredited by the NBTE before the diplomates can be awarded the National Diploma qualifications. Details about the process of accrediting a programme for the award of the ND are available from the Executive Secretary, National Board for Technical Education, P. M. B. 2239, Kaduna, Nigeria.

10. CONDITIONS FOR THE AWARD OF THE ND

10.1 Institutions offering accredited programmes will award the National diploma to candidates who successfully completed the programme after passing prescribed coursework, examinations, diploma project and the supervised industrial work experience. Such candidates should have completed a minimum of between 72 and 80 semester credit units depending on the programme.

10.2 National Diplomas shall be classified as follows:

Distinction	GPA of 3.50 and above
Upper Credit	GPA of 3.00- 3.49
Lower Credit	GPA of 2.50 – 2.99
Pass	GPA of 2.00 – 2.49

10.3 Grading of Courses:

Courses shall be graded as follows:

MARKED RANGE	LETTER GRADE	WEIGHTING
75% and above	A	4.00
70% – 74%	AB	3.50
65% – 69%	B	3.25
60% – 64%	BC	3.00
55% – 59%	C	2.75
50% – 54%	CD	2.50

45% – 49%	D	2.25
40% – 44%	E	2.00
Below 40%	F	0.0

11. GUIDANCE NOTE FOR TEACHERS

11.1 The new curriculum is drawing unit courses. This is keeping with the provisions of the National Policy on education which stress the need to introduce the semester credit units which will enable a student who so wish to transfer the units already completed in an institution of similar standard from which he is transferring.

11.2 In designing the units, the principles of the modular system by product has been adopted; thus making each of the professional modules, when completed provide the students with technician operative skills, which can be used for employment purposes

11.3. As the success of the credit unit system depends on the articulation of programmes between the institutions and industry, the curriculum content has been written in the behavioral objectives, so that is clear to all, the special Learning objective of the student who successfully completed some of the courses or the diplomates of the programme. There is a slight departure in the presentation of the performance based curriculum which state categorically, the special learning objective for the students, also, there is a deliberate attempt to further involve the staff of the department teaching by having another column called Teachers activities. This is to ensure that the teachers deliver the required learning objectives. There is a third column for the Resources required for each learning objective. Each department is expected to develop its own teaching curriculum from this minimum Guide curriculum and ensure that the resources required are available. The Academic Board of the institution may vet departmental submission on the final curriculum. Our aim is to continue to see to it that a solid internal evaluation system exists in each institution for ensuring minimum standard and quality of education in the programmes offered throughout the TVET Institutions.

11.4 The teaching of the theory and practical work should, as much as possible, be integrated. Practical exercises, especially those in professional courses and laboratory work should not be taught in isolation from the theory. For each course, there should be a balance of theory to practice in the ratio 50:50 or 60:40, or the reverse.

12. PRACTICAL LOGBOOK

A personal Logbook to be kept by each student shall contain all day-to-day, weekly summary and semester summary of all the practical activities from day one to the end of the programme. This is to be checked, marked, endorsed and recorded by the lecturers concerned at the end of every week.

13. FINAL PROJECT

Final year students in this programme are expected to carry out a project work. This could be on individual basis or group work of not more than five students per group, but reporting must be undertaken individually. The project should, as much as possible be related to the programme discipline. Project reports should be well presented and should be properly supervised. The department should make its own arrangement of schedules for project work.

14. GUIDELINES ON SIWES PROGRAMME

For the smooth operation of the SIWES, the following guidelines shall apply:

14.1 Responsibility for placement of Students.

a. Institution offering the ND programme shall arrange to place the students in industry. By the end of second semester of the first academic session, six copies of the master list showing where each student has been placed shall be submitted to the Executive Secretary, NBTE, who shall, in turn authenticate the list and forward it to the Industrial Training Fund, Jos. The Placement Officer should discuss and agree with industry on the following

b. The Placement Officer should discuss and agree with industry on the following:
   i. A task inventory of what the student is expected to experience during the period of attachment. It may be wise to adopt the one already approved for each field by the industry-based supervisor.
   ii. The evaluation of the student by the industry-based supervisor and the institution-based supervisor.
   iii. The final grading of the student during the period of attachment should be weighted more on the evaluation by industry-based supervisor.

14.2 Evaluation of Student during the SIWES

In the evaluation of the student, cognizance should be taken of the following items:

i. Punctuality
ii. Attendance
iii. General attitude to work
iv. Respect for authority
v. Interest in the field/technical area
vi. Technical competence as a potential technician in his field.

14.3 Grading of SIWES

To ensure uniformity of grading scales, the institution should ensure that the uniform grading of students work, which has been agreed to by all TVET Institutions is adopted.

14.4 The Institution based Supervisor

The institution-based supervisor should initial the log book during each visit. This will enable him to check and determine to what extent the objectives of the scheme are being met and to assist students having any problems regarding the specific given to them by their industry-based supervisor.

14.5 Frequency of visit

Institutions should ensure that students placed on the attachment are visited within one month of their placement. Other visits shall be arranged so that:

i. There is another visit six weeks after the first visit; and
ii. A final visit in the last month of the attachment.

14.6 Stipend for Students in SIWES

The rate of stipend payable shall be determined from time to time by the Federal Government after due consultation with the Federal Ministry of Education, the Industrial Training fund and the NBTE.

14.7 SIWES as a component of the Curriculum

The completion of SIWES is important in the final determination of whether the student is successful in the programme or not. Failure in the SIWES is an indication that the student has not shown sufficient interest in the field or has no potential to become skilled technician in his field. The SIWES should be graded on a ***fail*** or ***pass*** basis. Where a student has satisfied all other requirements but failed SIWES, s/he may only be allowed to repeat another four months SIWES at his own expense.

CURRICULUM TABLE

YEAR ONE SEMESTER ONE

S/N	COURSE CODE	COURSE TITLE	L	T	P	CU	CH
1.	GNS 101	Use of English I	2	0	0	2	2
2.	COM 111	Introduction to Computing	1	0	2	3	3
3.	GNS 111	Citizenship Education I	2	0	0	2	2
4.	MSQ 111	Mandatory Skills Qualification	1	0	1	2	2
5.	ISD 111	Arabic Grammar and Morphology I	1	0	2	3	3
6.	ISD 112	Quranic Sciences I	1	0	2	3	3
7.	ISD 113	Islamic Ethics	1	0	0	1	1
8.	ISD 114	Islamic Theology (Monotheism and Prophethood) I	2	0	0	2	2
9.	ISD 115	Islamic Jurisprudence (Acts of Worship) I	2	0	1	3	3
10.	ISD 116	Islamic History (Prophetic and Caliphate Period)	2	0	0	2	2
11.	ISD 117	Islam in Nigeria	2	0	0	2	2
12.	1SD 118	Introduction to Development Studies	1	0	1	2	2
13.	ISD 119	Introduction to Islamic Financial System	2	0	0	2	2
TOTAL			**20**	**0**	**9**	**29**	**29**

YEAR ONE SEMESTER TWO

S/N	COURSE CODE	COURSE TITLE	L	T	P	CU	CH
1.	GNS 102	Communication in English I	2	0	0	2	2
2.	GNS 121	Citizenship Education II	2	0	0	2	2
3.	ENT 126	Introduction to Entrepreneurship I	2	0	1	3	3
4.	ISD 121	Arabic Grammar and Morphology II	1	0	1	2	2
5.	ISD 122	Islamic Theology (Caliphate, Imamate and Resurrection) II	2	0	0	2	2
6.	ISD 123	Islamic Jurisprudence (Acts of Worship) II	2	0	1	3	3
7.	ISD 124	Quranic Sciences II	2	0	0	2	2
8.	ISD 125	Islamic Propagation	1	0	1	2	2
9.	ISD 126	Introduction to Islamic Economics	2	0	0	2	2
10.	ISD 127	Principles and Practice of Social Development	1	0	1	2	2
11.	ISD 128	Development Communication	1	0	1	2	2
12.	ISD 129	SIWES	0	0	4	4	4
TOTAL			**18**	**0**	**10**	**28**	**28**

YEAR TWO SEMESTER ONE

S/N	COURSE CODE	COURSE TITLE	L	T	P	CU	CH
1.	GNS 201	Use of English II	2	0	0	2	2
2.	ENT 216	Introduction to Entrepreneurship II	2	0	1	3	3
3.	STA 111	Descriptive Statistics	1	1	0	2	2
4.	ISD 211	Arabic Literary Studies (*Al-adab*) I	2	0	0	2	2
5.	ISD 212	Islamic Philosophy and Logic	2	0	0	2	2
6.	ISD 213	Islamic Jurisprudence (Contracts) III	2	0	0	2	2
7.	ISD 214	Exegesis (*Tafsīr*) I	2	0	0	2	2
8.	ISD 215	Principles of Islamic Jurisprudence	2	0	0	2	2
9.	ISD 216	Fundamentals of Islamic Banking	1	0	1	2	2
10.	ISD 217	Philosophy of Development	2	0	0	2	2
11.	ISD 218	Fundamentals of Project Management	2	0	0	2	2
12.	ISD 219	Research Methodology	1	0	2	3	3
TOTAL			**21**	**1**	**4**	**26**	**26**

YEAR TWO SEMESTER TWO

S/N	COURSE CODE	COURSE TITLE	L	T	P	CU	CH
1.	GNS 204	Communication in English II	2	0	0	2	2
2.	ISD 221	Arabic Literary Studies (Rhetoric) II	1	0	1	2	2
3.	ISD 222	History of Religion and Islamic Sects	2	0	0	2	2
4.	ISD 223	Islamic Jurisprudence (Contract) IV	2	0	0	2	2
5.	ISD 224	Exegesis (*Tafsīr*) II	2	0	0	2	2
6.	ISD 225	*Hadith* Sciences	2	0	0	2	2
7.	ISD 226	Islamic Investment Services	2	0	0	2	2
8.	ISD 227	Contemporary Development Problems	2	0	0	2	2
9.	ISD 228	Final Year Project	0	0	4	4	4
TOTAL			**15**	**0**	**5**	**20**	**20**

YEAR I SEMESTER I COURSES

PROGRAMME: NATIONAL DIPLOMA IN ISLAM AND DEVELOPMENT		
COURSE TITLE: ARABIC GRAMMAR AND MORPHOLOGY I	**Course Code: ISD 111**	**Contact Hours: 3 Hrs/Week**
	Credit Unit: 3	**Theoretical: 1 Hr/Week**
Year: I Semester: I	**Pre-requisite: -**	**Practical: 2 Hrs/week**
GOAL: This course is designed to equip students with knowledge and skills in developing mastery of Arabic grammar and morphology for accurate sentence construction, analysis, and effective communication.		

GENERAL OBJECTIVES:

On completion of this course, the students should be able to:

1.0 Understand complete and incomplete Arabic sentences and their parts;
2.0 Know the indeclinable and declinable words (المبني والمعرب);
3.0 Comprehend *marfu'at* and *mansubat* of names;
4.0 Understand fundamental principles of morphology;
5.0 Know the morphological categories of verbs;
6.0 Appreciate the inflectional patterns of triliteral and quadrilateral verbs and the ways of using them;
7.0 Understand active and passive verbs;
8.0 Comprehend words assimilation, concealment and conversion in Arabic morphology.

PROGRAMME: NATIONAL DIPLOMA IN ISLAM AND DEVELOPMENT		
COURSE TITLE: ARABIC GRAMMAR AND MORPHOLOGY I	**COURSE CODE: ISD 111**	**Contact Hours: 3 Hrs/Week**
	Credit Unit: 3	**Theoretical: 1 Hr/Week**
Year: I Semester: I	**Pre-requisite:**	**Practical: 2 Hrs/Week**
COURSE SPECIFICATION: THEORETICAL AND PRACTICAL		
GOAL: This course is designed to equip students with knowledge and skills in developing mastery of Arabic grammar and morphology for accurate sentence construction, analysis, and effective communication.		
GENERAL OBJECTIVE 1.0: Understand complete and incomplete Arabic sentences and their parts		

THEORETICAL CONTENT				PRACTICAL CONTENT		
Week	**Specific Learning Outcome**	**Teacher's Activities**	**Resources**	**Specific Learning Outcomes**	**Teacher's Activities**	**Resources**
1-2	1.1 Explain the concept of the *complete and incomplete sentences (الجملة المفيدة)* in Arabic and their basic parts (subject, predicate, verb, object, and particles) in simple texts. 1.2 Differentiate between nominal sentences (*الجملة الاسمية*) and verbal sentences (*الجملة الفعلية*) using	• Discuss the concept of the *complete and incomplete sentences (الجملة المفيدة)* in Arabic. Guide the students to identify its basic parts (subject, predicate, verb, object, and particles) in simple texts. • Classify nominal sentences (*الجملة الاسمية*) and verbal sentences (*الجملة*	Textbooks, Journals, Internet, Computer, Projector, White Board, Marker, Charts, etc	• Compose short and complete sentences relevant to everyday situations. • Demonstrate sentence construction skills through oral drills, role-plays, and sentence-formation exercises in the Arabic language laboratory. • Analyze simple Arabic sentences by breaking them into their grammatical components.	Guide students to: • Compose short and complete sentences relevant to everyday situations. • Demonstrate sentence construction skills through oral drills, role-plays, and sentence-formation exercises in the Arabic language	Arabic language laboratory, Practical manual, Students' logbooks Computer systems with AI applications, etc

	clear examples. 1.3 Analyze simple Arabic sentences by breaking them into their grammatical components. 1.4 Construct correct and meaningful simple Arabic sentences using appropriate sentence parts.	*الفعلية*) using clear examples. • Explain how to analyse simple Arabic sentences by breaking them into their grammatical components. • Explain how to construct correct and meaningful simple Arabic sentences using appropriate sentence parts. • Introduce the students to AI applications in Arabic grammar and morphology • Discuss the merits and demerits of using AI applications in Arabic grammar and morphology.		• Use AI application to construct correct and meaningful simple Arabic sentences	laboratory. • Analyze simple Arabic sentences by breaking them into their grammatical components. • Use AI application to construct correct and meaningful simple Arabic sentences	
General Objective 2.0: Know the indeclinable and declinable words (المبني والمعرب)						
3-4	2.1 Define the concepts of *indeclinable (المبني)* and *declinable (المعرب)* words in Arabic	•Guide the students to describe the concepts of *indeclinable (المبني)* and *declinable*	Textbooks, Journals, Internet, Computer,	• Carry out grammatical analysis by marking correct case endings on declinable words in written and oral	Guide students to: • Carry out grammatical analysis by	Arabic language laboratory, Practical manual, Students' logbooks, etc

	grammar. 2.2 Explain indeclinable and declinable words in simple Arabic sentences and short texts. 2.3 Distinguish between indeclinable (المبني) and declinable (المعرب) based on changes in word endings (الإعراب). 2.4 Explain the grammatical reasons for indeclinability and declinability using basic rules.	(المعرب) words in Arabic grammar. • Identify indeclinable and declinable words in simple Arabic sentences and short texts. • Classify indeclinable (المبني) and declinable (المعرب) based on changes in word endings (الإعراب). • Illustrate using audio visual aids to discuss the grammatical reasons for indeclinability and declinability.	Projector, White Board, Marker, Charts, etc	exercises. • Construct sentences that correctly use both indeclinable and declinable words in guided speaking and writing tasks.	marking correct case endings on declinable words in written and oral exercises. • Construct sentences that correctly use both indeclinable and declinable words in guided speaking and writing tasks.	
General Objective 3.0: Comprehend *marfu'at* and *mansubat* of names						
5-6	3.1 Define *marfū'āt al-asmā'* (المرفوعات من الأسماء) and *manṣūbāt al-asmā'* (المنصوبات من الأسماء) in Arabic grammar. 3.2 Identify common types of *marfū'āt*	• Guide the students to define *marfū 'āt al-asmā'* (المرفوعات من الأسماء) and *manṣūbāt al-asmā'* (المنصوبات من الأسماء) in Arabic grammar. • Discuss common	Textbooks, Journals, Internet, Computer, Projector, White Board, Marker,	• Carry out grammatical analysis by assigning correct case endings (*ḍammah/fatḥah*) to nouns in written and oral exercises. • Construct simple Arabic sentences that	Guide students to: • Carry out grammatical analysis by assigning correct case endings (*ḍammah/fatḥah*) to nouns in	Arabic language laboratory, Practical manual, Students' logbooks etc

	(e.g., *mubtada', khabar, fā'il*) and *manṣūbāt* (e.g., *maf'ūl bihi, ḥāl, tamyīz*) in simple Arabic sentences. 3.3 Differentiate between *marfū'* and *manṣūb* nouns based on their grammatical functions and case endings. 3.4 Explain the grammatical causes that make nouns *marfū'* or *manṣūb* in basic sentence structures. 3.5 Apply grammatical analysis by assigning correct case endings (*ḍammah fatḥah*) to nouns in written exercises. 3.6 Discuss construction of simple Arabic sentences that correctly include *marfū'* and *manṣūb* nouns in both written and oral activities.	types of marfū'āt (e.g., *mubtada', khabar, fā'il*) and manṣūbāt (e.g., *maf'ūl bihi, ḥāl, tamyīz*) in simple Arabic sentences. • Identify examples of *marfū'* and *manṣūb* nouns based on their grammatical functions and case endings. • Discuss the grammatical causes that make nouns *marfū'* or *manṣūb* in basic sentence structures. • Demonstrate grammatical analysis by assigning correct case endings (*ḍammah/fatḥah*) to nouns in written exercises. • Explain how to demonstrate competence by constructing simple	Charts etc	correctly include *marfū'* and *manṣūb* nouns in both written and oral activities.	written and oral exercises. •Construct simple Arabic sentences that correctly include *marfū'* and *manṣūb* nouns in both written and oral activities.	

		Arabic sentences that correctly include *marfūʿ* and *manṣūb* nouns in both written and oral activities.				
General Objective 4.0: Understand fundamental principles of morphology						
7-8	4.1 Define the fundamental principles of Arabic morphology (الصرف), including roots (جذر), patterns (وزن), and derivation (اشتقاق). 4.2 Explain roots and patterns in simple Arabic words and recognize derived forms. 4.3 Differentiate between original (basic) and derived words, explaining their morphological relationships. 4.4 Explain the rules governing word formation and derivational processes	• Use audio visual aids to explain the fundamental principles of Arabic morphology (الصرف), including roots (جذر), patterns (وزن), and derivation (اشتقاق). • Identify roots and patterns in simple Arabic words and recognize derived forms. • Classify words into original (basic) and derived forms, explaining their morphological relationships.	Textbooks, Journals, Internet, Computer, Projector, White Board, Marker, Charts etc	• Analyze Arabic words and categorize them into their respective roots and pattern structures in written exercises. • Form new words from given roots according to correct morphological patterns, both in writing and oral drills • Demonstrate competence by forming new words from given roots according to correct morphological patterns, both in writing and oral drills.	• Assess the students' practical activities to: • Analyze Arabic words and categorize them into their respective roots and pattern. structures in written exercises. • Form new words from given roots according to correct morphological patterns, both in writing and oral drills. • Demonstrate competence by forming new	Arabic language laboratory, Practical manual, Students' logbooks, etc

	in Arabic. 4.5 Explain how to apply morphological principles by analyzing Arabic words and categorizing them into their respective roots and patterns structures in written exercises.	• Use online tutorials to explain the rules governing word formation and derivational processes in Arabic. • Give class work and assignments to students how to apply morphology principles by analyzing Arabic words and categorizing them into their root and pattern structures in written exercises.			words from given roots according to correct morphological patterns, both in writing and oral drills.	
General Objective 5.0: Know the morphological categories of verbs						
9-10	5.1 Define the main morphological categories of Arabic verbs, including past (ماضٍ), present (مضارع), imperative (أمر), and transitive/intransitive forms.	• Explain the main morphological categories of Arabic verbs, including past (ماضٍ), present (مضارع), imperative (أمر), and	Textbooks, Journals, Internet, Computer, Projector, White Board, Marker, Charts	• Conjugate verbs in different tenses and forms in written exercises. • Construct sentences using verbs from various morphological categories in both	Guide the students to: • Conjugate verbs in different tenses and forms in written exercises.	Arabic language laboratory, Practical manual, Students' logbooks, etc

	5.2 Identify verbs in Arabic texts according to their morphological categories and tenses. 5.3 Differentiate between regular (فعل صحيح) and irregular verbs (فعل معتل), as well as other derived forms (*أوزان الفعل*). 5.4 Explain the patterns of verb conjugation and their morphological changes in simple sentences.	transitive/intransitive forms. • Discuss verbs in Arabic texts according to their morphological categories and tenses. • Explain the differences between regular (فعل صحيح) and irregular verbs (فعل معتل), as well as other derived forms (*أوزان الفعل*). • Give assignments to students on patterns of verb conjugation and their morphological changes in simple sentences.		oral and written practice	• Construct sentences using verbs from various morphological categories in both oral and written practice	
General Objective 6.0: Appreciate the inflectional patterns of triliteral and quadriliteral verbs and the ways of using them						
11-12	6.1 Define triliteral (ثلاثي) and quadrilateral (رباعي) verbs and their inflectional patterns in	• Explain triliteral (ثلاثي) and quadrilateral (رباعي) verbs and their	Textbooks, Journals, Internet, Computer,	• Conjugate triliteral and quadrilateral verbs correctly in different tenses and voices in	Guide students to: • Conjugate triliteral and quadrilateral	Arabic language laboratory, Practical manual, Students' logbooks

	Arabic. 6.2 Explain triliteral and quadrilateral verbs in texts and classify them according to their patterns. 6.3 Differentiate between the various forms of triliteral and quadrilateral verbs, including active, passive and derived forms. 6.4 Explain the grammatical rules and contexts that determine how these verbs are used in sentences	inflectional patterns in Arabic. • Explain triliteral and quadrilateral verbs in texts and classify them according to their patterns. • Classify triliteral and quadrilateral into various forms of verbs, including active, passive, and derived forms. • Explain the grammatical rules and contexts that determine how these verbs are used in sentences.	Projector, White Board, Marker, Charts	written exercises. • Construct meaningful sentences using both triliteral and quadrilateral verbs in guided oral and written activities.	verbs correctly in different tenses and voices in written exercises. • Construct meaningful sentences using both triliteral and quadrilateral verbs in guided oral and written activities	
General Objective 7.0: Understand active and passive verbs						
13	7.1 Define active (الفعل المبني للمعلوم) and passive (الفعل المبني للمجهول) verbs in Arabic. 7.2 Differentiate between active and passive verbs based on subject	• Explain active (الفعل المبني للمعلوم) and passive (الفعل المبني للمجهول) verbs in Arabic. • Classify active and passive into verbs	Textbooks Journals Internet Computer Projector White Board Marker	• Identify active and passive verbs in simple Arabic texts. • Convert active verbs into passive verbs in written exercises. • Use AI applications to	Guide students to: • Identify active and passive verbs in simple Arabic texts. • Convert active verbs into	Arabic language laboratory, Practical manual, Students' logbooks

	and object roles in sentences. 7.3 Explain the morphological rules for constructing passive verbs from active ones.	based on subject and object roles in sentences. • Explain the morphological rules for forming passive verbs from active ones.	Charts	construct sentences involving active and passive verbs in oral and written exercises.	passive verbs in written exercises. • Construct sentences using both active and passive verbs in oral and written exercises.	
General Objective 8.0: Comprehend words assimilation, concealment and conversion in Arabic morphology.						
14-15	8.1 Define the concepts of assimilation (الإدغام), concealment (الإخفاء), and conversion (الإقلاب) in Arabic morphological pronunciation. 8.2 Identify examples of assimilation, concealment and conversion in simple Arabic words and phrases. 8.3 Differentiate between the three processes based on their phonetic and morphological	• Explain the concepts of assimilation (الإدغام), concealment (الإخفاء), and conversion (الإقلاب) in Arabic morphological pronunciation. • List examples of assimilation, concealment and conversion in simple Arabic words and phrases. • Classify between the three	Textbooks Journals Internet Computer Projector White Board Marker Charts	• Practice reading sentences aloud to demonstrate words assimilation, concealment, and conversion correctly. • Use AI application to create content to demonstrate words assimilation, concealment, and conversion in guided practical exercises	• Guide students to perform the practical works.	

	characteristics. 8.4 Explain the rules and contexts governing when words assimilation, concealment, and conversion occur in Arabic. .	processes based on their phonetic and morphological features. • Explain the rules and contexts governing when words assimilation, concealment, and conversion occur in Arabic.				
COURSE ASSESSMENT COURSE WORK: 10% TESTS: 10% PRACTICAL: 40% EXAMINATION: 40% TOTAL: 100%						

NATIONAL BOARD FOR TECHNICAL EDUCATION NBTE

PROGRAMME: NATIONAL DIPLOMA IN ISLAM AND DEVELOPMENT		
COURSE TITLE: QUR'ANIC SCIENCES I	**Course Code: ISD 112**	**Contact Hours: 3Hours/Week**
	Credit Unit: 3	**Theoretical: 1Hr/Week**
Year: I Semester: I	**Pre-requisite:**	**Practical: 2Hrs/week**
GOAL: This course is designed to equip students with knowledge and skills in a sound understanding of Qur'anic Sciences.		

GENERAL OBJECTIVES:

On completion of this course, the students should be able to:

1.0 Understand the fundamentals of *Tajweed* vis-a-vis articulation and qualities;
2.0 Appreciate the rules of Nunation (*At-Tanwin*), elongation (*Al-Madd*), stoppage (*Al-waqf*) and starting (*Al-Ibtida'*);
3.0 Understand the Concept of Revelation (الوحي) in Islam;
4.0 Understand Revelation of the Qur'an;
5.0 Know *Makkan* and *Madinan* Revelations;
6.0 Understand the History of Qur'anic Revelation;
7.0 Understand the Reasons for Revelation (*Asbāb al-Nuzūl*);
8.0 Understand the Authenticity of the Glorious Qur'an;
9.0 Understand Abrogation (*al-Naskh*) in the Qur'an.

PROGRAMME: NATIONAL DIPLOMA IN ISLAM AND DEVELOPMENT		
COURSE TITLE: QUR'ANIC SCIENCES I	**COURSE CODE: ISD 112**	**Contact Hours: 3 Hrs/Week**
Year: I Semester: I	**Credit Unit: 3**	**Theoretical: 1 Hr/Week**
Pre-requisite:		**Practical: 2 Hrs/Week**
COURSE SPECIFICATION: THEORETICAL AND PRACTICAL		
GOAL: **This course is designed to equip students with knowledge and skills in a sound understanding of Qur'anic Sciences.**		
GENERAL OBJECTIVE 1.0: Understand the fundamentals of Tajweed vis-a-vis articulation and qualities		

THEORETICAL CONTENT				**PRACTICAL CONTENT**		
Week	**Specific Learning Outcome**	**Teacher's Activities**	**Resources**	**Specific Learning Outcome**	**Teacher's Activities**	**Resources**
1-2	1.1 Explain the concept, scope, and importance of *'Ilm al-Tajwīd* in Qur'ānic recitation. 1.2 Explain the fundamental components of *Tajwīd*, including مخارج الحروف، صفات الحروف، أحكام النون الساكنة والتنوين، أحكام الميم الساكنة، المد، الغنة، الوقف والابتداء. 1.3 Differentiate between correct and incorrect application of basic *Tajwīd* rules using simple examples. 1.4 Classify *Tajwīd* rules according to their functions (articulation,	• Ask students to discuss the importance of *'Ilm al-Tajwīd* in *Qur'ānic* recitation. • Illustrate with audio-visual aids the fundamental components of *Tajwīd*. • Guide the students to identify the basic *Tajwīd* rules using simple examples. • tate *Tajwīd* rules according to their	Textbooks, Journals, Internet, Computer, Projector, White Board, Marker, Charts etc	• Apply the fundamentals of *Tajwīd* while reciting selected *Qur'ānic* verses. • Pronounce Arabic letters based on مخارج الحروف through guided oral drills. • Recite short *Qur'ānic* passages with proper observance of المد، الغنة، وأحكام	Guide students to: • Apply the fundamentals of *Tajwīd* while reciting selected *Qur'ānic* verses. • Pronounce Arabic letters based on مخارج الحروف through guided oral drills. • Recite short *Qur'ānic* passages with proper observance of المد، الغنة، وأحكام النون الساكنة والتنوين • eform identification	Computer systems, Projectors with AI applications Internet, Practical manual, Writing materials, etc.

	characteristics, elongation, stoppage and starting).	functions (articulation, characteristics. elongation, and stoppage).		النون الساكنة والتنوين • Perform identification and correction of common *Tajwīd* errors during recitation.	and correction of common Tajwīd errors during recitation	
	General Objective 2.0: Appreciate the rules of Nunation (*At-Tanwin*), elongation (*Al-Madd*), stoppage (*Al-waqf*) and starting (*Al-Ibtida'*)					
3	2.1 Explain the meaning of التنوينand its significance in correct *Qur'ānic* recitation. 2.2 Define المدand distinguish between its basic types such as المد الطبيعيand المد الفرعي. 2.3 Differentiate between common types of elongation, including مد واجب متصلand مد جائز منفصل. 2.4 Explain the concept of stoppage الوقفand its role in preserving meaning of verses of the Qur'an. 2.5 Identify common types of stoppage such as الوقف التام، الوقف الكافي، الوقف الحسن، الوقف القبيح.	• Introduce the meaning of التنوين and its significance in correct *Qur'ānic* recitation to the students. • Ask students to define المدand differentiate common types of elongation, including المد الطبيعيand المد الفرعي. • Identify the differentiate between common types of elongation, including مد واجب متصلand مد جائز	Textbooks, Journals, Internet, Computer, Projector, White Board, Marker, Charts	• Identify the rules of التنوين in the Qur'an, namely الإظهار، الإدغام، الإقلاب، الإخفاء, with examples. • Apply the rules of التنوين correctly while reciting selected *Qur'ānic* verses. • Observe correct المد during recitation by applying proper elongation counts.	• Guide students to: • Identify the rules of التنوينin the Qur'an, namely الإظهار، الإدغام، الإقلاب، الإخفاء, with examples. • Apply the rules of التنوين correctly while reciting selected *Qur'ānic* verses. • Observe correct المدduring recitation by applying proper elongation counts. • Demonstrate appropriate الوقف	Copies of the Qur'an, Computer system, Internet, Projectors, etc.

		منفصل. • Ask the students to discuss stoppage الوقف and its role in preserving meaning during recitation. • dentify common types of stoppage such as الوقف التام، الوقف الكافي، الوقف الحسن، الوقف القبيح.		• Demonstrate appropriate الوقفat the end of verses and selected words during recitation. • Recite *Qur'ānic* passages while correctly applying التنوين، المد، والوقف	at the end of verses and selected words during recitation. • ecite *Qur'ānic* passages while correctly applying التنوين، المد، والوقف	
	General Objective 3.0: Understand the Concept of Revelation (الوحي) in Islam					
5-6	3.1 Define revelation (*wahy)* literarily and technically within the Islamic context. 3.2 Explain various forms of revelation. 3.3 Explain the significance of revelation (*wahy*) as the foundation of Islamic belief and laws. 3.4 Discuss the differences between Qur'anic revelation and other forms of revelation (*Ilhām*, *Ru'yā Ṣāliḥa*, *Hadith Qudsi*). 3.5 Describe the roles and	• Refer the students to useful online tutorials and resources on revelation (*wahy)* literarily and technically within the Islamic context. • Discuss various forms of revelation. • Ask students to narrate the significance of revelation (*wahy*) as the foundation of Islamic belief and laws.	Textbooks, Journals, Internet, Computer, Projector, White Board, Marker, Charts	• Perform identification of the primary characteristics of revelation to Prophet Muhammad (SAW), including its clarity, transcendence, immutability and graduality.	Guide students to: • Perform identification of the primary characteristics of revelation to Prophet Muhammad (SAW), including its clarity, transcendence, immutability and graduality.	Mushaf Writing materials

	functions of Angel Jibrīl in the revelation of the Qur'an. 3.6 Explain the wisdom behind the gradual revelation of the Qur'an. 3.7 Explain the historical context of the first and last verses revealed. 3.8 Explain how the companions of the Prophet (SAW) preserved revelation during his lifetime (e.g. memorization, writing etc).	• Discuss the differences between Qur'anic revelation and other forms of revelation (*Ilhām*, *Ru'yā Ṣāliḥa*, *Hadith Qudsi*). • Narrate the roles and functions of Angel Jibrīl in the revelation of the Qur'an. • Give assignments to students on the gradual revelation of the Qur'an. • Narrate the historical context of the first and last verses revealed. • Name the companions of the Prophet (SAW) who preserved revelation during his lifetime (e.g. memorization, writing etc).				
	General Objective 4.0: Understand Revelation of the Qur'an					
7	4.1 Explain the two main stages of Qur'anic revelation: i. From *al-Lawḥ al-*	•Use audio visual aids to explain the revelation (*wahy*) of the Qur'an in	Textbooks, Journals, Internet, Computer,			

	Maḥfūẓ to *Bayt al-'Izzah* (the Preserved Tablet to the Lowest Heaven). ii. From *Bayt al-'Izzah* to the Prophet Muhammad (SAW) over 23 years. 4.2 Differentiate between the revelation of the *Quran* and *Hadith al-Qudsi* to Prophet Muhammad (through Angel *Jibrīl*, dreams, direct speech). 4.3 Discuss the Prophet's physical and emotional responses to the experience of receiving revelation. 4.4 Distinguish between *Makki* and *Madani* revelations by stating their major characteristics. 4.5 Explain the chronological and thematic arrangements of the Qur'an in relation to its revelation.	linguistic and technical terms. • Ask students to list the two main stages of Qur'anic revelation: • Explain the first and last verses revealed, along with their historical contexts. • Explain the modes of revelation to the Prophet Muhammad (e.g., through Angel Jibrīl, dreams, direct speech). • Classify *Makki* and *Madani* revelations • list their major characteristics. • Explain the gradual nature of the Qur'anic revelation (*tanzīl al-Qur'an*) • Explain the Prophet's physical and emotional responses to the experience of receiving revelation. • Explain the	Projector, White Board, Marker, Charts etc			

		chronological and thematic arrangements of the Qur'an in relation to its revelation.				
	General Objective 5.0: Know *Makkan* and *Madinan* Revelations					
8	5.1 Define *Makkan* and *Madinan* revelations based on the time and place of revelation. 5.2 State the criteria used by scholars to classify a surah or verse as *Makkan* or *Madinan*. 5.3 List at least five suwar from each category and their respective periods of revelation. 5.4 Compare the thematic focus of *Makkan* and *Madinan* verses: i. *Makkan*: *Tawḥīd*, afterlife, moral reform, early struggles. ii. *Madinan*: legislation, *jihad*, community life, social contracts. 5.6 Explain the historical and social context that influenced the content and tone of *Makkan*	• Explain *Makkan* and *Madinan* revelations based on the time and place of revelation. • Explain the criteria used by scholars to classify a surah or verse as *Meccan* or *Madinan*. • Explain at least five surahs from each category and their respective periods of revelation. • Explain the thematic focus of *Makkan* and *Madinan* verses: *Makkan*: *Tawḥīd*, afterlife, moral reform, early struggles. • *Madinan*: legislation, jihad, community life,	Textbooks, Journals, Internet, Computer, Projector, White Board, Marker, Charts etc			

	and Madinan revelations. 5.7 State verses within surahs that may contain both *Makkan* and *Madinan* parts and describe how scholars address these cases.	social contracts. • Explain linguistic and stylistic features unique to *Makkan* verses. • Explain the historical and social context that influenced the content and tone of *Makkan* versus *Madinan* revelations. • Explain verses within surahs that may contain both *Makkan* and *Madinan* parts and describe how scholars address these cases. • Explain the role of the Qur'anic content in responding to the needs of the Muslim community.				
	General Objective 6.0: Understand The History of Qur'anic Revelation					
9-10	6.1 Define the concept of Preservation of the Glorious Qur'an (*Jam' al-Qur'ān*) 6.2 Explain the significance of the	• Explain the concept of *Jam' al-Qur'ān* (Collection of the Qur'an) • Explain its significance.	Textbooks, Journals, Internet, Computer, Projector, White			

	Preservation of the Qur'an through memorization and writing during the Prophet's lifetime. 6.3 Describe the procedure of memorization among the companions of the Prophet (SAW). 6.4 List the materials used by the companions for writing down Qur'anic verses (e.g., bones, leather, palm leaves). 6.5 Explain the role of the scribes (*kuttāb al-waḥy*) and how they contributed to the documentation of the Qur'an. 6.6 Discuss the circumstances that led to the first official compilation of the Qur'an during the caliphate of *Abu Bakr al-Ṣiddīq* (RA). 6.7 State the name and role of *Zayd ibn Thābit* in the collection and compilation process. 6.8 Discuss the reasons for the standardization of the Qur'an during the	• Explain how the Qur'an was preserved during the Prophet's lifetime through memorization and writing. • Explain the materials used by the companions for writing down Qur'anic verses (e.g., bones, leather, palm leaves). • Explain the role of scribes of revelation (*kuttāb al-waḥy*) and how they contributed to the documentation of the Qur'an. • Explain the circumstances that led to the first official compilation of the Qur'an during the caliphate of *Abu Bakr al-Ṣiddīq* (RA). • Explain the role of Zayd ibn Thābit in the collection and	Board, Marker, Charts etc			

	caliphate of '*Uthmān ibn 'Affān* (RA) and how it was executed. 6.9 Distinguish between the compilation during Abu Bakr's time and standardization (and distribution) during '*Uthmān's* time. 6.10 Explain the measures taken to ensure the accuracy and authenticity of the Qur'an during its preservation.	compilation process. • Explain the reasons for the standardization of the Qur'an during the caliphate of '*Uthmān ibn 'Affān* (RA) and how it was executed. • Distinguish between the collection during Abu Bakr's time (preservation) and '*Uthmān's* time (standardization and distribution). • Explain the measures taken to ensure the accuracy and authenticity of the Qur'an during its collection. • Explain the efforts of the Sahabah in preserving the Qur'an and recognize the importance of oral transmission alongside the written text.				

	General Objective 7.0: Understand the Reasons for Revelation (*Asbāb al-Nuzūl*)					
11-12	7.1 Define *Asbāb al-Nuzūl* (Reasons for Revelation) linguistically and terminologically in the context of Qur'anic sciences. 7.2 Explain the purpose and significance of knowing the reasons behind the revelation of specific verses or passages. 7.3 Differentiate between *general* verses and those revealed due to a specific incident or question. 7.4 List major sources through which *Asbāb al-Nuzūl* are known (e.g., authentic *Hadith*, reports of the Companions). 7.5 State key scholars of *Asbāb al-Nuzūl* (e.g., al-Wāḥidī, al-Suyūṭī) and their contributions. 7.6 Describe the impact of *Asbāb al-Nuzūl* on understanding the Glorious Qur'anic meaning, rulings, and	• Explain *Asbāb al-Nuzūl* (Reasons for Revelation) linguistically and terminologically in the context of Qur'anic sciences. • Explain the purpose and significance of knowing the reasons behind the revelation of specific verses or passages. • Differentiate between *general* verses and those revealed due to a specific incident or question. • Explain major sources through which *Asbāb al-Nuzūl* are known (e.g., authentic Hadith, reports of the Companions). • State key scholars of *Asbāb al-Nuzūl* (e.g., *al-Wāḥidī, al-Suyūṭī*) and their contributions. •Explain the impact of	Textbooks, Journals, Internet, Computer, Projector, White Board, Marker, Charts			

	application. 7.7 Explain how scholars use *Asbāb al-Nuzūl* in tafsīr (Qur'anic exegesis) and legal deduction (*istinbāṭ*). 7.8 Distinguish between authentic and weak narrations regarding reasons for revelation	*Asbāb al-Nuzūl* on understanding Qur'anic meaning, rulings, and application. •Explain how scholars use *Asbāb al-Nuzūl* in tafsīr (Qur'anic exegesis) and legal deduction (*istinbāṭ*). •Distinguish between authentic and weak narrations regarding reasons for revelation				
	General Objective 8.0: Understand the Authenticity of the Glorious Qur'an					
	8.1 Explain the concept of preservation of the Glorious Qur'an *(ḥifẓ al-Qur'ān)* and its relevance to Islamic belief. 8.2 Describe the methods used by the Prophet (SAW) and the Companions to ensure the accurate preservation of the Glorious Qur'an (oral and written). 8.3 Explain the role of memorization (*ḥifẓ*) in preserving the Glorious Qur'an across	• Explain the concept of *ḥifẓ al-Qur'ān* (preservation of the Qur'an) and explain its relevance to Islamic belief. • Explain the methods used by the Prophet (SAW) and the Companions to ensure the accurate preservation of the Qur'an (oral and written). • Explain the role of	Textbooks, Journals, Internet, Computer, Projector, White Board, Marker, Charts			

	generations. 8.4 Explain the importance and the processes of compilation and standardization of the Qur'anic texts under Caliphs *Abu Bakr* and '*Uthmān*. 8.5 Explain the features of the *Uthmānic* codex that ensured uniformity and protection against distortion. 8.6 Distinguish between the Qur'anic text and other historical texts in terms of preservation and transmission. 8.7 Discuss the historical origin of claims or misconceptions about distortion (*taḥrīf*) of the Glorious Qur'an and provide scholarly refutation 8.8 Explain the role of the Qur'anic recitation tradition (*qirā'āt*) in preserving both the wording and meaning of the text.	memorization (*ḥifẓ*) in preserving the Qur'an across generations. • Explain the processes of compilation and standardization under Caliphs *Abu Bakr* and '*Uthmān* and their importance in protecting the text. • Explain the features of the *Uthmānic* codex that ensured uniformity and eliminated the risk of distortion. • Distinguish between the Qur'anic text and other historical texts in terms of preservation and transmission. • Explain historical claims or misconceptions about distortion (*taḥrīf*) of the Glorious Qur'an and provide				

		scholarly refutations. • Explain the role of the Qur'anic recitation tradition (*qirā'āt*) in preserving both the wording and meaning of the text.				
	General Objective 9.0: Understand Abrogation (*al-Naskh*) in the Qur'an					
14-15	9.1 Define abrogation (*al-Naskh*) linguistically and in the context of Qur'anic sciences. 9.2 Explain the purpose and wisdom behind abrogation of the Glorious Qur'an (e.g., gradual legislation, responding to changing circumstances). 9.3 Explain the types of abrogation, including: i. Abrogation of recitation but not ruling; ii. Abrogation of ruling but not recitation; iii. Abrogation of both recitation and ruling. 9.4 Cite Qur'anic verses	•Explain abrogation (*al-Naskh*) linguistically and in the context of Qur'anic sciences. •Highlight the purpose and wisdom behind abrogation in the Qur'an (e.g., gradual legislation, responding to changing circumstances). •Explain the types of abrogation, including: • Abrogation of recitation but not ruling. • Abrogation of ruling but not recitation. • Abrogation of	Textbooks, Journals, Internet, Computer, Projector, White Board, Marker, Charts			

	and *Hadiths* that form the basis for the concept of abrogation (e.g., Qur'an 2:106). 9.5 Differentiate between *abrogation* and other related concepts like specification (*takhsīs*) or clarification (*bayān*). 9.6 State the criteria used by scholars to verify authentic abrogation, avoiding errors due to misunderstanding chronology or context.	both recitation and ruling. • Cite Qur'anic verses and *Hadiths* that form the basis for the concept of abrogation (e.g., Qur'an 2:106). • Differentiate between *abrogation* and other related concepts like specification (*takhsīs*) or clarification (*bayān*). • Explain the criteria used by scholars to verify authentic abrogation, avoiding errors due to misunderstanding chronology or context.				
	COURSE ASSESSMENT COURSE WORK: 10% TESTS: 10% PRACTICAL: 40% EXAMINATION: 40% TOTAL: 100%					

PROGRAMME: NATIONAL DIPLOMA IN ISLAM AND DEVELOPMENT		
COURSE TITLE: ISLAMIC ETHICS I	**Course Code: 113**	**Contact Hours: 1 Hr/Week**
	Credit Unit: 1	**Theoretical: 1 Hr/Week**
Year: I Semester: I	**Pre-requisite: -**	**Practical: 0**

GOAL: This course is designed to equip students with knowledge and skills in developing a clear understanding of Islamic ethics, its social significance, and the means to recognize and avoid immoral behavior.

GENERAL OBJECTIVES:

On completion of this course, the students should be able to:

1.0 Understand the concept of Islamic ethics;
2.0 Know the importance and social impacts of Islamic ethics;
3.0 Understand menace of immorality and ways to avoid them.

PROGRAMME: NATIONAL DIPLOMA IN ISLAM AND DEVELOPMENT		
COURSE TITLE: ISLAMIC ETHICS	COURSE CODE: 113	Contact Hours: 1 Hr/Week
	Credit Unit: 1`	Theoretical: 1 Hr/Week
Year: I Semester: I	Pre-requisite:	Practical: 0
COURSE SPECIFICATION: THEORETICAL AND PRACTICAL		
GOAL: This course is designed to equip students with knowledge and skills in developing a clear understanding of Islamic ethics, its social significance, and the means to recognize and avoid immoral behavior.		
GENERAL OBJECTIVE 1.0: Understand the concept of Islamic ethics		

THEORETICAL CONTENT				PRACTICAL CONTENT		
Week	**Specific Learning Outcome**	**Teacher's Activities**	**Resources**	**Specific Learning Outcome**	**Teacher's Activities**	**Resources**
1-5	1.1 Explain the meaning and scope of Islamic ethics. 1.2 Discuss the relationship between faith (الإيما) and ethical conduct in Islam. 1.3 Differentiate between Islamic ethics and non-Islamic ethical systems using simple illustrations. 1.4 Explain key ethical concepts in Islam such as sincerity, intention,	• Explain the meaning and scope of Islamic ethics (الأخلاق الإسلامية). • Explain the relationship between faith (الإيمان) and ethical conduct in Islam. • Classify Islamic ethics and non-Islamic ethical systems using	Textbooks, Journals, Internet, Computer, Projector, White Board, Marker, Charts, Writing materials			

	piety, justice, trust and justice etc 1.5 Assess common moral issues in society using basic Islamic ethical principles.	simple illustrations. • Discuss key ethical concepts in Islam such as النية، الإخلاص، التقوى، الأمانة، العدل. • Analyze common moral issues in society using basic Islamic ethical principles.				
General Objective 2.0: Know the importance and social impacts of Islamic ethics						
6-10	2.1 Explain the importance of Islamic ethics in shaping individual characters and moral behavior. 2.2 Describe the social impacts of Islamic ethics on family life, community relations, and nation building. 2.3 Explain how Islamic ethics contribute to peaceful coexistence and social harmony in a plural society. 2.4 Analyze common social	• Explain the importance of Islamic ethics in shaping individual character and moral behavior. • Evaluate the social impacts of Islamic ethics on family life, community relations, and nation building. • Describe how Islamic ethics contribute to	Textbooks, Journals, Internet, Computer, Projector, White Board, Marker, Charts, Writing materials			

	problems and relate them to the absence or neglect of Islamic ethical values. 2.5 Evaluate the relevance of Islamic ethics to contemporary Nigerian society.	peaceful coexistence and social harmony in a plural society. • Examine common social problems and relate them to the absence or neglect of Islamic ethical values. • Evaluate the relevance of Islamic ethics to contemporary Nigerian society.				
General Objective 3.0: Understand menace of immorality and ways to avoid them						
11-15	3.1 Explain the concept of immorality and its manifestations in society. 3.2 List immoral practices and social vices affecting individuals and communities. 3.3 Describe the moral, social, and spiritual consequences of immorality on	• Explain the concept of immorality and its manifestations in society. •Explain immoral practices and social vices affecting individuals and communities. •Classify the moral,	Textbooks, Journals, Internet, Computer, Projector, White Board, Marker, Charts, Writing materials			

	individuals and society. 3.4 Explain Islamic teachings on the prohibition of immoral acts and social vices. 3.5 Discuss preventive measures prescribed in Islam for avoiding immorality such as moral education, self-discipline and accountability etc.	social, and spiritual consequences of immorality on individuals and society. •Elaborate Islamic teachings on the prohibition of immoral acts and social vices. •Discuss preventive measures prescribed in Islam for avoiding immorality, such as moral education, self-discipline, and accountability.				
COURSE ASSESSMENT COURSE WORK: 20% TEXT/ASSIGNMENT: 20% EXAMINATION: 60% TOTAL: 100%						

PROGRAMME: NATIONAL DIPLOMA IN ISLAM AND DEVELOPMENT		
COURSE TITLE: ISLAMIC THEOLOGY (MONOTHEISM AND PROPHETHOOD) I	**Course Code: 1SD 114**	**Contact Hours: 2 Hrs/Week**
	Credit Unit: 2	**Theoretical: 2 Hrs/Week**
Year: I Semester: I	**Pre-requisite: -**	**Practical: 0**

GOAL: This course is designed to acquaint students with knowledge and skills in providing a comprehensive understanding of Islamic creed, including the principles of *Tawḥīd* and prophethood of Muhammad (SAW) to guide the belief, ethical conduct, and proper understanding of Islam.

GENERAL OBJECTIVES:

On completion of this course, the students should be able to:

1.0 Comprehend the conceptual framework of Islamic Creed (*Al-ʿAqīdah al-Islāmiyyah*) — Monotheism and Prophethood.
2.0 Understand levels and dimensions of Monotheism (*Tawḥīd*) in Islamic Creed.
3.0 Understand the Dimensions of Monotheism — Divine Essence, Attributive Monotheism, and Operational Monotheism (*Tawḥīd al-Dhāt, Tawḥīd al-Ṣifāt, Tawḥīd al-ʿAmal*).
4.0 Understand the Categories of Allah's Attributes — Affirmative Attribute of Perfection and the Transcendental Attribute of Majesty (*Ṣifāt al-Kamāl al-Ẓāhirah wa Ṣifāt al-Jalāl al-Salbiyyah*)
5.0 Understand the Categories of Evidentness Attributes of Allah the Almighty (*Ṣifāt al-Kamāl al-Ẓāhirah*) — Self-Proof, Operational, and Declarative Evidentness.
6.0 Comprehend Divine Justice (*al-ʿAdl al-Ilāhī*) in Islamic Creed and Ethics.
7.0 Understand Moral Goodness, Moral Evil and Rational Decrement (*al-Ḥusn wa al-Qubḥ al-ʿAqlī*) in Islamic Theology
8.0 Understand Decree and Predestination **(**القضاء والقدر**).**
9.0 Know Determinism, Free-will and Middle Course.
10.0 Understand the universality of the Religion of Islam.
11.0 Understand the comprehensiveness of Islam in all aspects of life.
12.0 Understand the Finality of the Islamic Message.

PROGRAMME: NATIONAL DIPLOMA IN ISLAM AND DEVELOPMENT		
COURSE TITLE: ISLAMIC THEOLOGY (MONOTHEISM AND PROPHETHOOD) I	COURSE CODE: 114	Contact Hours: 2 Hrs/Week
	Credit Unit: 2	Theoretical: 2 Hr/Week
Year: I Semester: I	Pre-requisite:	Practical: 0
COURSE SPECIFICATION: THEORETICAL AND PRACTICAL		
GOAL: This course is designed to acquaint students with knowledge and skills in providing a comprehensive understanding of Islamic creed, including the principles of *Tawḥīd* and prophethood of Muhammad (SAW) to guide the belief, ethical conduct, and proper understanding of Islam.		
GENERAL OBJECTIVE 1.0: Comprehend the conceptual framework of Islamic Creed (*Al-ʿAqīdah al-Islāmiyyah*) — Monotheism and Prophethood		

THEORETICAL CONTENT				PRACTICAL CONTENT		
Week	**Specific Learning Outcome**	**Teacher's Activities**	**Resources**	**Specific Learning Outcome**	**Teacher's Activities**	**Resources**
1	1.1 Explain Islamic theology and its central role in shaping Muslim belief, behavior, and worldview. 1.2 List the main components of Islamic creed, especially belief in: i. Allah	• Use audio-visual aids to explain Islamic creed (*ʿaqīdah*) and its central role in shaping Muslim belief, behavior, and worldview. • Assign students to identify the main components of Islamic creed, especially belief in:	Textbooks Journals Internet Computer Projector White Board Marker Charts			

	ii. His Angels iii. His Books iv. His Messengers v. The Last Day vi. Divine Decree (*Qadar*) 1.3 Define monotheism (*Tawḥīd*) linguistically and theologically. 1.4 Explain the three categories of *Tawḥīd* in Islamic theology: • Oneness of Lordship (*Tawḥīd al-Rubūbiyyah*) • Oneness of Worship (*Tawḥīd al-ʾUlūhiyyah*) • Oneness of Names and Attributes (*Tawḥīd al-Asmā' wa al-Ṣifāt*) 1.5 State verses from the Glorious Qur'an and *Hadith* that affirm the Oneness of Allah and reject polytheism (*shirk*).	• Allah • His Angels • His Books • His Messengers • The Last Day • Divine Decree (*Qadar*) • Refer the students to a list of relevant text books and online resources on Monotheism *(Tawḥīd*). • Use practical illustrations to explain the three categories of *Tawḥīd* in Islamic theology. • Recite verses from the Glorious Qur'an and *Hadith* that affirm the Oneness of Allah and reject polytheism (*shirk*). • Ask students to differentiate between *Tawḥīd*				

	1.6 Differentiate between *Tawḥīd* and *Shirk*, and classify types of shirk (major, minor, hidden) with examples. 1.7 Discuss the moral, social, and spiritual implications of *Tawḥīd* in a Muslim's daily life (e.g., sincerity, trust in Allah, fear and hope). 1.8 Define Prophethood in Islam, including its purpose and necessity for human guidance. 1.9 List the essential qualities of a Prophet (e.g., truthfulness, trustworthiness, intelligence, communication, infallibility in conveying the message). 1.10 Differentiate between a *nabī* (Prophet) and a *rasūl* (Messenger), and mention examples of each. 1.11 Discuss the status and finality of Prophet	and *Shirk* after the lecture. • Illustrate with real life applications to explain the moral, social, and spiritual implications of *Tawḥīd* in daily life. • Explain Prophethood in Islam in comparison with other major religions. • Explain the essential qualities of a Prophet (e.g., truthfulness, trustworthiness, intelligence, communication, infallibility in conveying the message). • Differentiate between a *nabī* (Prophet) and a *rasūl* (Messenger), and mention examples of each.				

	Muhammad (SAW) as the Seal of the Prophets, referencing the Glorious Qur'an (33:40). 1.12 Explain the role of the previous prophets and the unity in their message despite differences in laws or nations. 1.13 Discuss the implications of belief in Prophethood, including love for the Prophet (SAW), following his Sunnah, and respecting all Prophets without discrimination.	• Explain the status and finality of Prophet Muhammad (SAW)as the Seal of the Prophets, referencing Qur'an 33:40. • Explain the role of previous prophets and their unity in message despite differences in laws or nations. • Explain the implications of belief in Prophethood, including love for the Prophet ﷺ, following his Sunnah, and respecting all Prophets without discrimination.				
General Objective 2.0: Understand levels and dimensions of Monotheism (*Tawḥīd*) in Islamic Creed						
	2.1 Explain the significance of *Tawḥīd* (Monotheism) as the foundation of Islamic belief.	• Outline the significance of *Tawḥīd* (Monotheism) as the foundation of	Textbooks Journals Internet Computer Projector			

2	2.2 Differentiate between the levels of *Tawḥīd* with appropriate examples from the Glorious Qur'an and *Hadith*. 2.3 Explain how violations of each dimension lead to forms of shirk, such as: i. Denying Allah's power (*Rubūbiyyah*) ii. Associating partners in worship (*'Ulūhiyyah*) iii. Misinterpreting Allah's attributes (*Asmā' wa Ṣifāt*) 2.4 Explain the interconnectedness of the three dimensions and how Islamic monotheism requires belief in all of them simultaneously. 2.5 Discuss selected Qur'anic verses (e.g., Surah *Al-Ikhlāṣ*, Ayat *al-Kursī*, Surah *Al-Fātiḥah*) to identify the levels of *Tawḥīd* embedded in them. 2.6 Discuss the moral and	Islamic belief. • Use audio visual to present levels of *Tawḥīd* with appropriate examples from the Qur'an and Hadith. • Narrate how violations of each dimension lead to forms of shirk. • Use audio visual to present the interconnectedness of the three dimensions and how Islamic monotheism requires belief in all of them simultaneously. • Recite selected Qur'anic verses (e.g., Surah *Al-Ikhlāṣ*, *Ayat al-Kursī*, Surah *Al-Fātiḥah*) to identify the levels of *Tawḥīd* embedded in them	White Board Marker Charts			

	spiritual outcomes of *Tawḥīd*, such as sincerity (*ikhlāṣ*), trust in Allah (*tawakkul*), love and fear of Allah, and freedom from superstition. 2.7 Explain the need for correct application of Tawḥīd in our day to day lives.	and discuss them. • Outline the moral and spiritual outcomes of *Tawḥīd*, such as sincerity (*ikhlāṣ*), trust in Allah (*tawakkul*), love and fear of Allah, and freedom from superstition. • Use practical examples to explain the need for correct application of Tawḥīd in our day to day lives.				
General Objective 3.0: Understand the Dimensions of Monotheism — Divine Essence, Attributive Monotheism, and Operational Monotheism (*Tawḥīd al-Dhāt, Tawḥīd al-Ṣifāt, Tawḥīd al-ʿAmal*).						
3	3.1 Define the concept of Monotheism (*Tawḥīd*) 3.2 Explain the importance of Monotheism as the foundation of Islamic theology and practice. 3.3 Explain the classification of Monotheism into three interrelated dimensions, based on deeper philosophical and	• Explain the concept of *Tawḥīd* (Monotheism). • Explain its importance as the foundation of Islamic theology and practice. • Outline the classification of	Textbooks Journals Internet Computer Projector White Board Marker Charts			

	theological reflection 3.4 Differentiate between the three dimensions, showing how they integrate into a complete understanding of *Tawḥīd* in belief and action. 3.5 Explain relevant Qur'anic verses and hadiths that illustrate each category of monotheism (e.g., Surah al-*Ikhlāṣ* for Divine Essence and Attributive Monotheism; Surah al-Fātiḥah for Operational Monotheism). 3.6 Discuss the implications of violating each dimension, leading to various types of *shirk (*polytheism). 3.7 Discuss how this classification deepens the understanding of Allah's Oneness, especially in theological study (*ʿilm al-tawḥīd*) and spiritual purification (*taṣfiyah wa tarbiyah*).	Monotheism into three interrelated sections, based on deeper philosophical and theological reflection. • Draw a parallel between the three sections, showing how they integrate into a complete understanding of *Tawḥīd* in belief and action. • Discuss relevant Qur'anic verses and hadiths that illustrate each category of monotheism (e.g., Surah *al-Ikhlāṣ* for Self- and Attributive Monotheism; Surah *al-Fātiḥah* for Operational Monotheism). • Explain the implications of violating each section, leading to				

		various types of *shirk* (polytheism). • Explain how this classification deepens the understanding of Allah's oneness, especially in theological study (*ʿilm al-tawḥīd*) and spiritual purification (*taṣfiyah wa tarbiyah*).				
General Objective 4.0: Understand the Categories of Allah's Attributes — Affirmative Attribute of Perfection and the Transcendental Attribute of Majesty (*Ṣifāt al-Kamāl al-Ẓāhirah wa Ṣifāt al-Jalāl al-Salbiyyah*)						
4	4.1 Define the term "Attributes of Allah" (*Ṣifāt Allāh*), 4.2 Explain their role in Islamic theology (*ʿAqīdah*), with reference to the Glorious Qur'an and Sunnah. 4.3 Differentiate between the two principal categories of Allah's Attributes 4.4 Explain how these two categories work	• Explain the term "Attributes of Allah" (*Ṣifāt Allāh*). • Describe the role of *ʿAqīdah* (Islamic theology) ,with reference to the Glorious Qur'an and Sunnah. • Draw a parallel between the two principal categories of Allah's	Textbooks Journals Internet Computer Projector White Board Marker Charts			

	together, affirming what Allah *is* and negating what He *is not*, to safeguard *Tawḥīd*. 4.5 Explain Qur'anic verses that exemplify each category. 4.6 Discuss the theological implications of affirming and negating attributes of Allah. 4.7 Differentiate between human and divine attributes of Allah. 4.8 Explain common theological errors related to denying or distorting attributes of Allah (*taʿṭīl*, *taḥrīf*, *takyīf*, *tashbīh*). 4.9 Explain the comprehensive *Sunni* (*Ahl al-Sunnah wa al-Jamāʿah*) approach to the Attributes of Allah.	Attributes. • Elaborate on how these two categories work together, affirming what Allah *is* and negating what He *is not*, to safeguard pure *Tawḥīd*. • Explain Qur'anic verses that exemplify each category. • Explain the theological implications of affirming and negating attributes of Allah • Differentiate between human and divine attributes of Allah • Explain common theological errors related to denying or distorting attributes (*taʿṭīl*, *taḥrīf*, *takyīf*, *tashbīh*).				

		• Discuss comprehensively the Sunni (*Ahl al-Sunnah wa al-Jamāʿah*) approach to the Attributes of Allah.				
General Objective 5.0: Understand the Categories of Evidentness Attributes of Allah the Almighty (*Ṣifāt al-Kamāl al-Ẓāhirah*) — Self-Proof, Operational, and Declarative Evidentness.						
5	5.1 Define Evidentness Attributes (*Ṣifāt al-Kamāl al-Ẓāhirah*) as affirmative attributes that affirm Allah's perfection. 5.2 Classify the Evidentness Attributes into three main categories: i. *Ṣifāt al-Dhāt al-Ẓāhirah* (Self-Proof Evidentness) ii. Attributes that affirm Allah's perfect essence independent of action. iii. *Ṣifāt al-Fiʿl al-Ẓāhirah* (Operational Evidentness): iv. Attributes demonstrated through divine actions. v. Attributes revealed	• Discuss Evidentness Attributes (*Ṣifāt al-Kamāl al-Ẓāhirah*) as affirmative attributes that affirm Allah's perfection. • Classify the Evidentness Attributes into three main categories: • *Ṣifāt al-Dhāt al-Ẓāhirah* (Self-Proof Evidentness) • Attributes that affirm Allah's perfect essence independent of action.	Textbooks Journals Internet Computer Projector White Board Marker Charts			

	through speech or communication with creation. 5.3 Explain the theological basis of each category using Qur'anic texts and prophetic hadiths. 5.4 Explain the three categories reflecting different aspects of Allah's perfection: i. His *being* (Self-Proof) ii. His *doing* (Operational) iii. His *disclosure and guidance* (Declarative) 5.5 Explain errors or deviations in theological groups (e.g., *Muʿtazilah*, *Jahmiyyah*) who denied or misinterpreted some of these attributes. 5.6 Discuss the relevance of these attributes in worship and daily life.	• *Ṣifāt al-Fiʿl al-Ẓāhirah* (Operational Evidentness): • Attributes demonstrated through divine actions. • Attributes revealed through speech or communication with creation. • Discuss the theological basis of each category using Qur'anic texts and prophetic hadiths. • Discuss the three categories reflecting different aspects of Allah's perfection: • Explain errors or deviations in theological groups (e.g., *Muʿtazilah*, *Jahmiyyah*) who denied or misinterpreted some of these				

		attributes. • Explain the relevance of these attributes in worship and daily life.				
General Objective 7.0: Understand Moral Goodness, Moral Evil and Rational Decernment (*al-Ḥusn wa al-Qubḥ al-ʿAqlī*) in Islamic Theology						
7	7.1 Define the concepts of *al-ḥusn al-ʿaqlī* (Moral goodness) and *al-qubḥ al-ʿaqlī* (Moral Evil). 7.2 Explain the historical debates over rational morality in Islamic thought, particularly the positions of: • *Ashʿarīs*, who argue that good and evil are only known through revelation. • *Muʿtazilites*, who argue that reason alone can determine moral good and evil. 7.3 Differentiate between actions deemed good or bad by the *ʿaql* (mind) versus those defined by	• Explain the concepts of mental good (*al-ḥusn al-ʿaqlī*) and mental ugliness (*al-qubḥ al-ʿaqlī*). • Differentiate between actions deemed good or bad by the *ʿaql* (mind) versus those defined by *sharʿ* (divine revelation) • Explain the balance between the two in mainstream Sunni theology. • Explain how this concept influences Islamic legal and	Textbooks Journals Internet Computer Projector White Board Marker Charts			

	shar' (divine revelation). 7.4 Explain the balance between the two approaches in 7.3 above. 7.5 Discuss how this concept influences Islamic legal and ethical thinking, especially in areas of consensus (*ijmā'*), public interest (*maṣlaḥah*), and analogy *qiyās* ().	ethical thinking, especially in areas of *ijmā'* (consensus), *maṣlaḥah* (public interest), and *qiyās* (analogy).				
General Objective 8.0: Understand Decree and Predestination						
8	8.1 Explain the concepts of Divine Decree *(Qadā')* and Divine Predestination (*Qadar*) from an Islamic theological perspective. 8.2 Explain the four pillars of belief in Qadar: i. Allah's Knowledge (*al-'Ilm*). ii. Allah's Recording *(al-Kitābah*). iii. Allah's Will *(al-Mashī'ah*). iv. Allah's Creation *(al-Khalq*).	• Explain the concepts of *Qadā'(*Divine Decree) and *Qadar* (Divine Predestination) from an Islamic theological perspective. • Discuss the four pillars of belief in Qadar: i. *al-'Ilm* (Allah's Knowledge). ii. *al-Kitābah* (Allah's Recording).	Textbooks Journals Internet Computer Projector White Board Marker Charts			

	8.3 Differentiate between the Universal Will (*al-Irādah al-Kawniyyah*) and Legislative Will *(al-Irādah al-Shar 'iyyah)* in the context of Divine Destiny. 8.4 Introduce the position of *Ahl al-Sunnah wal-Jamā 'ah* on Decree and Predestination and Contrast it with the views of *Qadariyyah* and *Jabariyyah* sects. 8.5 Explain how belief in *Qadar* influences a Muslim's behavior, decision-making, and coping with life challenges.	iii. *al-Mashī'ah* (Allah's Will). iv. *al-Khalq* (Allah's Creation). • Distinguish between the *al-Irādah al-Kawniyyah* (Universal Will) and *al-Irādah al-Shar 'iyyah* (Legislative Will) in the context of Divine Destiny. • Explain the position of *Ahl al-Sunnah wal-Jamā'ah* on fate and predestination and contrast it with the views of *Qadariyyah* and *Jabariyyah* sects. • Explain how belief in *Qadar* influences a Muslim's behavior, decision-making, and coping with life challenges.				

		• Convey the tolerance and accommodation of diverse views in the evolution of the Islamic intellectual tradition'				
General Objective 9.0: Know Determinism, Free-will and Middle Course						
9-10	9.1 Explain the concepts of *al-Jabr* (Determinism), Free-will and *al-Tafwīḍ* (Middle Course) *al-Amr bayna al-Amrayn*(a Position Between Two Extremes) in Islamic creed. 9.2 Introduce the historical origins and development of debates around free will and determinism in Islamic theology. 9.3 Distinguish between the theological positions of major sects 9.4 Explain Qur'anic and Prophetic evidences used to support or refute each position. 9.5 Explain the implications of each belief on moral	• Explain the concepts of *al-Jabr* (Determinism), Free-will and *al-Tafwīḍ* (Middle Course) *al-Amr bayna al-Amrayn*(a Position Between Two Extremes) in Islamic creed. • Explain the historical origins and development of debates around free will and determinism in Islamic theology. • Draw a parallel between the theological positions of major sects. • Discuss Qur'anic	Textbooks Journals Internet Computer Projector White Board Marker Charts			

	responsibility, accountability, and human action.	and Prophetic evidences used to support or refute each position. • Discuss the implications of each belief on moral responsibility, accountability, and human action.				
General Objective 10: Understand the universality of the Religion of Islam						
11-12	10.1 Explain the concept of universality in Islam (*shumūlīyah*) and its theological basis 10.2 Identify the principles and teachings that demonstrate the Universality of Islam 10.3 Describe how Islamic law and ethics accommodate diverse societies and cultures. 10.4 Discuss the universality of Islam among other religions. 10.5 Analyze the spread of Islam globally as evidence of its	• Discuss the concept of universality in Islam (*shumūlīyah* / شمولية) and its theological basis (شرح مفهوم الشمولية في الإسلام وأسسها العقدية). • Highlight the principles and teachings that demonstrate Islam's relevance to all people and times (تحديد المبادئ والتعاليم التي توضح شمولية الإسلام لجميع الناس والأزمنة).	Textbooks Journals Internet Computer Projector White Board Marker Chart			

	universality. 10.6 Explain the concept of Islam's universality to contemporary interfaith, cultural, and social interactions. 10.7 Evaluate the importance of the universality of Islam in promoting inclusivity, justice, and moral guidance in society.	• Explain how Islamic law (*al-Sharī'ah* / الشريعة) and ethics (*al-Akhlaq* / الأخلاق) accommodate diverse societies and cultures (وصف كيفية استيعاب الشريعة والأخلاق الإسلامية لمختلف المجتمعات والثقافات). • Differentiate between the universality of Islam and the particularity of local religious practices (التمييز بين شمولية الإسلام وخصوصية الممارسات الدينية المحلية). • Analyze the spread of Islam globally as evidence of its universality (تحليل انتشار الإسلام عالمياً كدليل على شمولية الدين). • Apply the concept of Islam's				

		universality to contemporary interfaith, cultural, and social interactions (تطبيق مفهوم شمولية الإسلام على التفاعلات المعاصرة بين الأديان والثقافات والمجتمعات). • Evaluate the importance of the universality of Islam in promoting inclusivity, justice, and moral guidance in society (شمولية الإسلام في تعزيز الشمولية والعدالة والهداية الأخلاقية في المجتمع).				
General Objective 11.0: Understand the comprehensiveness of Islam in all aspects of life						
13	11.1 Explain the concept of comprehensiveness of Islam (*al-Shumūlīyah*) in covering all aspects of human life. 11.2 Describe how the Glorious Qur'an and *Sunnah* provide guidance for both individuals and	• Explain how the Qur'an (al-Qur'ān / القرآن) and Sunnah (*al-Sunnah* / السنة) provide guidance for both individual and societal matters	Textbooks Journals Internet Computer Projector White Board Marker			

	societies. 11.3 Evaluate the significance of comprehensive nature of Islam in promoting holistic human development and societal well-being.	(وصف كيفية تقديم القرآن والسنة الهداية للشؤون الفردية والمجتمعية). • Differentiate between partial or limited religious guidance and the holistic guidance offered by Islam (التمييز بين الهداية الجزئية أو المحدودة والهداية الشاملة التي يقدمها الإسلام). • Describe the significance of the comprehensive nature of Islam in promoting holistic human development and societal well-being (تقييم أهمية شمولية الإسلام في تعزيز التنمية البشرية الشاملة ورفاهية المجتمع). • Use practical examples to explain the importance and impact of Islam in	Chart			

		the cultural, social, economic, political, spiritual, academic aspects of life.				
General Objective 12.0: Understand the Finality of the Islamic Message						
14-15	12.1 Explain the concept of finality of the *Khatmiyyah* (Islamic message) and its significance. 12.2 Explain Prophet Muhammad (SAW) as the last messenger of Allah. 12.3 Describe the implications of the finality of prophethood on Islamic belief, law, and practice. 12.4 Differentiate between the finality of the Islamic message and previous messages revealed to earlier prophets. 12.5 Explain the theological and societal importance of maintaining the finality, integrity and universality of Islam.	• Discuss the concept of finality of the Islamic message (*Khatmiyyah* / خاتمية) and its significance (شرح مفهوم خاتمية الرسالة الإسلامية وأهميتها). • Discuss the Prophet Muhammad(SAW) (*al-Nabiyy al-ʻĀkhir* / النبي الأخير) as the last messenger of God (تحديد النبي محمد ﷺ كآخر الأنبياء والمرسلين). • Explain the implications of the finality of prophethood on Islamic belief, law, and practice (**وصف آثار ختم النبوة على العقيدة الإسلامية والشريعة والممارسات الدينية**).	Textbooks Journals Internet Computer Projector White Board Marker Chart			

		• Draw a parallel between the finality of the Islamic message and previous messages revealed to earlier prophets **(التمييز بين خاتمية الرسالة الإسلامية والرسالات السابقة للأنبياء السابقين)**. • Analyze historical and contemporary challenges to the concept of finality and how Islam addresses them (تحليل التحديات التاريخية والمعاصرة لمفهوم الخاتمية وكيفية تعامل الإسلام معها). • Apply understanding of the finality of prophethood to defend Islamic beliefs in discussions and interfaith dialogue (تطبيق فهم ختم النبوة للدفاع عن العقيدة الإسلامية في المناقشات والحوار بين الأديان).				

COURSE ASSESSMENT
COURSE WORK: 20%
TEXT/ASSIGNMENT: 20%
EXAMINATION: 60%
TOTAL: 100%

PROGRAMME: NATIONAL DIPLOMA IN ISLAM AND DEVELOPMENT		
COURSE TITLE: ISLAMIC JURISPRUDENCE (ACTS OF WORSHIP) I	**Course Code: ISD 115**	**Contact Hours: 3 Hours/week**
	Credit Unit: 3	**Theoretical: 2 Hours/week**
Year: I Semester: I	**Pre-requisite:**	**Practical: 1 Hour/week**
GOAL: This course is designed to acquaint students with knowledge and skills in building solid understanding of Islamic acts of worship by mastering purification, prayer, common mistakes in prayer, and proper rules for making up missed prayers.		
GENERAL OBJECTIVES: On completion of this course, the students should be able to: 1.0 Understand the conceptual framework of Islamic Jurisprudence (*ʿIbādāt*); 2.0 Understand Purification (*ṭahārah);* 3.0 Know Prayer and its benefits; 4.0 Understand Mistakes (*Al-Sahw*) in Prayer; 5.0 Understand Making Up Missed Prayers.		

PROGRAMME: NATIONAL DIPLOMA IN ISLAM AND DEVELOPMENT		
COURSE ISLAMIC JURISPRUDENCE (ACTS OF WORSHIP) I	**COURSE CODE: ISD 115**	**Contact Hours: 3 Hrs/Week**
	Credit Unit: 3	**Theoretical: 2 Hrs/Week**
Year: I Semester: I	**Pre-requisite:**	**Practical: 1 Hr/Week**
COURSE SPECIFICATION: THEORETICAL AND PRACTICAL		
GOAL: This course is designed to acquaint students with knowledge and skills in building solid understanding of Islamic acts of worship by mastering purification, prayer, common mistakes in prayer, and proper rules for making up missed prayers.		
GENERAL OBJECTIVE 1.0: Understand the conceptual framework of Islamic Jurisprudence (*ʿIbādāt*)		

THEORETICAL CONTENT				**PRACTICAL CONTENT**		
Week	**Specific Learning Outcome**	**Teacher's Activities**	**Resources**	**Specific Learning Outcome**	**Teacher's Activities**	**Resources**
1-3	1.1 Explain Islamic Jurisprudence (*Fiqh al-ʿIbādāt)* and its role within the scope of Islamic law (*al-Sharīʿah*). 1.2 Discuss the terms; jurisprudence (*fiqh*) worship (*ʿibādah*) creed *(ʿaqīdah*), transactions *(muʿāmalāt*) 1.3 Explain the objectives (*maqāṣid*) of acts of worship in Islam, such as purification, submission, discipline, and	• *Explain Fiqh al-ʿIbādāt* (Islamic Jurisprudence of Acts of Worship) and its role within the broader scope of *al-Sharīʿah* (Islamic law). • Differentiate between *fiqh* (jurisprudence), *ʿibādah* (worship), *ʿaqīdah* (creed), and *muʿāmalāt* (transactions). • Explain the primary	Textbooks, Journals, Internet, Computer, Projector, White Board, Marker, Chart			

	community cohesion. 1.4 List the essential conditions and pillars (*arkān* and *shurūṭ*) common to major acts of worship. 1.5 Explain the relationship between *niyyah* (Internal spiritual intent) and external ritual compliance in valid worship.	sources of Islamic rulings in acts of worship: ○ The Qur'an ○ The Sunnah ○ *Ijmāʿ* (scholarly consensus) ○ *Qiyās* (analogical reasoning) • Discuss the objectives (*maqāṣid*) of acts of worship in Islam, such as purification, submission, discipline, and community cohesion. • Explain the essential conditions and pillars (*arkān* and *shurūṭ*) common to major acts of worship. • Discuss the relationship between *niyyah* (Internal spiritual				

		intent) and external ritual compliance in valid worship.				
General Objective 2.0: Understand Purification (*ṭahārah*)						
4-6	2.1 Define *ṭahārah* (purification). 2.2 Discuss the importance of purification as a prerequisite for acts of worship in Islam. 2.3 Differentiate between physical and ritual purity, and between minor and major states of impurity. 2.4 List the types of water permissible for purification, based on Islamic legal standards. 2.5 Enumerate the means of purification. 2.6 Explain the obligatory elements (*farā'iḍ*) and recommended acts (*sunan*) of *wudū'* and *ghusl.* 2.7 Explain the correct procedures for performing *wudū'* and its nullifiers. 2.8 Discuss incidences that	• Explain *ṭahārah* (purification) • Explain its importance as a prerequisite for acts of worship in Islam. • Differentiate between physical and ritual purity, and between minor and major states of impurity. • Classify the types of water permissible for purification, based on Islamic legal standards. • List the means of purification • Explain the obligatory elements (*farā'iḍ*) and recommended acts (*sunan*) of wudū' and ghusl.	Textbooks, Journals, Internet, Computer, Projector, White Board, Marker, Chart	• Demonstrate *ṭahārah* (purification). • Analyze physical and ritual purity vis-à-vis minor and major states of impurity. • Identify the types of water permissible for purification, based on Islamic legal standards. • Demonstrate the means of purification. • Analyze the obligatory elements (*farā'iḍ*) and recommended acts (*sunan*) of *wudū'* and	Guide students to: • Perform *ṭahārah* (purification). • Identify physical and ritual purity vis-à-vis minor and major states of impurity. • Identify the types of water permissible for purification, based on Islamic legal standards • Carry out the correct procedures	Qur'anic verses, Fiqh, Computer system, Internet, Projectors, etc.

	permit dry ablution (*tayammum*) and the procedure of performing it. 2.9 Discuss the causes that make ritual bath (*ghusl*) obligatory and the procedure of performing it. 2.10 Discuss the legal rulings on purity related to menstruation (*ḥayḍ*), postpartum bleeding (*nifās*), and sexual impurity (*janābah*).	• Explain the nullifiers of *wudū'* and the cases requiring ghusl or tayammum. • Explain the correct procedures for performing *wudū*', *ghusl*, and tayammum according to the *Sunnah*. • Explain the legal rulings on purity related to menstruation (*ḥayḍ*), postpartum bleeding (*nifās*), and sexual impurity (*janābah*).		*ghusl.* • Analyze the correct procedures for performing *wudū'* and its nullifiers. • Demonstrate dry ablution (*tayammum*) and the procedure of performing it. • Analyze the reasons for ritual bath (*ghusl*) obligatory and the procedure of performing it. • Apply the legal rulings on purity related to menstruation (*ḥayḍ*), postpartum bleeding (*nifās*), and sexual impurity (*janābah*).	for performing *wudū'* and while taking into account its nullifiers. • Apply the legal rulings on purity related to menstruation (*ḥayḍ*), postpartum bleeding (*nifās*), and sexual impurity (*janābah*).	
General Objective 3.0: Know Prayer and its benefits						

7-9	3.1 Define *Salāh* (prayer) 3.2 List the five obligatory daily prayers, their names, times, and *rak'āt* (units). 3.3 List the conditions for the *shurūṭ aṣ-ṣalāh* (validity of prayer), including: i. *Tahārah* (Purification). ii. Covering the 'awrah. iii. Facing the Qiblah. iv. *Niyyah* (Correct intention). v. *Dukhūl al-waqt* (Time entry). 3.4 Enumerate the *Arkān* (pillars), *Wājibāt* (obligations), and *sunan* (recommended acts) of prayer. 3.5 Explain the proper method of performing *ṣalāh*, including physical postures, recitations, and spiritual focus. 3.6 Discuss the following types of *ṣalāt;*	• Explain *Salāh* (prayer). • List the five obligatory daily prayers, their names, times, and *rak'āt* (units). • List the conditions for the *shurūṭ aṣ-ṣalāh* (validity of prayer • Enumerate the *Arkān* (pillars), *Wājibāt* (obligations), and *sunan* (recommended acts) of prayer. • Explain the proper method of performing *ṣalāh*, including physical postures, recitations, and spiritual focus. • Differentiate between: *Farḍ* (Obligatory), - *Nafl* (Voluntary), - *Sunnah mu'akkadah*(Emphasized Sunnah)	Textbooks, Journals, Internet, Computer, Projector, White Board, Marker, Chart	• Demonstrate *Salāh* (prayer). • Analyze the five obligatory daily prayers, their names, times, and *rak'āt* (units). • Analyze the conditions for the *shurūṭ aṣ-ṣalāh* (validity of prayer), including: i. *Tahārah* (Purification). ii. Covering the '*awrah*. iii. Facing the *Qiblah*. iv. *Niyyah* (Correct intention). v. *Dukhūl al-waqt* (Time entry). Identify the *Arkān* (pillars), *Wājibāt* (obligations), and *sunan* (recommended acts) of	Guide student to: Perform *Salāh* (prayer). Observe the five obligatory daily prayers, while taking into account their names, times, and *rak'āt* (units). Apply the the conditions for the *shurūṭ aṣ-ṣalāh* (validity of prayer), including: • *Tahārah* (Observe the *Arkān* (pillars), *Wājibāt* (obligations), and *sunan* (recommended acts) of prayer. Demonstrate the proper method of performing *ṣalāh*, including physical postures, recitations, and	Qur'anic verses, Fiqh, Computer system, Internet, Projectors, etc.

	i. *Farḍ* (Obligatory), ii. *Nafl* (Voluntary), iii. *Sunnamu'akkadah* (Emphasized Sunnah) iv. *makrūh* (disliked) prayers. 3.7 Explain the rulings and etiquettes of congregational prayer (*ṣalāt al-jamā'ah*), and the role of the imam and followers. 3.8 Describe the importance and procedure of performing *Jumu'ah* prayer. 3.9 Identify the cause, significance and procedure of *Janāzah* prayer. 3.10 List the nullifiers of prayer.	- *makrūh* (disliked) prayers. • Discuss the rulings and etiquettes of congregation (*ṣalāt al-jamā'ah*), and the role of the imam and followers. • Explain special forms of prayer such as *Jumu'*ah, *Janāzah*, *Tarāwīḥ*, and *Witr*. • Explain the nullifiers of prayer and how to perform *sujūd as-sahw* (prostration for forgetfulness)		prayer. Demonstrate the proper method of performing *ṣalāh*, including physical postures, recitations, and spiritual focus. Identify the following types of *ṣalāt;* i. *Farḍ* (Obligatory), ii. *Nafl* (Voluntary), iii. *Sunnah mu'akkadah*(Emphasized Sunnah) iv. *makrūh* (disliked) prayers. Analyze the rulings and etiquettes of congregation (*ṣalāt al-jamā'ah*), and the role of the imam and followers. Demonstrate special forms of prayer such as	spiritual focus. Demonstrate the following types of *ṣalāt;* - *Farḍ* (Obligatory), - *Nafl* (Voluntary), - *Sunnah mu'akkadah*(Emphasized Sunnah) - *makrūh* (disliked) prayers. Observe the rulings and etiquettes of congregational (*ṣalāt al-jamā'ah*), and the role of the imam and followers. Comprehend the importance and procedure of performing *Jumu'ah* prayer. Carry out special forms of prayer such as *Jumu'*ah, *Janāzah*, *Tarāwīḥ*,	

				Jumu'ah, *Janāzah*, *Tarāwīḥ*, and *Witr*. Identify the nullifiers of prayer.	and *Witr*. Identify the nullifiers of prayer.	
General Objective 4.0: Understand Mistakes (*Al-Sahw*) in Prayer						
10-12	4.1 Explain the term *al-sahw* (mistake) in the context of prayer (*ṣalāh*). 4.2 List common types of mistakes during prayer, such as: i. *Farā'iḍ* (Omitting obligatory act). ii. Adding extra act unintentionally. iii. Mistiming action or recitation. 4.3 Explain the Islamic legal rulings on how mistakes affect the validity of prayer. 4.4 Describe the method and conditions of performing *sujūd al-sahw* (prostration of forgetfulness). 4.5 Distinguish between	Describe *al-sahw* (forgetfulness or mistakes) in the context of *ṣalāh*. Outline common types of mistakes or forgetfulness during prayer, such as: ○ *Farā'iḍ* (Omitting obligatory act). ○ Adding extra acts unintentionally ○ Mistiming actions or recitations • Explain the Islamic legal rulings on how mistakes affect the validity of prayer. • Explain the method and conditions of performing *sujūd al-*	Textbooks, Journals, Internet, Computer, Projector, White Board, Marker, Chart	• Identify *al-sahw* (forgetfulness or mistakes) in the context of *ṣalāh* • Analyze common types of mistakes or forgetfulness during prayer, • Apply the Islamic legal rulings on how mistakes affect the validity of prayer. • Apply the method and conditions of performing *sujūd al-sahw* (prostration of forgetfulness).	Guide students to: • Identify *al-sahw* (forgetfulness or mistakes) in the context of *ṣalāh*. • Analyze common types of mistakes or forgetfulness during prayer • Apply the Islamic legal rulings on how mistakes affect the validity of	Qur'anic verses, Fiqh, Computer system, Internet, Projectors, etc.

	mistakes that require *sujūd al-sahw* and those that necessitate other remedies (e.g., repeating part or all of the prayer). 4.6 Explain when and how to perform *sujūd al-sahw* correctly within the prayer. 4.7 Explain Qur'anic verses and prophetic traditions that guide the ruling of *sahw* in prayer.	*sahw* (prostration of forgetfulness). • Distinguish between mistakes that require *sujūd al-sahw* and those that necessitate other remedies (e.g., repeating part or all of the prayer). • Explain when and how to perform *sujūd al-sahw* correctly within the prayer. • Explain Qur'anic verses and prophetic traditions that guide the ruling of *sahw* in prayer.		• Distinguish between mistakes that require *sujūd al-sahw* and those that necessitate other remedies (e.g., repeating part or all of the prayer). • Demonstrate when and how to perform *sujūd al-sahw* correctly within the prayer. • Apply Qur'anic verses and prophetic traditions that guide the ruling of *sahw* in prayer.	prayer. • Apply the method and conditions of performing *sujūd al-sahw* (prostration of forgetfulness). • Distinguish between mistakes that require *sujūd al-sahw* and those that necessitate other remedies (e.g., repeating part or all of the prayer). • Demonstrate when and how to perform *sujūd al-sahw*	

					correctly within the prayer. • Apply Qur'anic verses and prophetic traditions that guide the ruling of *sahw* in prayer.	
General Objective 5.0: Understand Making Up Missed Prayers						
13-15	5.1 Discuss the concept of making up missed prayers *(qadāʾ aṣ-ṣalāh)* in Islamic jurisprudence. 5.2 Explain the condition necessitating making up missed obligatory prayer including forgetfulness, sleep, illness, travel, or negligence. 5.3 Explain the obligation of making up missed prayers and the priority order of performing them. 5.4 Describe the conditions and time frames within which prayers should be	• Explain the concept of *qadāʾ aṣ-ṣalāh* (making up missed prayers) in Islamic jurisprudence. • Explain valid reasons for missing obligatory prayers, including forgetfulness, sleep, illness, travel, or negligence. • Explain the ruling on the obligation to make up missed prayers and the priority order for	Textbooks, Journals, Internet, Computer, Projector, White Board, Marker, Chart			

	made up according to different juristic opinions. 5.5 Differentiate between making up prayers missed due to valid reasons and those neglected without acceptable excuse.	performing them. • Explain the conditions and time frames within which prayers should be made up according to different juristic opinions. • Differentiate between making up prayers missed due to valid reasons and those neglected without excuse.				
COURSE ASSESSMENT: COURSE WORK: 20% TEXT/ASSIGNMENT: 20% EXAMINATION: 60% TOTAL: 100%						

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PROGRAMME: NATIONAL DIPLOMA IN ISLAM AND DEVELOPMENT		
COURSE TITLE: ISLAMIC HISTORY (PROPHETIC AND CHALIPHATE PERIOD)	**Course Code: ISD 116**	**Contact Hours: 2 Hours/week**
	Credit Unit: 2	**Theoretical: 2 Hours/week**
Year: I Semester: I	**Pre-requisite:**	**Practical: 0**
GOAL: This course is designed to acquaint students with knowledge and skills in providing a comprehensive understanding of early Islamic history, covering the Prophetic period, the *Khilafa*, the Umayyad and Abbasid eras, and the role of the *Imams* of *Ahl al-Bayt* during these periods		
GENERAL OBJECTIVES: On completion of this course, the students should be able to: 1.0 Know the Prophetic Period before *Hijrah* (610-623 CE) and after *Hijrah* (623-633 CE/10 AH); 2.0 Know the *Khilafa* up to 40 AH; 3.0 Understand the *Umayyad* period from 41 to 132 years AH; 4.0 Know the *Abbasid* period from 132 to 656 AH; 5.0 Appreciate the Role of Imams of *Ahl al-Bayt* in the two Eras (Umayyad & Abbasid).		

PROGRAMME: NATIONAL DIPLOMA IN ISLAM AND DEVELOPMENT		
COURSE TITLE: ISLAMIC HISTORY (PROPHETIC AND CHALIPHATE ERA)	**COURSE CODE: ISD 116**	**Contact Hours: 2 Hours/week**
	Credit Unit: 2	**Theoretical: 2 Hours/week**
Year: I Semester: I	**Pre-requisite:**	**Practical: 0**
COURSE SPECIFICATION: THEORETICAL AND PRACTICAL		
GOAL: **This course is designed to acquaint students with knowledge and skills in providing a comprehensive understanding of early Islamic history, covering the Prophetic period, the *Khilafa*, the Umayyad and Abbasid eras, and the role of the *Imams* of *Ahl al-Bayt* during these periods.**		
GENERAL OBJECTIVE 1.0: Know the Prophetic Period before *Hijrah* (610-623 CE) and after *Hijrah* (623-633 CE/10 AH)		

THEORETICAL CONTENT				PRACTICAL CONTENT		
Week	**Specific Learning Outcome**	**Teacher's Activities**	**Resources**	**Specific Learning Outcome**	**Teacher's Activities**	**Resources**
1-3	1.1 Explain the key events of the early Prophetic period. 1.2 List major milestones in the first ten years after *Hijrah* (AH). 1.3 Describe the social, political, and religious context of *Makkah* and Medina during this period. 1.4 Differentiate between pre-*Hijrah* and post-*Hijrah* developments 1.5 Evaluate the significance of	• Explain the key events of the early Prophetic period (شرح الأحداث الرئيسية في الفترة النبوية المبكرة). • Explain major milestones in the first ten years after *Hijrah* (AH) (تحديد الأحداث المهمة في السنوات العشر الأولى بعد الهجرة). • Describe the	Textbooks, Journals, Internet, Computer, Projector, White Board, Marker, Chart, Writing materials			

	the first ten years AH in shaping the foundations of Islam	social, political, and religious context of Makkah and Madinah during this period (وصف السياق الاجتماعي والسياسي والديني في مكة والمدينة خلال هذه الفترة). • Differentiate between pre-Hijrah and post-Hijrah developments (التمييز بين التطورات قبل وبعد الهجرة). • Evaluate the significance of the first ten years AH in shaping the foundations of Islam (تقييم أهمية السنوات العشر الأولى للهجرة في تأسيس دعائم الإسلام).				
General Objective 2.0: Know the *Khilafa* up to 40 AH						
	2.1 Explain the concept of Caliphate (*Khilafah*) and its historical importance. 2.2 Identify the first four Caliphs (*al-Khulafā' al-Rāshidūn*) and their periods	• Explain the concept of *Khilafa* (Caliphate) (الخلافة) and its historical importance. • Identify the first	Textbooks, Journals, Internet, Computer, Projector, White Board, Marker,			

4-6	of rule. 2.3 Describe the major political, social, and religious developments during each Caliph's tenure. 2.4 Differentiate between the leadership styles and policies of each Caliph. 2.5 Explain the significance of the first 30 years AH in consolidating the foundations of the Islamic state and society.	four Caliphs (*al-Khulafā' al-Rāshidūn* / الخلفاء الراشدون) and their periods of rule. • Describe the major political, social, and religious developments during each Caliph's tenure (وصف التطورات السياسية والاجتماعية والدينية خلال فترة كل خليفة). • Differentiate between the leadership styles and policies of each Caliph (التمييز بين أساليب القيادة وسياسات كل خليفة). • Analyze the significance of the first 40 years AH in consolidating the foundations of the Islamic state and society (تقييم أهمية الأربعين سنة الأولى للهجرة في ترسيخ دعائم الدولة والمجتمع الإسلامي).	Chart,Writing materials etc			
General Objective 3.0: Understand the *Umayyad* period from 41 to 132 AH						

7-9	3.1 Explain the historical context and significance of the *Umayyad* period. 3.2 Identify the major *Umayyad* Caliphs and their periods of rule. 3.3 Describe the political, social, and administrative developments during the *Umayyad* period. 3.4 Differentiate between the governance and policies of the *Umayyad* rulers and the preceding *Rashidun* Caliphate. 3.5 Evaluate the impact of the *Umayyad* period on the consolidation and spread of Islamic civilization.	• Explain the historical context and significance of the *Umayyad* period (شرح السياق التاريخي وأهمية العصر الأموي). • Identify the major *Umayyad* Caliphs (تحديد الخلفاء الأمويين الرئيسيين) and their periods of rule. • Describe the political, social, and administrative developments during the *Umayyad* period (وصف التطورات السياسية والاجتماعية والإدارية خلال العصر الأموي). • Differentiate between the governance and policies of the *Umayyad* rulers and the preceding *Rashidun* Caliphate (التمييز بين أساليب الحكم وسياسات الأمويين والخلافة الراشدية). • Evaluate the impact of the *Umayyad* period on the consolidation and spread of Islamic civilization (تقييم أثر	Textbooks, Journals, Internet, Computer, Projector, White Board, Marker, Chart,Writing materials			

		العصر الأموي في ترسيخ وانتشار الحضارة الإسلامية).				
General Objective 4.0: Know the *Abbasid* period from 132 to 656 AH						
10-12	4.1 Explain the historical context and significance of the *Abbasid* period. 4.2 List major *Abbasid* Caliphs and their periods of rule. 4.3 Describe the political, social, and cultural developments during the *Abbasid* era. 4.4 Differentiate between *Abbasid* governance and that of the *Umayyad* period 4.5 Evaluate the overall impact of the *Abbasid* period on Islamic history, culture, and intellectual development.	• Explain the historical context and significance of the *Abbasid* period (شرح السياق التاريخي وأهمية العصر العباسي). • Explain major *Abbasid* Caliphs (تحديد الخلفاء العباسيين الرئيسيين) and their periods of rule. • Describe the political, social, and cultural developments during the *Abbasid* era (وصف التطورات السياسية والاجتماعية والثقافية خلال العصر العباسي). • Differentiate between Abbasid governance and that of the Umayyad period (التمييز بين الحكم العباسي والحكم	Textbooks, Journals, Internet, Computer, Projector, White Board, Marker, Chart,Writing materials			

		الأموي). • Evaluate the overall impact of the Abbasid period on Islamic history, culture, and intellectual development (تقييم الأثر العام للعصر العباسي على التاريخ الإسلامي والثقافة والتطور الفكري).				
General Objective 5.0: Appreciate the Role of Imams of *Ahl al-Bayt* in the two Eras (Umayyad & Abbasid)						
13-15	5.1 Explain the concept of *Ahl al-Bayt* and their historical significance. 5.2 Identify prominent Imams of *Ahl al-Bayt* during the *Umayyad* and *Abbasid* periods. 5.3 Describe their political, social, and religious roles during these two eras 5.4 Differentiate between the activities and influence of *Ahl al-Bayt* Imams in the *Umayyad* period versus the *Abbasid* period. 5.5 Explain the impact of the *Imams'* actions on the development of Shia thought	• Explain the concept of *Ahl al-Bayt* (أهل البيت) and their historical significance. • Explain prominent Imams of *Ahl al-Bayt* during the *Umayyad* (الأموي) and *Abbasid* (العباسي) periods. • Describe their political, social, and religious roles during these two eras (وصف دورهم السياسي والاجتماعي والديني في العصرين الأموي والعباسي). • Differentiate between the activities and influence of *Ahl al-Bayt* Imams in the	Textbooks, Journals, Internet, Computer, Projector, White Board, Marker, Chart,Writing materials etc			

	and broader Islamic history.	*Umayyad* period versus the *Abbasid* period (التمييز بين نشاط وتأثير أئمة أهل البيت في العصر الأموي مقارنة بالعصر العباسي). • Evaluate the impact of the Imams' actions on the development of *Shia* thought and broader Islamic history (تقييم أثر أفعال الأئمة على تطور الفكر الشيعي والتاريخ الإسلامي العام).				
COURSE ASSESSMENT COURSE WORK: 20% TEXT/ASSIGNMENT: 20% EXAMINATION: 60% TOTAL: 100%						

PROGRAMME: NATIONAL DIPLOMA IN ISLAM AND DEVELOPMENT		
COURSE TITLE: ISLAM IN NIGERIA	**Course Code: ISD 117**	**Contact Hours: 2 Hrs/Week**
	Credit Unit: 2	**Theoretical: 2 Hrs/Week**
Year: I Semester: I	**Pre-requisite:**	**Practical: 0**

GOAL: This course is designed to acquaint students with knowledge and skills in acquiring **a comprehensive understanding of the history and spread of Islam in West Africa, including its introduction, key agents, regional developments, revival movements, prominent Islamic brotherhoods, and the formation of multi-religious Nigeria.**

GENERAL OBJECTIVES:

On completion of this course, the students should be able to:

1.0 Understand conceptual framework of Islam in West Africa;
2.0 Understand the Entry of Islam into Kanem -Borno;
3.0 Understand Islam in Hausa Land;
4.0 Understand Islam in the Yoruba Land;
5.0 Understand Islam in the Igbo Land;
6.0 Know the Agents who Spread Islam in West Africa;
7.0 Understand Revival of Islam by Uthman Bin Fodio and the Emergence of the Sokoto Caliphate;
8.0 Understand Prominent Islamic Bodies in Nigeria;
9.0 Understand the Formation of Nigeria and its Multi-Religious Nature.

PROGRAMME: NATIONAL DIPLOMA IN ISLAM AND DEVELOPMENT		
COURSE TITLE: ISLAM IN NIGERIA	**COURSE CODE: ISD 117**	**Contact Hours: 2 Hrs/Week**
	Credit Unit: 2	**Theoretical: 2 Hrs/Week**
Year: I Semester: I	**Pre-requisite:**	**Practical: 0**
COURSE SPECIFICATION: THEORETICAL AND PRACTICAL		
GOAL: This course is designed to acquaint students with knowledge and skills in acquiring a comprehensive understanding of the history and spread of Islam in West Africa, including its introduction, key agents, regional developments, revival movements, prominent Islamic brotherhoods, and the formation of multi-religious Nigeria.		
GENERAL OBJECTIVE 1.0: Understand conceptual framework of Islam in West Africa		

THEORETICAL CONTENT				**PRACTICAL CONTENT**		
Week	**Specific Learning Outcome**	**Teacher's Activities**	**Resources**	**Specific Learning Outcome**	**Teacher's Activities**	**Resources**
1	1.1 Explain the historical introduction and spread of Islam in West Africa. 1.2 Identify key Islamic empires, states, and movements in West Africa, such as Ghana, Mali, Songhai, and Sokoto Caliphate. 1.3 Describe the major intellectual, religious, and social institutions that	• Explain the historical introduction and spread of Islam in West Africa (شرح التاريخ ونشر الإسلام في غرب أفريقيا). • Explain key Islamic empires, states, and movements in West Africa, such as Ghana, Mali, Songhai, and Sokoto Caliphate	Textbooks, Journals, Internet, Computer, Projector, White Board, Marker, Video clips, Chart			

	shaped Islam in the region. 1.4 Differentiate between traditional African religious practices and Islam. 1.5 Explain the processes of Islamization in West Africa. 1.6 Explain the impact of historical and cultural contexts on the development of Islam in West Africa.	الإمبراطوريات والدول الإسلامية مثل غانا ومالي وسونغاي وخلافة سفّوطو). • Describe the major intellectual, religious, and social institutions that shaped Islam in the region (وصف المؤسسات الدينية والاجتماعية والفكرية التي شكلت الإسلام في المنطقة). • Differentiate between traditional African religious practices and Islam, and explain processes of Islamization (التمييز بين الممارسات الدينية التقليدية والإسلام وشرح عمليات الأسلمة). • Evaluate the impact of historical and cultural contexts on the development of Islam in West Africa (تقييم تأثير السياق التاريخي والثقافي على تطور الإسلام في غرب أفريقيا). • Analyze the				

		contributions of West African scholars, traders, and missionaries in spreading Islamic knowledge (تحليل مساهمات العلماء والتجار والدعاة في غرب أفريقيا في نشر المعرفة الإسلامية). • Apply the conceptual framework to understand contemporary Islamic practices and institutions in West Africa (تطبيق الإطار المفاهيمي لفهم الممارسات والمؤسسات الإسلامية المعاصرة في غرب أفريقيا).				
General Objective 2.0: Understand the Entry of Islam into Kanem-Borno						
2	2.1 Explain the historical introduction of Islam into the Kanem-Borno region. 2.2 Identify key figures, such as rulers and Islamic scholars, who facilitated the spread of Islam. 2.3 Describe the role of trade, diplomacy, and education in	• Explain the historical introduction of Islam into the Kanem-Borno region (شرح دخول الإسلام تاريخياً إلى منطقة كانم وبورنو). • Explain key figures, such as rulers and Islamic scholars, who facilitated the spread	Textbooks, Journals, Internet, Computer, Projector, White Board, Marker, Video clips, Chart etc			

	the propagation of Islam. 2.4 Differentiate between pre-Islamic religious practices and the Islamic system introduced in Kanem-Borno. 2.5 Evaluate the significance of Islam's introduction in shaping religious and cultural identity in Kanem-Borno.	of Islam (تحديد الشخصيات الرئيسية مثل الحكام والعلماء الذين ساهموا في نشر الإسلام). • Describe the role of trade, diplomacy, and education in the propagation of Islam (وصف دور التجارة والدبلوماسية والتعليم في نشر الإسلام). • Classify pre-Islamic religious practices and the Islamic system introduced in Kanem-Borno (التمييز بين الممارسات الدينية قبل الإسلام والنظام الإسلامي الذي أُدخل إلى كانم وبورنو). • Evaluate the significance of Islam's introduction in shaping religious and cultural identity in Kanem-Borno (تقييم أهمية دخول الإسلام في تشكيل الهوية الدينية والثقافية في كانم وبورنو). • Analyze the socio-political and cultural impact of Islam on				

		Kanem-Borno society (تحليل الأثر الاجتماعي والسياسي والثقافي للإسلام على مجتمع كانم وبورنو). • Apply knowledge of Islam's entry to understand the foundation of Islamic governance and scholarship in the region (تطبيق معرفة دخول الإسلام لفهم أسس الحكم والعلم الإسلامي في المنطقة).				
General Objective 3.0: Understand Islam in Hausa Land						
3-4	3.1 Discuss the historical timeline of the arrival and establishment of Islam in Hausaland. 3.2 List the key Hausa States (e.g., Kano, Katsina, Zaria) that played central roles in the early spread of Islam. 3.3 Describe the role of Muslim Scholars, Merchants, and rulers in promoting Islam in Hausa land. 3.4 Explain how Islamic beliefs, laws, and institutions influenced Hausa political	• Discuss the historical timeline of the arrival and establishment of Islam in Hausaland. • Explain the key Hausa states (e.g., Kano, Katsina, Zaria) that played central roles in the early spread of Islam. • Describe the role of Muslim scholars, merchants, and rulers in promoting Islam in Hausa society.	Textbooks, Journals, Internet, Computer, Projector, White Board, Marker, Video clips, Chart			

	systems, education, and social life. 3.5 Explain the contribution of Hausa scholars and centers of learning (e.g., Katsina and Kano) to Islamic scholarship and intellectual life. 3.6 Discuss the integration of Islamic practices with Hausa customs and traditions, including areas of convergence and tension. 3.7 Discuss the role of Islamic reform movements — particularly the Sokoto *Jihād* — in reshaping Islam in Hausaland.	• Explain how Islamic beliefs, laws, and institutions influenced Hausa political systems, education, and social life. • Explain the contribution of Hausa scholars and centers of learning (e.g., Katsina and Kano) to Islamic scholarship and intellectual life. • Discuss the integration of Islamic practices with Hausa customs and traditions, including areas of convergence and tension. • Discuss the role of Islamic reform movements — particularly the Sokoto *Jihād* — in reshaping Islam in Hausaland.				
General Objective 4.0: Understand Islam in Yoruba Land						
	4.1 Explain the historical introduction and spread of Islam in Yoruba Land.	• Explain the historical introduction and spread of Islam in the Yoruba Land (شرح	Textbooks, Journals, Internet, Computer,			

5-6	4.2 Identify key figures, including Ilorin scholars, rulers, and traders, who facilitated the Islamization in Yoruba Land. 4.3 Describe the role of trade routes, education, and missionary activities in the spread of Islam. 4.4 Differentiate between pre-Islamic religious practices and the Islamic system introduced. 4.5 Explain the significance of Islam in shaping religious identity, culture, and governance among the Yoruba.	دخول ونشر الإسلام في أرض اليوروبا تاريخياً). • Identify key figures, including scholars, rulers, and traders, who facilitated Islamization (تحديد الشخصيات الرئيسية مثل العلماء والحكام والتجار الذين ساهموا في انتشار الإسلام). • Describe the role of trade routes, education, and missionary activities in the spread of Islam (وصف دور طرق التجارة والتعليم والنشاطات الدعوية في نشر الإسلام). • Differentiate between pre-Islamic religious practices and the Islamic system introduced (التمييز بين الممارسات الدينية قبل الإسلام والنظام الإسلامي الذي أُدخل). • Evaluate the significance of Islam	Projector, White Board, Marker, Video clips, Chart			

		in shaping religious identity, culture, and governance among the Yoruba (تقييم أهمية الإسلام في تشكيل الهوية الدينية والثقافة والحكم بين اليوروبا). • Analyze the socio-cultural and political impact of Islam on Yoruba society (تحليل الأثر الاجتماعي والثقافي والسياسي للإسلام على مجتمع اليوروبا). • Apply knowledge of Islam in Yoruba Land to understand the foundation of Islamic institutions and practices in the region (تطبيق معرفة الإسلام في أرض اليوروبا لفهم أسس المؤسسات والممارسات الإسلامية في المنطقة).				
General Objective 5.0: Understand Islam in Igbo Land						
	5.1 Describe the historical background of the entry and spread of Islam in Igbo land. 5.2 Discuss the routes and	• Explain the historical background of the entry and spread of Islam in Igbo land.	Textbooks, Journals, Internet, Computer, Projector,			

7-8	agents (e.g. Traders, Migrants, and Missionaries) responsible for the introduction of Islam to the Igbo-speaking areas. 5.3 Explain the challenges and limitations Islam faced in gaining early acceptance in predominantly traditional and Christian Igbo communities. 5.4 Discuss the role of inter-ethnic migration, urbanization, and trade in the growth of Muslim communities in south-eastern Nigeria. 5.5 Explain the social and cultural dynamics between Islam and indigenous Igbo beliefs and customs.	• Explain the routes and agents (e.g., traders, migrants, and missionaries) responsible for the introduction of Islam to the Igbo-speaking areas. • Explain the challenges and limitations Islam faced in gaining early acceptance in predominantly traditional and Christian Igbo communities. • Explain the role of inter-ethnic migration, urbanization, and trade in the growth of Muslim communities in south-eastern Nigeria. • Explain the social and cultural dynamics between Islam and indigenous Igbo beliefs and customs.	White Board, Marker, Video clips, Chart			
General Objective 6.0: Know the Agents who Spread Islam in West Africa						

9-10	6.1 Identify key categories of agents who spread Islam in West Africa, such as Traders, Scholars, Missionaries and Rulers. 6.2 Explain the roles of different agents (as in 6.1 above). 6.3 Describe the methods employed by these agents to promote Islamic teachings. 6.4 Discuss the influence of religious, political, and economic agents on Islamization. 6.5 State the impact of these agents on the cultural, religious, and social development of West African societies.	• Explain the roles of different agents in spreading Islam in West Africa (شرح دور الوكلاء المختلفين في نشر الإسلام في غرب أفريقيا). • Identify key categories of agents, including traders (التجار), scholars (العلماء), missionaries (الدعاة), and rulers (الحكام). • Describe the methods employed by these agents to promote Islamic teachings (وصف الأساليب التي استخدمها هؤلاء الوكلاء لنشر التعاليم الإسلامية). • Differentiate between the influence of religious, political, and economic agents on Islamization (التمييز بين تأثير الوكلاء الدينيين والسياسيين والاقتصاديين على عملية الأسلمة). • Evaluate the impact of these agents on the cultural, religious, and social	Textbooks, Journals, Internet, Computer, Projector, White Board, Marker, Video clips, Chart			

		development of West African societies (تقييم تأثير هؤلاء الوكلاء على التطور الثقافي والديني والاجتماعي في مجتمعات غرب أفريقيا). • Analyze case studies of successful Islamic propagation by specific agents in West African regions (تحليل دراسات حالة عن نجاح نشر الإسلام من قبل وكلاء محددين في مناطق غرب أفريقيا). • Apply knowledge of agents' roles to understand contemporary Islamic institutions and practices in West Africa (تطبيق معرفة أدوار الوكلاء لفهم المؤسسات والممارسات الإسلامية المعاصرة في غرب أفريقيا).				
General Objective 7.0: Understand Revival of Islam by Uthman Bin Fodio and the Emergence of the Sokoto Caliphate						
11-12	7.1 Explain the historical context leading to the revival of Islam in Northern Nigeria.	• Explain the historical context leading to the revival of Islam in Northern Nigeria (شرح السياق التاريخي الذي أدى إلى	Textbooks, Journals, Internet, Computer, Projector,			

	7.2 Identify the role of Uthman Bin Fodio as a reformer, scholar, and leader. 7.3 Discuss the role played by Abdullahi bin Fodio, Muhammad Bello bin Uthman bin Fodio and Nana Asma'u Bint Uthman bin Fodio. 7.4 Describe the key teachings, reforms, and strategies employed by Uthman Bin Fodio to revive Islamic practices 7.5 Differentiate between pre-reform religious practices and post-reform Islamic governance. 7.6 Evaluate the significance of the Sokoto Caliphate in shaping religious, social, and political development in West Africa.	نهضة الإسلام في شمال نيجيريا). • Explain the role of Uthman Bin Fodio (عثمان بن فودي) as a reformer, scholar, and leader. • Describe the key teachings, reforms, and strategies employed by Uthman Bin Fodio to revive Islamic practices (وصف التعاليم والإصلاحات والاستراتيجيات التي استخدمها عثمان بن فودي لإحياء الممارسات الإسلامية). • Differentiate between pre-reform religious practices and post-reform Islamic governance (التمييز بين الممارسات الدينية قبل الإصلاح والحكم الإسلامي بعده). • Evaluate the significance of the Sokoto Caliphate in shaping religious, social, and political development in West Africa (تقييم أهمية خلافة سقّوطو في تشكيل التطور الديني	White Board, Marker, Video clips, Chart			

		والاجتماعي والسياسي في غرب أفريقيا). • Analyze the establishment of the Sokoto Caliphate (خلافة سقّوطو), including its structure, leadership, and influence on society (تحليل قيام خلافة سقّوطو بما في ذلك هيكلها وقيادتها وتأثيرها على المجتمع). • Apply lessons from Uthman Bin Fodio's revival movement to understand Islamic leadership, governance, and education (تطبيق الدروس المستفادة من حركة نهضة عثمان بن فودي لفهم القيادة الإسلامية والحكم والتعليم).				
General Objective 8.0: Understand Prominent Islamic Bodies in Nigeria						
	8.1 Explain the concept of Islamic bodies in Nigeria such as *Sufi* Orders, *Izala*,	• Explain the concept of Islamic brotherhoods (*tariqas* / الطرائق) and their	Textbooks, Journals, Internet, Computer,			

13	*Shi'a* and *Quraniyyun*. 8.2 Identify prominent *Sufi* Orders in Nigeria, such as *Qadiriyya*, *Tijaniyya*, and other major tariqas. 8.3 Differentiate between the *Sufi* Orders in terms of spiritual practices, rituals, and social influence. 8.4 Discuss the emergence and activities of *Izala* in Nigeria. 8.5 Explain the emergence and activities of *Shi'a* in Nigeria 8.6 Analyze the emergence and ideologies of *Qur'aniyyun* in Nigeria 8.7 Explain the significance of Islamic Bodies in promoting Islamic identity, community cohesion, and spiritual development in Nigeria.	role in religious life. • Identify prominent Islamic brotherhoods in Nigeria, such as *Qadiriyya* (القادرية), *Tijaniyya* (التجانية), and other major tariqas. • Describe the history, leaders, and key teachings of each brotherhood (وصف تاريخ كل أخوية، قادتها، وتعاليمها الأساسية). • Differentiate between the brotherhoods in terms of spiritual practices, rituals, and social influence (التمييز بين الأخويات من حيث الممارسات الروحية والشعائر والتأثير الاجتماعي). • Evaluate the significance of Islamic brotherhoods in promoting Islamic identity, community cohesion, and spiritual development (تقييم أهمية الأخويات الإسلامية في تعزيز الهوية الإسلامية والوئام المجتمعي والتنمية الروحية).	Projector, White Board, Marker, Video clips, Chart			

		• Analyze the impact of Islamic brotherhoods on the spread of Islam, education, and social organization in Nigeria (تحليل أثر الأخويات الإسلامية في نشر الإسلام والتعليم والتنظيم الاجتماعي في نيجيريا). • Apply knowledge of Islamic brotherhoods to understand contemporary religious practices and leadership in Nigeria (تطبيق معرفة الأخويات الإسلامية لفهم الممارسات الدينية والقيادة المعاصرة في نيجيريا).				
General Objective 9.0: Understand the Formation of Nigeria and its Multi-Religious Nature						
14-15	9.1 Explain the historical formation of Nigeria, including pre-colonial states, colonial amalgamation, and independence 9.2 List the major religious groups in Nigeria, such as Islam, Christianity, and Traditional African Religions.	• Explain the historical formation of Nigeria, including pre-colonial states, colonial amalgamation, and independence (شرح تكوين نيجيريا تاريخياً، بما في ذلك الدول ما قبل الاستعمار، الاتحاد الاستعماري، والاستقلال). • Explain the major religious groups in	Textbooks, Journals, Internet, Computer, Projector, White Board, Marker, Video clips, Charts etc.			

	9.3 Describe the distribution of religions across different regions and communities in Nigeria. 9.4 Differentiate between monotheistic and traditional religious practices in Nigeria. 9.5 Evaluate the challenges and opportunities presented by Nigeria's religious diversity for peace and social cohesion.	Nigeria, such as Islam (الإسلام), Christianity (المسيحية), and Traditional African Religions (الأديان التقليدية الأفريقية). • Describe the distribution of religions across different regions and communities (وصف توزيع الأديان في مختلف المناطق والمجتمعات). • Differentiate between monotheistic and traditional religious practices in Nigeria (التمييز بين الممارسات الدينية التوحيدية والتقليدية في نيجيريا). • Evaluate the challenges and opportunities presented by Nigeria's religious diversity for peace and social cohesion (تقييم التحديات والفرص الناتجة عن التنوع الديني في نيجيريا لتحقيق السلام والوئام الاجتماعي). • Analyze the interaction between religions in shaping				

		Nigerian society, politics, and culture (تحليل التفاعل بين الأديان في تشكيل المجتمع والسياسة والثقافة في نيجيريا). • Apply understanding of Nigeria's multi-religious nature to discuss issues of religious tolerance, dialogue, and national unity (تطبيق فهم طبيعة نيجيريا متعددة الأديان لمناقشة قضايا التسامح الديني والحوار والوحدة الوطنية).				
COURSE ASSESSMENT COURSE WORK: 20% TEXT/ASSIGNMENT: 20% EXAMINATION: 60% TOTAL: 100%						

PROGRAMME: NATIONAL DIPLOMA IN ISLAM AND DEVELOPMENT		
COURSE TITLE: INTRODUCTION TO DEVELOPMENT STUDIES	**Course Code: ISD 118**	**Contact Hours: 2 Hrs/Week**
	Credit Unit: 2	**Theoretical: 1 Hr/Week**
Year: I Semester: I	**Pre-requisite:**	**Practical: 1 Hr/week**
GOAL: This course is designed to equip students with knowledge and skills in acquiring a comprehensive understanding of Development Studies, including rural and urban development, gender and health issues, and the impact of the environment on human wellbeing from a global and Islamic perspectives.		
GENERAL OBJECTIVES: On completion of this course, the students should be able to: 1.0 Understand the concept of Development Studies; 2.0 Know the concept and challenges of rural development and urbanization; 3.0 Know gender and health issues in Development Studies; 4.0 Understand the role of environment on human wellbeing at global level taking into consideration Islamic perspective.		

PROGRAMME: NATIONAL DIPLOMA IN ISLAM AND DEVELOPMENT		
COURSE TITLE: INTRODUCTION TO DEVELOPMENT STUDIES	**COURSE CODE: ISD 118**	**Contact Hours: 2 Hrs/Week**
	Credit Unit: 2	**Theoretical: 1 Hr/Week**
Year: I Semester: I	**Pre-requisite:**	**Practical: 1 Hr/Week**

COURSE SPECIFICATION: THEORETICAL AND PRACTICAL

GOAL: This course is designed to equip students with knowledge and skills in acquiring a comprehensive understanding of Development Studies, including rural and urban development, gender and health issues, and the impact of the environment on human wellbeing from a global and Islamic perspectives.

GENERAL OBJECTIVE 1.0: Understand the concept of Development Studies.

THEORETICAL CONTENT				PRACTICAL CONTENT		
Week	**Specific Learning Outcome**	**Teacher's Activities**	**Resources**	**Specific Learning Outcome**	**Teacher's Activities**	**Resources**
1-3	1.1 Define development. 1.2 Explain the nature of development studies. 1.3 Explain the characteristics of development. 1.4 Explain economic development 1.5 Discuss the historical overview of development studies in selected communities. 1.6 Outline the reasons for underdevelopment in developing countries	•Introduce the meaning, scope, and evolution of Development Studies using simple real-life examples. • Use charts, videos, and short readings to explain key terms such as development, underdevelopment, human development, sustainability. • Facilitate class	Textbooks, Journals, Internet, Computer, Projector, White Board, Marker, Charts, etc.	• Identify development projects in the community (e.g., New road, Schools, Clinics etc) • Write a technical report on the identified projects in the	• Guide the students to: • Identify development projects in the community (e.g., new road, school, clinic) • Write a technical report on the identified	Charts Pictorial Videos

	1.7 Discuss strategies for the developing Nations to become developed 1.8 Explain the evolution of the concept of development and econometrics 1.9 Discuss development metrics such as: i. Gross Domestic Product (GDP) ii. Human Development Index (HDI) etc.	discussions on contemporary development issues in Nigeria and globally. • Compare different perspectives of development (economic, social, political, cultural). • Organize group work where students identify development challenges in their local communities. • Provide case studies to demonstrate how development theories are applied. • Discuss the sub components of GDP (GNP, NDP, GDP per capita etc) and HDI (the quality of life, standard of living, life expectancy, muti-dimentional poverty index etc).		community.	projects in the community	
General Objective 2.0: Know the concept and challenges of rural development and urbanization						

4-7	2.1 Discuss the meaning of rural areas and rural development. 2.2 Describe the meaning of urban areas and urbanization 2.3 Discuss the meaning of rural-urban migration. 2.4 Outline the factors leading to rural-urban migration. 2.5 Discuss the problems of urbanization in Nigeria. 2.6 Enumerate the possible solutions to the challenges of urbanization in Nigeria	• Introduce the meaning of rural development, urbanization, and rural–urban migration using diagrams and maps. • Use problem-solving sessions for students to highlight challenges of urban growth (housing, traffic, sanitation). • Facilitate group debates on solutions to rural and urban development challenges. • Provide local examples from Nigerian cities and rural communities to make lessons relatable. • Make reference to scholars works on urbanization policy of Sokoto Caliphate such as those in the History Department of ABU, Zaria.	Textbooks, Journals, Internet, Computer, Projector, White Board, Marker, Charts, etc.	• Undertake field trips to high density communities in rural and urban areas to identify the infrastructure and associated challenges. • Analyze case studies on rural-urban migration to propose practical solutions for urban problems	Guide the students to: • Undertake field trips to high density communities in rural and urban areas to identify the infrastructure and associated challenges. • Analyze case studies on rural-urban migration to propose practical solutions for urban problems	Charts Pictorial Videos
General Objective 3.0: Know gender and health issues in Development Studies						

8-10	3.1 Discuss the meaning of gender. 3.2 Enumerate the key concepts and terminologies relating to gender with emphasis on the difference between equality and equity. 3.3 Discuss the challenges affecting gender equity. 3.4 Explain the solutions to gender inequity 3.5 Discuss the meaning of health. 3.6 Explain the traditional and modern health concept. 3.7 Explain health care and health care systems. 3.8 Discuss the roles of primary, secondary and tertiary health facilities.	• Introduce key gender concepts (gender roles, equality, equity, stereotypes) using everyday life examples. • Use case studies to show how gender affects access to education, health, employment, and decision-making. • Analyze gender-based health issues such as maternal health, reproductive health, and gender-based violence. • Facilitate group discussions on how gender inequality hinders development. • Assign students to conduct mini-surveys on gender challenges within their communities. • Use videos and infographics to explain global and local trends in gender and health.	Textbooks, Journals, Internet, Computer, Projector, White Board, Marker, Charts, etc.	• Conduct comparative analysis of gender related issues in Nigeria with developed countries. • Write a technical report on legislation on gender related offences. • Review case studies on gender related issues vis a vis the Islamic perspective • Carry out a field trip to traditional, primary, secondary and tertiary health facilities.	Guide the students to: • Conduct comparative analysis of gender related issues in Nigeria with other societies. • Write a technical report on legislation on gender related offences. • Review case studies on gender related issues vis a vis the Islamic perspective • Carry out a field trip to traditional, primary, secondary and tertiary health facilities.	
General Objective 4.0: Understand the role of environment on human wellbeing at global level taking into consideration Islamic perspective.						

11-15	1.1 Explain the meaning of environment and its constituents. 1.2 Discuss notable types and components of environments. 1.3 Describe the importance of the environment. 1.4 Discuss the essence of effective and efficient waste management. 1.5 Describe the importance of green environment. 1.6 Explain ecosystem and its components. 1.7 Explain the concept of environmental sustainability. 1.8 Discuss the concept of oceanography with emphasis on its importance to the blue economy. 1.9 Explain climate change and how to mitigate its impact on the environment from Islamic perspective.	• Introduce the meaning of environment, environmental health, and global environmental challenges (climate change, pollution, deforestation). • Use maps and visuals to show global environmental problems and how they affect human wellbeing. • Teach Islamic principles of environmental stewardship (khalifah), conservation, moderation (*wasatiyyah*), and prohibition of waste (*israf*). • Explain the Qur'anic verses and Hadith that emphasize care for nature and sustainable living. • Facilitate class discussions comparing global environmental policies with Islamic	Textbooks(Sheikh Zindhani), Journals, Internet, Computer, Projector, White Board, Marker, Charts, World water report, UN population report, etc	• Carry out field trips to refuse dump areas and analyze their impact on the environment	Guide the student to : • Carry out field trips to refuse dump areas and analyze their impact on the environment	

		environmental ethics. • Guide students to identify local environmental problems and propose solutions inspired by Islamic teachings. • Organize practical activities such as school sanitation exercises, tree-planting awareness, or recycling demonstrations.				
COURSE ASSESSMENT COURSE WORK: 10% TESTS: 10% PRACTICAL: 40% EXAMINATION: 40% TOTAL: 100%						

PROGRAMME: NATIONAL DIPLOMA IN ISLAM AND DEVELOPMENT		
COURSE TITLE: INTRODUCTION TO ISLAMIC FINANCIAL SYSTEM	**Course Code: ISD 119**	**Contact Hours: 2 Hrs/Week**
	Credit Unit: 2	**Theoretical: 2 Hrs/Week**
Year: 1 Semester: 1	**Pre-requisite:**	**Practical: 0**
GOAL: This course is designed to equip students with basic knowledge and skills in Islamic financial system.		

GENERAL OBJECTIVES:

On completion of this course, the students should be able to:

1.0 Understand the fundamental concepts and the evolution of Islamic Financial System (IFS);

2.0 Know the Philosophical Foundations of Islamic Financial System (IFS);

3.0 Know the Wisdom Behind the Prohibition of *Riba* (Interest/Usury);

4.0 Understand Different Instruments to Satisfy Providers and Beneficiaries of Money;

5.0 Know the Basic Framework for Islamic Financial System (IFS);

6.0 Understand the Structure of the Nigerian Financial System.

PROGRAMME: NATIONAL DIPLOMA IN ISLAM AND DEVELOPMENT		
COURSE TITLE: INTRODUCTION TO ISLAMIC FINANCIAL SYSTEM	COURSE CODE: ISD 119	Contact Hours: 2 Hrs/Week
	Credit Unit: 2	Theoretical: 2 Hrs/Week
Year: 1 Semester: One	Pre-requisite:	Practical: 0
COURSE SPECIFIFCATION: THEORETICAL AND PRACTICAL		
GOAL: This course is designed to equip students with basic knowledge and skills in Islamic financial system		
GENERAL OBJECTIVE 1.0: Understand the fundamental concepts and the evolution of Islamic Financial System		

THEORETICAL CONTENT				PRACTICAL CONTENT		
Week	**Specific Learning Outcome**	**Teacher's Activities**	**Resources**	**Specific Learning Outcome**	**Teacher's Activities**	**Resources**
1-3	1.1 Define Islamic Financial system. 1.2 Discuss the differences between Islamic Finance and Islamic Financial System. 1.3 Explain the rapid and continuous growth of Islamic Financial System. 1.4 Relate the modern Islamic Financial System as alternative to	• Present a timeline chart showing major milestones in the development of Islamic finance. • Use storytelling to explain how Islamic	Textbooks, Sample Documents, Chart, Pictorials, Marker Boards, Computers, Projector, Journals, Documentary clips			

	conventional financial transactions. 1.5 Explain the objectives of Shariah compliant financial transactions.	Finance emerged from early Islamic economic principles to modern institutions. • Show short documentary clips or case studies on the growth of Islamic banks globally. • Facilitate a class discussion comparing conventional financial evolution with Islamic financial evolution. • Assign students to research and present on key historical figures or				

		institutions in Islamic Finance				
General Objective 2.0: Know the Philosophical Foundations of Islamic Financial System						
4-6	2.1 Explain relevant Qur'anic verses and *Hadith* related to Islamic Financial System. 2.2 Explain the moral, social and economic aspects of Islamic Financial System. 2.3 Describe how Islamic Financial System helps to achieve social justice and equitable distribution of wealth. 2.4 Differentiate between conventional and Islamic Financing methods.	• Deliver a mini-lecture on Shariah principles, including justice, equity, and risk-sharing. • Use Qur'anic verses and Hadith excerpts (non-doctrinal, educational context) to illustrate ethical foundations. • Organize a group brainstorming session on how Islamic finance promotes	Textbooks, Sample Documents, Chart, Pictorials, Marker Boards, Computers, Projector, Journals, Documentary clips			

		social justice. • Provide real-life examples of ethical dilemmas and ask students to analyse them using Islamic principles. • Facilitate a debate on the differences between Islamic and Western economic philosophies.				
General Objective 3.0: Know the Wisdom Behind the Prohibition of Riba (Interest/Usury)						
7-9	3.1 Explain the concept of risk Sharing. 3.2 Define entrepreneurship elements in Islamic Financial System. 3.3 Discuss speculative behaviour and emphasize	• Explain the concept of *riba* (interest) using simple financial examples. • Use role-play where students act as bankers	Textbooks, Sample Documents, Chart, Pictorials, Marker Boards, Computers, Projector, Journals, Documentary clips			

	its sanctity of contacts. 3.4 Explain why Interest is prohibited in Islam. 3.5 Summarise how prohibition of fixed returns promotes justice. 3.6 Differentiate between profit sharing in the *Shariah* and interest-based contracts.	and clients comparing interest-based vs. profit-sharing contracts. • Present case studies of *Murabaha*, *Mudarabah*, and *Musharakah* to show alternatives to interest. • Conduct a class quiz to reinforce understanding of prohibited vs. permissible financial practices. • Guide students to analyse Quranic injunctions related to *riba* in a non-devotional				

		, academic manner.				
General Objective 4.0: Understand Different Instruments to Satisfy Providers and Beneficiaries of Money						
10-11	4.1 Explain the providers and beneficiaries of money. 4.2 Identify the basic instruments of Islamic Finance. 4.3 Explain how each instrument works to comply with the Sharia requirements. 4.4 Distinguish between debt-based and equity-based instruments. 4.5 Explain how instruments allocate risk return and control between parties.	• Provide a chart or table summarizing Islamic financial instruments (*Murabaha*, *Ijara*, *Sukuk*, etc.). • Use real-world examples from Islamic banks to explain how each instrument works. • Divide students into groups to simulate transactions using	Text Books, Sample Documents, Chart, Pictorials, Marker Boards, Computers, Projector, Journals			

		different Islamic instruments. • Invite a guest speaker from an Islamic financial institution (if available). • Assign students to compare Islamic instruments with conventional ones.				
General Objective 5.0: Know the Basic Framework for Islamic Financial System						
12-13	5.1 Explain the rules and regulations extracted from the sources of the Sharia governing Islamic Financial System. 5.2 Describe the roles of the Shariah in regulating financial activities	• Explain the institutional framework: Shariah boards, regulatory bodies, Islamic banks, takaful, etc.	Textbooks Sample Documents Chart Pictorials Marker Boards Computers Projector Journals etc			

	between the provider and beneficiary of money. 5.3 Explain how Islamic ethics promotes contracts financing, management and execution. 5.4 Describe the moral responsibilities of individuals and Institutions involved in Islamic financial contracts. 5.5 Differentiate between Islamic and conventional financing of contracts.	• Show organizational charts of typical Islamic financial institutions. • Assign students to create posters illustrating the framework. • Use case studies of how Islamic banks ensure Shariah compliance. • Facilitate a Q&A session to clarify how the framework ensures ethical and legal compliance.				
General Objective 6.0: Understand the Structure of the Nigerian Financial System						
14-15	6.1. Explain the Nigerian Financial System. 6.2. Explain the evolution of Islamic financial system	• Present an overview of Islamic finance institutions in	Text Books Sample Documents Chart Pictorials Marker Boards			

	in Nigeria in contemporary setting. 6.3. Explain the sectors in the Nigerian Financial System e.g. Insurance, Bonds, Stock Markets, Islamic Banking, *Takaful*, Conventional Banking Systems, Fintech, Non-Interest Banking etc. 6.4. Explain the functions of regulatory agencies in the Nigerian Financial System. 6.5. Describe the functions of money and capital markets in Nigeria. 6.6. Examine the impact of Government policies on Nigeria financial structure.	Nigeria (e.g., Jaiz Bank, TAJ Bank, Lotus Capital). • Explain the regulatory environment, including the role of CBN and NAICOM. • Organize a class research project on the growth of Islamic finance in Nigeria. • Use maps and charts to show the spread of Islamic financial services across the country. • Invite students to compare Nigeria's IFS structure with	Computers Projector Journals منتا			

		that of Malaysia or Saudi Arabia.				
COURSE ASSESSMENT COURSE WORK: 20% TEST/ASSIGNMENTS 20% EXAMINATION: 60% TOTAL: 100%						

NATIONAL BOARD FOR TECHNICAL EDUCATION
NBTE

YEAR I SEMESTER II COURSES

PROGRAMME: NATIONAL DIPLOMA IN ISLAM AND DEVELOPMENT		
COURSE TITLE: ARABIC GRAMMAR AND MORPHOLOGY II	**Course Code: ISD 121**	**Contact Hours: 2**
	Credit Unit: 2	**Theoretical: 1Hr/Week**
Year: I Semester: II	**Pre-requisite:**	**Practical: 1 Hr/Week**
GOAL: This course is designed to equip students with knowledge and skills in mastering advanced Arabic grammar, focusing on the continuous tense, noun types, conjugation patterns, and rules governing inflected and non-inflected nouns for accurate usage and analysis.		

GENERAL OBJECTIVES:

On completion of this course, the students should be able to:

1.0 Understand *al-Nawassib* and *al-Jawazim* of the continuous tense;
2.0 Know the permissibility to start tense with common noun;
3.0 Know the permissibility of deleting subject or predicate in a tense;
4.0 Understand nouns that resemble the verb *(الأسماء التي تعمل عمل فعلها)*;
5.0 Understand number phrase and its rules**;**
6.0 **U**nderstand inflected nouns and non-inflected nouns;
7.0 Know conjugations of word base and nouns similar to verbs;
8.0 Know the conjugations of the plural forms;
9.0 Understand genus nouns and proper nouns;
10.0 Understand the conjugations of non-inflected nouns.

PROGRAMME: NATIONAL DIPLOMA IN ISLAM AND DEVELOPMENT		
COURSE TITLE: ARABIC GRAMMAR AND MORPHOLOGY II	**COURSE CODE: ISD 121**	**Contact Hours: 2 Hrs/Week**
	Credit Unit: 2	**Theoretical: 1 Hr/Week**
Year: I Semester: II	**Pre-requisite:**	**Practical: 1 Hr/week**
COURSE SPECIFICATION: THEORETICAL AND PRACTICAL		
GOAL: This course is designed to equip students with knowledge and skills in mastering advanced Arabic grammar, focusing on the continuous tense, noun types, conjugation patterns, and rules governing inflected and non-inflected nouns for accurate usage and analysis.		
GENERAL OBJECTIVE 1.0: Understand *al-Nawassib* and *al-Jawazim* of the continuous tense		

THEORETICAL CONTENT				PRACTICAL CONTENT		
Week	**Specific Learning Outcome**	**Teacher's Activities**	**Resources**	**Specific Learning Outcome**	**Teacher's Activities**	**Resources**
1-2	1.1 Explain the meaning of الفعل المضارعand its grammatical status in Arabic. 1.2 Explain النواصبand الجوازمand their effects on الفعل المضارع. 1.3 Identify common النواصب such as أن، لن، كي، حتى، لام التعليل. 1.4 Identify common الجوازم such as لم، لما، لا الناهية، لام الأمر.	• Explain the meaning of الفعل المضارعand its grammatical status in Arabic. • Define النواصبand الجوازمand explain their effects on الفعل المضارع. • Identify common النواصبsuch as أن، لن، كي، حتى، لام التعليل. • Identify common الجوازمsuch as لم، لما،	Textbooks, Journals, Internet, Computer, Projector, White Board, Marker, Video clips, Chart etc	• Apply النواصب correctly by changing الفعل المضارعto the منصوب form in given sentences. • Apply الجوازم correctly by changing الفعل المضارعto the مجزوم form in given sentences. • Analyze simple Arabic sentences to	• Guide students to: Apply النواصب correctly by changing الفعل المضارعto the منصوب form in given sentences. • Apply الجوازم correctly by changing الفعل المضارعto the مجزوم form in given sentences.	Arabic language laboratory, Practical Manual, Writing Materials etc

	1.5 Differentiate between the grammatical impact of الفعل الجوازمon and النواصب المضارع.	لا الناهية، لام الأمر. • Differentiate between the grammatical impact of النواصبand الفعل الجوازمon المضارع. • This course should be taught and learnt in Arabic language (Language Policy)		determine whether الفعل المضارعis مرفوع، منصوبor مجزوم. • Construct correct Arabic sentences using النواصبand الجوازمappropriately.	• Analyze simple Arabic sentences to determine whether الفعل المضارعis مرفوع، منصوبor مجزوم. • Construct correct Arabic sentences using النواصبand الجوازم appropriately.	
General Objective 2.0: Know the permissibility to start tense with common noun						
3-4	2.1 Explain the concept of الابتداء بالنكرةin Arabic grammar. 2.2 Identify the conditions under which النكرةmay be used at the beginning of a sentence. 2.3 List common cases of جواز الابتداء بالنكرةsuch as when it is موصوفة، مضافة، مسبوقة بنفي أو استفهام، أو عامة الشمول. 2.4 Differentiate between acceptable and	• Explain the concept of الابتداء بالنكرةin Arabic grammar. • Identify the conditions under which النكرةmay be used at the beginning of a sentence. • List common cases of جواز الابتداء بالنكرةsuch as when it is موصوفة، مضافة،	Textbooks, Journals, Internet, Computer, Projector, White Board, Marker, Video clips, Chart etc	• Analyze simple Arabic sentences to determine whether الابتداء بالنكرةis grammatically correct. • Construct correct Arabic nominal sentences that begin with نكرة in permissible contexts. • Correct	Guide students to: • Analyze simple Arabic sentences to determine whether الابتداء بالنكرةis grammatically correct. • Construct correct Arabic nominal sentences that begin with نكرة in permissible	Arabic language laboratory, Practical Manual, Writing Materials etc

	unacceptable uses of النكرة at the beginning of a sentence.	مسبوقة بنفي أو استفهام، أو عامة الشمول. • Differentiate between acceptable and unacceptable uses of النكرةat the beginning of a sentence.		sentences where الابتداء بالنكرةis used incorrectly. •	contexts. • Correct sentences where الابتداء بالنكرةis used incorrectly.	
General Objective 3.0: Know the permissibility of deleting subject or predicate in a tense						
5-6	3.1 Explain the concept of deletion in Arabic grammar (الحذف). 3.2 Define the subject and the predicate in a nominal sentence (المبتدأ والخبر في الجملة الاسمية). 3.3 Identify situations in which deleting the subject is permissible (جواز حذف المبتدأ). 3.4 Identify situations in which deleting the predicate is permissible (جواز حذف الخبر). 3.5 Differentiate between permissible and impermissible deletion of the subject or predicate	• Explain the concept of deletion in Arabic grammar (الحذف). • Define the subject and the predicate in a nominal sentence (المبتدأ والخبر في الجملة الاسمية). • Identify situations in which deleting the subject is permissible (جواز حذف المبتدأ). • Identify situations in which deleting the predicate is permissible (جواز حذف الخبر).	Textbooks, Journals, Internet, Computer, Projector, White Board, Marker, Video clips, Chart etc	• Analyze simple Arabic sentences to determine whether the subject or predicate has been deleted (تحليل الجملة الاسمية). • Complete sentences by correctly supplying a deleted subject or predicate (تقدير المحذوف من المبتدأ أو الخبر). • Construct correct nominal sentences that demonstrate permissible deletion of the subject or predicate (إنشاء جملة	• Guide students to: • Analyze simple Arabic sentences to determine whether the subject or predicate has been deleted (تحليل الجملة الاسمية). • Complete sentences by correctly supplying a deleted subject or	Arabic language laboratory, Practical Manual, Writing Materials etc

	التمييز بين الحذف الجائز وغير الجائز).	• Draw a parallel between permissible and impermissible deletion of the subject or predicate (التمييز بين الحذف الجائز وغير الجائز).		اسمية مع حذف جائز).	predicate (تقدير المحذوف من المبتدأ أو الخبر). • Construct correct nominal sentences that demonstrate permissible deletion of the subject or predicate (إنشاء جملة اسمية مع حذف جائز).	
General Objective 4.0: Understand nouns that resemble the verb *(الأسماء التي تعمل عمل فعلها)*						
7-8	4.1 Explain the concept of nouns that function like verbs (الأسماء التي تعمل عمل فعلها). 4.2 Identify the main types of nouns that resemble the verb, such as the active participle (اسم الفاعل), passive participle (اسم المفعول), verbal noun (المصدر), and adjective resembling the active	• Explain the concept of nouns that function like verbs (الأسماء التي تعمل عمل فعلها). • Identify the main types of nouns that resemble the verb, such as the active participle (اسم الفاعل), passive participle (اسم المفعول), verbal noun (المصدر), and	Textbooks, Journals, Internet, Computer, Projector, White Board, Marker, Video clips, Chart etc	• Analyze simple Arabic sentences to determine the grammatical effect of these nouns on other words (إعراب الأسماء التي تعمل عمل فعلها). • Apply nouns that resemble verbs correctly	Guide students to: • Analyze simple Arabic sentences to determine the grammatical effect of these nouns on other words	Arabic language laboratory, Practical Manual, Writing Materials etc

	participle (الصفة المشبهة باسم الفاعل). 4.3 Describe the grammatical conditions under which these nouns function like verbs (شروط عمل الأسماء). 4.4 Differentiate between nouns that function like verbs and those that do not (التمييز بين العامل وغير العامل). (تحتوي على أسماء تعمل عمل فعلها	adjective resembling the active participle (الصفة المشبهة باسم الفاعل). • Describe the grammatical conditions under which these nouns function like verbs (شروط عمل الأسماء). • Differentiate between nouns that function like verbs and those that do not (التمييز بين العامل وغير العامل). تحتوي على أسماءتعمل عمل فعلها)		in sentences by assigning proper subjects and objects (تطبيق عمل اسم الفاعل واسم المفعول ونحوهما). • Construct correct Arabic sentences using nouns that function like verbs (إنشاء جمل • Correct common errors related to the use of nouns that resemble verbs (تصحيح الأخطاء النحوية)	(إعراب الأسماء التي تعمل عمل فعلها). • Apply nouns that resemble verbs correctly in sentences by assigning proper subjects and objects (تطبيق عمل اسم الفاعل واسم المفعول ونحوهما). • Construct correct Arabic sentences using nouns that function like verbs (إنشاء جمل) • Correct common errors	

					related to the use of nouns that resemble verbs (تصحيح الأخطاء النحوية)	
General Objective 5.0: Understand number phrase and its rules						
9	5.1 Explain the concept of number phrase in Arabic grammar (أسلوب العدد). 5.2 Identify the components of the number phrase, namely the number and the counted noun (العدد والمعدود). 5.3 Describe the rules governing agreement and disagreement between number and counted noun (أحكام التذكير والتأنيث في العدد). 5.4 Differentiate between the forms of numbers from one to ten and their usage (العدد من واحد إلى عشرة). 5.5 Explain the rules of compound numbers and	• Explain the concept of number phrase in Arabic grammar (أسلوب العدد). • Identify the components of the number phrase, namely the number and the counted noun (العدد والمعدود). • Describe the rules governing agreement and disagreement between number and counted noun (أحكام التذكير والتأنيث في العدد).	Textbooks, Journals, Internet, Computer, Projector, White Board, Marker, Video clips, Chart etc			

	tens (الأعداد المركبة والعقود).	• Differentiate between the forms of numbers from one to ten and their usage (العدد من واحد إلى عشرة). • Explain the rules of compound numbers and tens (الأعداد المركبة والعقود). • The teacher should note that the components of number phrase ( ) should be well explained following the rules governing agreement and disagreement between number and counted nouns in sequence.				
General Objective 6.0: Understand inflected nouns and non-inflected nouns						
10-11	6.1 Explain the concept of inflection and non-	• Explain the concept of	Textbooks, Journals, Internet,	• Analyze simple Arabic sentences	• Guide students to:	Arabic language laboratory, Practical Manual,

	inflection in Arabic grammar (الإعراب والبناء). 6.2 Define inflected nouns and non-inflected nouns (الاسم المعرب والاسم المبني). 6.3 Identify common types of inflected nouns (أنواع الاسم المعرب). 6.4 Identify common types of non-inflected nouns (أنواع الاسم المبني). 6.5 Differentiate between inflected and non-inflected nouns based on their endings and grammatical positions (التمييز بين المعرب والمبني).	inflection and non-inflection in Arabic grammar (الإعراب والبناء). • Define inflected nouns and non-inflected nouns (الاسم المعرب والاسم المبني). • Identify common types of inflected nouns (أنواع الاسم المعرب). • Identify common types of non-inflected nouns (أنواع الاسم المبني). • Differentiate between inflected and non-inflected nouns based on their endings and grammatical positions (التمييز بين المعرب والمبني).	Computer, Projector, White Board, Marker, Video clips, Chart etc	to determine whether nouns are inflected or non-inflected (إعراب الاسم المعرب وتحديد الاسم المبني). • Apply correct case endings to inflected nouns according to their grammatical functions (تطبيق علامات الإعراب). • Construct correct Arabic sentences containing both inflected and non-inflected nouns (إنشاء جمل تضم أسماء معربة ومبنية). • Correct common errors related to the misuse of inflected and non-inflected nouns (تصحيح	• Analyze simple Arabic sentences to determine whether nouns are inflected or non-inflected (إعراب الاسم المعرب وتحديد الاسم المبني). • Apply correct case endings to inflected nouns according to their grammatical functions (تطبيق علامات الإعراب). • Construct correct Arabic sentences containing both inflected	Writing Materials etc

				الأخطاء النحوية).	and non-inflected nouns (إنشاء جمل تضم أسماء معربة ومبنية). • Correct common errors related to the misuse of inflected and non-inflected nouns (تصحيح الأخطاء النحوية)	
General Objective 7.0: Know conjugations of word base and nouns similar to verbs						
12	7.1 Explain the concept of verbal noun and its conjugational patterns (المصدر وأوزانه). 7.2 Identify common patterns of verbal noun derived from triliteral and quadrilateral verbs (مصادر الثلاثي والرباعي). 7.3 Define nouns that function like verbs and	• Explain the concept of the verbal noun and its conjugational patterns (المصدر وأوزانه). • Identify common patterns of the verbal noun derived from triliteral and	Textbooks, Journals, Internet, Computer, Projector, White Board, Marker, Video clips, Chart etc	• Analyze simple Arabic sentences to determine the correct pattern of the verbal noun or noun similar to a verb (تحليل الأوزان الصرفية). • Apply correct patterns of the	• Guide students to: • Analyze simple Arabic sentences to determine the correct pattern of the verbal noun or	Arabic language laboratory, Practical Manual, Writing Materials etc

	describe their forms (الأسماء التي تعمل عمل فعلها). 7.4 Identify the patterns of active participle and passive participle (أوزان اسم الفاعل واسم المفعول). 7.5 Differentiate between verbal noun and nouns similar to verbs in form and function (التمييز بين المصدر والأسماء العاملة).	quadrilateral verbs (مصادر الثلاثي والرباعي). • Define nouns that function like verbs and describe their forms (الأسماء التي تعمل عمل فعلها). • Identify the patterns of active participle and passive participle (أوزان اسم الفاعل واسم المفعول). • Differentiate between the verbal noun and nouns similar to verbs in form and function (التمييز بين المصدر والأسماء العاملة).		verbal noun and nouns similar to verbs in sentence construction (تطبيق الأوزان في الجملة). • Construct correct Arabic sentences using different forms of the verbal noun, active participle, and passive participle (إنشاء جمل بالمصدر واسم الفاعل واسم المفعول). • Correct common errors related to the conjugation and usage of these forms (تصحيح الأخطاء الصرفية).	noun similar to a verb (تحليل الأوزان الصرفية). • Apply correct patterns of the verbal noun and nouns similar to verbs in sentence construction (تطبيق الأوزان في الجملة). • Construct correct Arabic sentences using different forms of the verbal noun, active participle, and passive participle (إنشاء جمل بالمصدر واسم الفاعل واسم	

					المفعول). • Correct common errors related to the conjugation and usage of these forms (تصحيح الأخطاء الصرفية).	
General Objective 8.0: Know the conjugations of the plural forms						
13	8.1 Explain the concept of plural forms in Arabic morphology (الجمع في اللغة العربية). 8.2 Identify the main types of plural in Arabic: sound masculine plural (جمع المذكر السالم), sound feminine plural (جمع المؤنث السالم), and broken plural (جمع التكسير). 8.3 Describe the formation rules of the sound masculine and sound feminine plurals (أحكام جمعي المذكر والمؤنث السالمين). 8.4 Identify common patterns	• Explain the concept of plural forms in Arabic morphology (الجمع في اللغة العربية). • Identify the main types of plural in Arabic: sound masculine plural (جمع المذكر السالم), sound feminine plural (جمع المؤنث السالم), and broken plural (جمع التكسير). • Describe the formation rules of the sound masculine and sound feminine	Textbooks Journals Internet Computer Projector White Board Marker Video clips Chart	• Analyze simple Arabic sentences to determine the correct plural form and its grammatical case (إعراب الجمع). • Apply correct plural conjugations in sentence construction (تطبيق صيغ الجمع في الجملة). • Construct correct Arabic sentences using different types of plural forms (إنشاء جمل بجمع المذكر السالم،	Guide students to; • Analyze simple Arabic sentences to determine the correct plural form and its grammatical case (إعراب الجمع). • Apply correct plural conjugations in sentence construction (تطبيق صيغ الجمع في الجملة).	Arabic language laboratory, Practical Manual, Writing Materials etc

	of the broken plural (أوزان جمع التكسير). 8.5 Differentiate between plural forms based on structure and grammatical agreement (التمييز بين أنواع الجمع).	plurals (أحكام جمعي المذكر والمؤنث السالمين). • Identify common patterns of the broken plural (أوزان جمع التكسير). • Differentiate between plural forms based on structure and grammatical agreement (التمييز بين أنواع الجمع).		وجمع المؤنث السالم، وجمع التكسير). • Correct common errors related to plural formation and usage (تصحيح أخطاء صيغ الجمع).	• Construct correct Arabic sentences using different types of plural forms (إنشاء جمل بجمع المذكر السالم، وجمع المؤنث السالم، وجمع التكسير). • Correct common errors related to plural formation and usage (تصحيح أخطاء صيغ الجمع).	
General Objective 9.0: Understand genus nouns and proper nouns						
14	9.1 Explain the concept of genus nouns and proper nouns in Arabic grammar (اسم الجنس واسم العلم). 9.2 Define genus nouns and proper nouns with examples (تعريف اسم الجنس واسم العلم). 9.3 Differentiate between genus nouns and proper nouns based on meaning and usage (التمييز بين اسم الجنس واسم العلم). 9.4 Identify common examples of genus nouns	• Explain the concept of genus nouns and proper nouns in Arabic grammar (اسم الجنس واسم العلم). • Define genus nouns and proper nouns with examples (تعريف اسم الجنس واسم العلم). • Differentiate between genus nouns and proper nouns based on meaning and usage	Textbooks Journals Internet Computer Projector White Board Marker Video clips Chart	• Analyze simple Arabic sentences to determine whether nouns are genus or proper (تحليل الجملة الاسمية). • Apply correct usage of genus nouns and proper nouns in sentence construction (تطبيق اسم الجنس واسم العلم في الجملة). • Construct correct Arabic sentences	Guide students to: • Analyze simple Arabic sentences to determine whether nouns are genus or proper (تحليل الجملة الاسمية). • Apply correct usage of genus nouns and proper nouns in sentence construction	Arabic language laboratory, Practical Manual, Writing Materials etc

	and proper nouns in simple Arabic texts (تحديد اسم الجنس واسم العلم). 9.5 Explain the grammatical features of genus nouns and proper nouns (خصائص اسم الجنس واسم العلم).	(التمييز بين اسم الجنس واسم العلم). • Identify common examples of genus nouns and proper nouns in simple Arabic texts (تحديد اسم الجنس واسم العلم). • Explain the grammatical features of genus nouns and proper nouns (خصائص اسم الجنس واسم العلم).		using both genus nouns and proper nouns (إنشاء جمل صحيحة تضم اسم الجنس واسم العلم). • Correct common errors related to misuse of genus nouns and proper nouns (تصحيح الأخطاء النحوية).	(تطبيق اسم الجنس واسم العلم في الجملة). • Construct correct Arabic sentences using both genus nouns and proper nouns (إنشاء جمل صحيحة تضم اسم الجنس واسم العلم). • Correct common errors related to misuse of genus nouns and proper nouns (تصحيح الأخطاء النحوية).	
General Objective 10.0: Understand conjugations of non-inflected nouns						
15	10.2 Explain the concept of non-inflected nouns in Arabic grammar (الاسم المبني). 10.2 Identify common types of non-inflected nouns, such as الأسماء الموصولة، أسماء الإشارة، أسماء الاستفهام، الأعداد، العلل، الظروف.	• Explain the concept of non-inflected nouns in Arabic grammar (الاسم المبني). • Identify common types of non-inflected nouns, such as الأسماء	Textbooks Journals Internet Computer Projector White Board Marker Video clips	• Analyze sentences to determine the role and form of non-inflected nouns (تحليل الجملة لتحديد الاسم المبني). • Apply correct usage of non-inflected nouns in sentence	Guide students to: • Analyze sentences to determine the role and form of non-inflected nouns (تحليل الجملة لتحديد الاسم المبني).	Arabic language laboratory, Practical Manual, Writing Materials etc

	10.3 Describe the fixed forms and endings of non-inflected nouns (أشكال وبناء الاسم المبني). 10.4 Differentiate between inflected and non-inflected nouns based on grammatical behavior (التمييز بين الاسم المعرب والمبني).	الموصولة، أسماء الإشارة، أسماء الاستفهام، الأعداد، العلل، الظروف. • Describe the fixed forms and endings of non-inflected nouns (أشكال وبناء الاسم المبني). • Differentiate between inflected and non-inflected nouns based on grammatical behavior (التمييز بين الاسم المعرب والمبني).	Chart	construction (تطبيق الاسم المبني في الجملة). • Construct correct Arabic sentences using different types of non-inflected nouns (إنشاء جمل صحيحة تحتوي على الاسم المبني). • Correct common errors related to the use of non-inflected nouns (تصحيح الأخطاء النحوية المتعلقة بالاسم المبني). • Use AI application to create contents or clips in Arabic language on the various topics learnt in this course.	• Apply correct usage of non-inflected nouns in sentence construction (تطبيق الاسم المبني في الجملة). • Construct correct Arabic sentences using different types of non-inflected nouns (إنشاء جمل صحيحة تحتوي على الاسم المبني). • Correct common errors related to the use of non-inflected nouns (تصحيح الأخطاء النحوية المتعلقة بالاسم المبني).	

COURSE ASSESSMENT
COURSE WORK: 10%
TESTS: 10%
PRACTICAL: 40%
EXAMINATION: 40%
TOTAL: 100%

PROGRAMME: NATIONAL DIPLOMA IN ISLAM AND DEVELOPMENT		
COURSE TITLE: ISLAMIC THEOLOGY (CALIPHATE, IMAMATE AND RESURRECTION) II	**Course Code: ISD 122**	**Contact Hours: 2 Hrs/Week**
	Credit Unit: 2	**Theoretical: 2 Hrs/Week**
Year: I Semester: II	**Pre-requisite:**	**Practical: 0**
GOAL: This course is designed to equip students with knowledge and understanding in acquiring a comprehensive understanding of the concepts of Khilafat and Imamate, explore the diverse perspectives among Muslims regarding these institutions, and gain insight into the concept of Resurrection and its associated events.		
GENERAL OBJECTIVES: On completion of this course, the students should be able to: 1.0 Understand the concepts of Khilafat and Imamate; 2.0 Understand the divergent opinions of Muslims on Khilafat and Imamate; 3.0 Understand the concept of Resurrection and other related events.		

PROGRAMME: NATIONAL DIPLOMA ISLAM AND DEVELOPMENT		
COURSE TITLE: ISLAMIC THEOLOGY (CALIPHATE, IMAMATE AND RESURRECTION) II	**COURSE CODE: ISD 122**	**Contact Hours: 2 Hrs/Week**
	Credit Unit: 2	**Theoretical: 2 Hrs/Week**
Year: I Semester: II	**Pre-requisite:**	**Practical: 0**
COURSE SPECIFICATION: THEORETICAL AND PRACTICAL		
GOAL: This course is designed to equip students with knowledge and understanding in acquiring a comprehensive understanding of the concepts of Khilafat and Imamate, explore the diverse perspectives among Muslims regarding these institutions, and gain insight into the concept of Resurrection and its associated events.		
GENERAL OBJECTIVE 1.0: Understand the concepts of Khilafat and Imamate		

THEORETICAL CONTENT				**PRACTICAL CONTENT**		
Week	**Specific Learning Outcome**	**Teacher's Activities**	**Resources**	**Specific Learning Outcome**	**Teacher's Activities**	**Resources**
1-5	1.1 Explain the concept of leadership in Islam, specifically *Khilāfah* and *Imāmah*. 1.2 Define the roles and responsibilities of a Caliph and an Imam in Islamic governance. 1.3 Differentiate between *Khilāfah* and *Imāmah* in terms of religious and	• Explain the concept of leadership in Islam, specifically الخلافة (*Khilāfah*) and الإمامة (*Imāmah*). • Define the roles and responsibilities of a Caliph (الخليفة) and an Imam (الإمام) in Islamic governance. • Differentiate between *Khilāfah*	Textbooks, Journals, Internet, Computer, Projector, White Board, Marker, Charts			

	political authority. 1.4 Describe historical examples of *Khilāfah* and *Imāmah* in the early Islamic period. 1.5 Explain the significance of *Khilāfah* and *Imāmah* in maintaining unity and justice in the Muslim community. 1.6 Evaluate the social and religious impact of effective or weak leadership in Muslim and other societies.	and *Imāmah* in terms of religious and political authority. • Describe historical examples of *Khilāfah* and *Imāmah* in the early Islamic period. • Explain the significance of *Khilāfah* and *Imāmah* in maintaining unity and justice in the Muslim community. • Evaluate the social and religious impact of effective or weak leadership in Muslim societies. • Analyze contemporary issues in leadership using the principles of *Khilāfah* and				

		Imāmah. • Apply lessons from *Khilāfah* and *Imāmah* to promote ethical and responsible leadership in personal and community life.				
General Objective 2.0: Understand the divergent opinions of Muslims on Khilafat and Imamate						
6-10	2.1 Explain the concept of *Khilāfah* and *Imāmah* in Islam. 2.2 Explain the main divergent opinions among Muslims regarding leadership after the Prophet Muhammad (SAW). 2.3 Describe the historical origins of Sunni and Shia perspectives on *Khilāfah* and *Imāmah.* 2.4 Differentiate between Sunni and Shia views on authority, succession, and	Explain the concept of الخلافة (*Khilāfah*) and الإمامة (*Imāmah*) in Islam. Explain the main divergent opinions among Muslims regarding leadership after the Prophet Muhammad (SAW) (الاختلافات حول الخلافة والإمامة). Describe the historical origins of Sunni and Shia perspectives on *Khilāfah* and *Imāmah* (أصول الاختلاف بين السنة والشيعة في الخلافة والإمامة).	Textbooks, Journals, Internet, Computer, Projector, White Board, Marker, Charts			

	religious leadership. 2.5 Discuss the lessons that can be drawn from historical and contemporary disputes over leadership.	Differentiate between Sunni and Shia views on authority, succession, and religious leadership (التمييز بين وجهات نظر السنة والشيعة في القيادة الدينية والسياسية). Discuss the lessons that can be drawn from historical and contemporary disputes over leadership (مناقشة الدروس المستفادة من الخلافات حول القيادة). Apply the understanding of these divergent views to promote respectful dialogue and tolerance in inter-Muslim relations (تطبيق فهم الاختلافات لتعزيز الحوار والاحترام بين المسلمين). • Analyze the implications of these divergent opinions for Muslim unity and social				

		cohesion (تحليل آثار الاختلاف على وحدة المسلمين).				
General Objective 3.0: Understand the concept of Resurrection and other related events						
11-15	3.1 Explain the concept of Resurrection in Islam 3.2 Identify events associated with Resurrection, including Questioning in the Grave, the Gathering, the Judgement, Paradise and Hell. 3.3 Describe the sequence of events from death to the final judgment. 3.4 Differentiate between worldly life and the life after resurrection. 3.5 Explain the significance of belief in Resurrection for moral and ethical conduct. 3.6 Evaluate the impact of belief or disbelief in Resurrection on	• Explain the concept of Resurrection in Islam (البعث). • Identify events associated with Resurrection, including Questioning in the grave (عذاب القبر), Gathering (الحشر), Judgment (الحساب), and Paradise and Hell (الجنة والنار). • Describe the sequence of events from death to the final judgment (ترتيب الأحداث بعد الموت). • Differentiate between worldly life and the life after resurrection (التمييز بين الحياة الدنيا والآخرة). • Explain the	Textbooks Journals Internet Computer Projector White Board Marker Charts			

	individual and societal behavior.	significance of belief in Resurrection for moral and ethical conduct (أهمية الإيمان بالبعث في السلوك والأخلاق). • Evaluate the impact of belief or disbelief in Resurrection on individual and societal behavior (تقييم تأثير الإيمان أو الكفر بالبعث على المجتمع والفرد). • Analyze *Qur'ānic* verses and Hadiths related to Resurrection and associated events (تحليل الآيات والأحاديث المتعلقة بالبعث). • Apply the understanding of Resurrection to reinforce ethical behavior and accountability in daily life (تطبيق مفهوم البعث لتعزيز				

		السلوك الأخلاقي).				

COURSE ASSESSMENT
COURSE WORK: 20%
TEST/ASSIGNMENTS 20%
EXAMINATION: 60%
TOTAL: 100%

PROGRAMME: NATIONAL DIPLOMA IN ISLAM AND DEVELOPMENT		
COURSE TITLE: ISLAMIC JURISPRUDENCE (ACTS OF WORSHIP) II	**Course Code: ISD 123**	**Contact Hours: 3 Hrs/Week**
	Credit Unit: 3	**Theoretical: 2 Hrs/Week**
Year: I Semester: II	**Pre-requisite:**	**Practical: 1 Hr/Week**
GOAL: This course is designed to equip students with knowledge and skills in understanding the conditions, legal rulings, and proper performance of Fasting, Hajj, Umrah, Zakat, Khums and Waqf enabling them to apply this knowledge accurately in both personal practice and community guidance.		
GENERAL OBJECTIVES: On completion of this course, the students should be able to: 1.0 Understand the conditions and provisions of Fasting; 2.0 Know about the performance of Hajj rulings; 3.0 Understand the conditions and legal provisions of Zakat; 4.0 Know about the performance of Umrah rulings; 5.0 Understand the conditions and legal provisions of Khums; 6.0 Understand the conditions and provisions of Waqf in Islam.		

PROGRAMME: NATIONAL DIPLOMA IN ISLAM AND DEVELOPMENT		
COURSE TITLE: ISLAMIC JURISPRUDENCE (ACTS OF WORSHIP) II	**COURSE CODE: ISD 123**	**Contact Hours: 3 Hrs/Week**
	Credit Unit: 3	**Theoretical: 2 Hr/Week**
Year: I Semester: II	**Pre-requisite:**	**Practical: 1 Hr/Week**
COURSE SPECIFICATION: THEORETICAL AND PRACTICAL		
GOAL: This course is designed to equip students with knowledge and skills in understanding the conditions, legal rulings, and proper performance of Fasting, Hajj, Umrah, Zakat, Khums and Waqf enabling them to apply this knowledge accurately in both personal practice and community guidance.		
GENERAL OBJECTIVE 1.0: Understand the conditions and provisions of Fasting		

THEORETICAL CONTENT				**PRACTICAL CONTENT**		
Week	**Specific Learning Outcome**	**Teacher's Activities**	**Resources**	**Specific Learning Outcome**	**Teacher's Activities**	**Resources**
1-3	1.1 Explain the concept of Fasting in Islam. 1.2 Identify the conditions that make fasting obligatory, such as puberty, sanity, ability and residency. 1.3 Describe the key rules of fasting including intention, abstinence from food, drink, sexual relations, and timing from dawn to sunset. 1.4 Discuss obligatory,	• Explain common situations that may affect fasting, such as illness, travel, menstruation, and other exemptions (تحليل الحالات التي تؤثر على الصيام). • Apply the rules of fasting in hypothetical or real-life scenarios (تطبيق أحكام الصيام في الحياة العملية).	Textbooks, Journals, Internet, Computer, Projector, White Board, Marker , Charts etc.	• Analyze common situations that may affect fasting, such as illness, travel, menstruation, and other exemptions (تحليل الحالات التي تؤثر على الصيام). • Apply the rules of fasting in hypothetical or real-life scenarios (تطبيق أحكام الصيام	Guide students to: Analyze common situations that may affect fasting Apply the rules of fasting Demonstrate proper fasting practices in line with Islamic teachings Evaluate the spiritual	Qur'anic verses, Computer system, Internet, Projectors, etc.

	recommended, and prohibited forms of fasting.	• Demonstrate proper fasting practices in line with Islamic teachings (أداء الصيام بشكل صحيح وفق الشريعة الإسلامية). (Practical) • Evaluate the spiritual and social benefits of fasting for individual and community life (تقييم فوائد الصيام على المستوى الروحي والاجتماعي).		في الحياة العملية). • Demonstrate proper fasting practices in line with Islamic teachings (أداء الصيام بشكل صحيح وفق الشريعة الإسلامية). • Evaluate the spiritual and social benefits of fasting for individual and community life (تقييم فوائد الصيام على المستوى الروحي والاجتماعي).	and social benefits of fasting for individual and community life	
General Objective 2.0: Know about the performance of Hajj rulings						
4-6	2.1 Explain the concept of Hajj in Islam. 2.2 Identify the conditions that make Hajj obligatory such as Islam (being a muslim), sanity, puberty, ability, and safety. 2.3 Describe the key rituals and obligations of Hajj, including Ihram, Tawaf, Sa'i, Wuquf at Arafah, and staying at Mina.	• Explain the concept of Hajj in Islam (الحج). • Identify the conditions that make Hajj obligatory, such as Islam (الإسلام), sanity (العقل), puberty (البلوغ), ability (القدرة), and residency (الإقامة).	Textbooks Journals Internet Computer Projector White Board Marker Charts	• Analyze common mistakes or misconceptions in performing Hajj rituals (تحليل الأخطاء الشائعة في أداء مناسك الحج). • Apply correct Hajj rulings in simulated scenarios (تطبيق أحكام الحج في حالات	Guide students to: • Analyze common mistakes or misconceptions in performing Hajj rituals • Apply correct Hajj rulings in hypothetical or simulated scenarios	Qur'anic verses, Computer system, Internet, Projectors, etc.

	2.4 Differentiate between obligatory (*farḍ*), recommended (*sunnah*), and prohibited (*muharramat*) acts during Hajj.	• Describe the key rituals and obligations of Hajj, including Ihram (الإحرام), Tawaf (الطواف), Sa'i (السعي), Wuquf at Arafah (الوقوف بعرفة), and staying at Mina (المبيت بمزدلفة ومشعر منى). • Differentiate between obligatory (farḍ), recommended (sunnah), and *muharramat* (prohibited) acts during Hajj (التمييز بين الفرائض والمستحبات والمحرّمات في الحج)		عملية). • Demonstrate proper performance of Hajj rituals in line with Islamic teachings (أداء مناسك الحج بطريقة صحيحة وفق الشريعة الإسلامية). • Use AI application to create contents that will explain the spiritual, social and ethical significance of Hajj for the individual and community	• Demonstrate proper performance of Hajj rituals in line with Islamic teachings • Evaluate the spiritual, social, and ethical significance of Hajj for the individual and community	
General Objective 3.0: Understand the conditions and legal provisions of Zakat						
	3.1 Explain the concept of Zakat in Islam. 3.2 Explain the conditions that make Zakat obligatory such as Islam (being a muslim), sanity, puberty, ownership,	• Analyze who is eligible to pay Zakat and who is entitled to receive it (تحليل شروط الزكاة	Textbooks Journals Internet Computer Projector White Board	• Use AI application to create content in any language that will educate the students on the	Guide students to; • Analyze who is eligible to pay Zakat and who is entitled to receive it (تحليل شروط الزكاة	Qur'anic verses, Computer system, Internet, Projectors, etc.

	Nisab threshold, etc. 3.3 Describe the types of Zakat, including Zakat on wealth, Zakat on agricultural produce, and Zakat on livestock. 3.4 Differentiate between obligatory (Zakat) and recommended (Sadaqah). 3.5 Summarize the importance of Zakat to economic development, social security, poverty alleviation, equitable distribution of resources.	ومصارفها). • Apply Zakat calculation rules in hypothetical or real-life scenarios (تطبيق أحكام الزكاة في الحساب العملي). • Demonstrate proper payment of Zakat according to Islamic guidelines (أداء الزكاة بطريقة صحيحة وفق الشريعة الإسلامية). • Discuss the social, ethical, and economic impact of Zakat on individuals and communities (تقييم الأثر الاجتماعي والأخلاقي والاقتصادي للزكاة	Marker Charts	social, ethical, and economic significance of Zakat.	ومصارفها). • Apply Zakat calculation rules in hypothetical or real-life scenarios (تطبيق أحكام الزكاة في الحساب العملي). • Demonstrate proper payment of Zakat according to Islamic guidelines (أداء الزكاة بطريقة صحيحة وفق الشريعة الإسلامية). • Evaluate the social, ethical, and economic impact of Zakat on individuals and communities (تقييم الأثر الاجتماعي والأخلاقي والاقتصادي للزكاة).	
7-9						
General Objective 4.0: Know about the performance of Umrah rulings						

10-12	4.1 Explain the concept of Umrah in Islam. 4.2 Explain the voluntary nature and procedure of Umrah. 4.3 Describe the key rituals of Umrah, including Ihram, Tawaf, Sa'y, and halq or taqsir. 4.4 Discuss the obligatory (*farḍ*), recommended (*sunnah*), and prohibited (*muharramat*) acts during Umrah.	• Explain the concept of Umrah in Islam (العمرة). • Identify the conditions to make Umrah: i. Islam (الإسلام) ii. sanity (العقل) iii. puberty (البلوغ) iv. ability (القدرة). • Describe the key rituals of Umrah, including Ihram (الإحرام), Tawaf (الطواف), Sa'i (السعي), and halq or taqsir (الحلق أو التقصير). • Differentiate between obligatory (*farḍ*), recommended (*sunnah*), and prohibited (*muharramat*) acts during Umrah (التمييز بين الفرائض والمستحبات	Textbooks Journals Internet Computer Projector White Board Marker Charts	• Analyze common mistakes or misconceptions in performing Umrah rituals (تحليل الأخطاء الشائعة في أداء مناسك العمرة). • Apply correct Umrah rulings in simulated scenarios (تطبيق أحكام العمرة في حالات عملية). • Demonstrate proper performance of Umrah rituals according to Islamic teachings (أداء مناسك العمرة بطريقة صحيحة وفق الشريعة الإسلامية). • Use AI applications to create contents to expatiate the spiritual and ethical significance of Umrah for the individual and the community (تقييم الأثر الروحي والأخلاقي للعمرة).	• Guide students to: • Analyze common mistakes or misconceptions in performing Umrah rituals (تحليل الأخطاء الشائعة في أداء مناسك العمرة). • Apply correct Umrah rulings in hypothetical or simulated scenarios (تطبيق أحكام العمرة في حالات عملية). • Demonstrate proper performance of Umrah rituals according to Islamic teachings (أداء مناسك العمرة بطريقة صحيحة وفق الشريعة الإسلامية). • Evaluate the spiritual and ethical significance of	Qur'anic verses, Computer system, Internet, Projectors, etc.

		والمحرّمات في العمرة).			Umrah for the individual and the community (تقييم الأثر الروحي والأخلاقي للعمرة).	
General Objective 5.0: Understand the conditions and legal provisions of Khums						
13-15	5.1 Explain the concept of Khums in Islam. 5.2 Identify the conditions that make Khums obligatory, such as ownership of surplus wealth, ability, and Islam (being a Muslim). 5.3 Describe the types of wealth subject to Khums, including profits, savings, and certain types of treasures. 5.4 Differentiate between obligatory (*farḍ*) and recommended (*sunnah*) aspects of Khums. 5.5 Evaluate the social, ethical, and economic impact of Khums on individuals and communities.	• Explain the concept of Khums in Islam (الخمس). • Identify the conditions that make Khums obligatory, such as ownership of surplus wealth (وجود المال), ability (القدرة), and Islam (الإسلام). • Describe the types of wealth subject to Khums, including profits, savings, and certain types of treasures (أموال الأرباح والمدخرات والكنوز).	Textbooks Journals Internet Computer Projector White Board Marker Charts	Analyze who is eligible to pay Khums and who is entitled to receive it (تحليل شروط دفع الخمس ومصارفه). Apply the rules of Khums calculation in hypothetical or real-life scenarios (تطبيق أحكام الخمس في الحساب العملي). Demonstrate proper payment of Khums according to Islamic guidelines (أداء الخمس بطريقة صحيحة وفق الشريعة الإسلامية).	Guide students to: • Analyze who is eligible to pay Khums and who is entitled to receive it (تحليل شروط دفع الخمس ومصارفه). • Apply the rules of Khums calculation in hypothetical or real-life scenarios (تطبيق أحكام الخمس في الحساب العملي). • Demonstrate proper payment of Khums according to Islamic guidelines (أداء الخمس بطريقة صحيحة وفق	Qur'anic verses, Computer system, Internet, Projectors, etc.

		• Differentiate between obligatory (farḍ) and recommended (sunnah) aspects of Khums (التمييز بين الواجب والمستحب في الخمس). • Evaluate the social, ethical, and economic impact of Khums on individuals and communities (تقييم الأثر الاجتماعي والأخلاقي والاقتصادي للخمس).			.(الشريعة الإسلامية	
General Objective 6.0: Understand the conditions and provisions of Waqf in Islam						
	6.1 Explain the concept of Waqf in Islam. 6.2 Discuss the significant role of Waqf in promoting social welfare, education and community development. 6.3 Explain how *Waqf* helps preserve schools, mosques etc and compliment the role	• Explain the concept of Waqf in Islam. • Describe the significant role of Waqf in promoting social welfare, education and community	Textbooks Journals Internet Computer Projector White Board Marker Charts			

	of Zakat. 6.4 Discuss the importance of waqf in eradicating economic hardship and poverty, creating opportunities for economic development.	development. • State how *Waqf* helps preserve schools, mosques etc and compliment the role of Zakat. • Describe the importance of waqf in eradicating economic hardship and poverty, creating opportunities for economic development.				
COURSE ASSESSMENT COURSE WORK: 10% TESTS: 10% PRACTICAL: 40% EXAMINATION: 40% TOTAL: 100%						

PROGRAMME: NATIONAL DIPLOMA IN ISLAM AND DEVELOPMENT		
COURSE TITLE: QURANIC SCIENCES II	**Course Code: ISD 124**	**Contact Hours: 2 Hrs/Week**
	Credit Unit: 2	**Theoretical: 2 Hrs/Week**
Year: I Semester: II	**Pre-requisite:**	**Practical: 0**

GOAL: This course is designed to equip students with knowledge and skills in a clear understanding of the modes of Qur'anic recitation and orthography, the miraculous nature of the Glorious Quran, and the principles of abrogation and distinction between decisive and ambiguous verses, enabling accurate comprehension and application of its teachings.

GENERAL OBJECTIVES:

On completion of this course, the students should be able to:

1.0 Understand the differences regarding the modes of recitation and importance of Qur'anic orthography;
2.0 Know the miraculous nature of the Glorious Quran and its unique ability to prevent any form of distortion
3.0 Understand the abrogating and the abrogated verses, decisive and ambiguous.

PROGRAMME: NATIONAL DIPLOMA IN ISLAM AND DEVELOPMENT		
COURSE TITLE: QURANIC SCIENCES II	**Course Code: ISD 124**	**Contact Hours: 2 Hrs/Week**
	Credit Unit: 2	**Theoretical: 2Hrs/Week**
Year: I Semester: II	**Pre-requisite:**	**Practical: 0**
COURSE SPECIFICATION: THEORETICAL AND PRACTICAL		
GOAL: This course is designed to equip students with knowledge and skills in a clear understanding of the modes of Qur'anic recitation and orthography, the miraculous nature of the Glorious Quran, and the principles of abrogation and distinctio between decisive and ambiguous verses, enabling accurate comprehension and application of its teachings.		
GENERAL OBJECTIVE 1.0: Understand the differences regarding the modes of recitation and importance of Qur'anic orthography.		

THEORETICAL CONTENT				PRACTICAL CONTENT		
Week	**Specific Learning Outcome**	**Teacher's Activities**	**Resources**	**Specific Learning Outcome**	**Teacher's Activities**	**Resources**
1-5	1.1 Explain the concept of Qur'anic recitation modes. 1.2 Discuss the main modes of Qur'anic recitation and their differences. 1.3 Describe the importance of correct Qur'anic orthography in preserving the meaning of the text. 1.4 Differentiate between common recitation errors and correct practices.	• Identify Qur'anic texts to recognize different modes of recitation (تحليل النصوص القرآنية لمعرفة القراءات). • Apply the rules of proper Qur'anic orthography and recitation in selected passages (تطبيق أحكام الإملاء والقراءات على آيات مختارة). • Demonstrate accurate recitation of short Qur'anic passages using correct orthography (إظهار القراءة الصحيحة مع الالتزام بالإملاء القرآني).	Textbooks, Journals, Internet, Computer, Projector, White Board, Marker, Charts etc			

		• Evaluate the significance of correct recitation and orthography for preserving the Qur'an and understanding its meaning (تقييم أهمية القراءة الصحيحة والإملاء القرآني في الحفاظ على القرآن وفهم معانيه).				
General Objective 2.0: Know the miraculous nature of the Glorious Quran and its unique ability to prevent any form of distortion						
6-10	2.1 Explain the concept of the miraculous nature of the Qur'an. 2.2 Explain the different aspects of Qur'anic miracles, including linguistic, scientific, and legislative. 2.3 Describe the unique features of the Qur'an that prevent its distortion. 2.4 Differentiate between human-authored texts and the Qur'an in terms of preservation and authenticity.	• Demonstrate proper handling and recitation of the Qur'an in a manner that reflects its miraculous and preserved nature (إظهار التعامل والقراءة الصحيحة للقرآن بما يعكس طبيعته المعجزة والمحفوظة). • Evaluate the significance of the Qur'an's preservation for Islamic belief and practice (تقييم أهمية حفظ القرآن في العقيدة والممارسة الإسلامية). • Identify selected Qur'anic verses to illustrate the miraculous nature of the text (تحليل آيات مختارة لإظهار الإعجاز القرآني). • Apply the understanding of the Qur'an's miraculous nature to respect and preserve its authenticity in	Textbooks, Journals, Internet, Computer, Projector, White Board, Marker, Charts etc			

		reading and recitation (تطبيق فهم الإعجاز القرآني في حفظ النص وقراءته).				
General Objective 3.0: Understand the abrogating and the abrogated decisive and ambiguous verses						
11-15	3.1 Explain the concept of abrogation in the Qur'an. 3.2 Discuss abrogating and abrogated verses. 3.3 Explain decisive (clear) verses and ambiguous (allegorical or unclear) verses. 3.4 Differentiate between decisive and ambiguous verses. 3.5 Describe the purpose and significance of abrogation in Islamic legislation.	• Analyze selected Qur'anic verses to identify which are abrogating, abrogated, decisive, or ambiguous (تحليل الآيات القرآنية لتحديد الناسخة والمنسوخة والقطعية والمتشابهة). (Practical) • Apply understanding of abrogation to reconcile apparent conflicts between Qur'anic verses in practice (تطبيق فهم النسخ لحل التعارض بين الآيات في التطبيق العملي). • valuate the impact of abrogation and the classification of verses on Islamic law and practice (تقييم أثر النسخ وتصنيف الآيات على الشريعة والممارسة الإسلامية)الناسخة والمنوبين ال.	Textbooks, Journals, Internet, Computer, Projector, White Board, Marker, Charts etc			
COURSE ASSESSMENT COURSE WORK: 20% TEST/ASSIGNMENTS 20% EXAMINATION: 60% TOTAL: 100%						

PROGRAMME: NATIONAL DIPLOMA IN ISLAM AND DEVELOPMENT		
COURSE TITLE: ISLAMIC PROPAGATION	**Course Code: ISD 125**	**Contact Hours: 2 Hrs/Week**
	Credit Unit: 2	**Theoretical: 1 Hr/Week**
Year: I Semester: II	**Pre-requisite:**	**Practical: 1 Hr/Week**
GOAL: This course is designed to equip students with knowledge and skills in understanding the concept and importance of Da'wah, the qualities of an effective propagator (Da'i), and the various methods of propagation, enabling students to engage in informed and responsible Islamic outreach.		
GENERAL OBJECTIVES: On completion of this course, the students should be able to: 1.0 Know the concept of *Da'awah* and its importance; 2.0 Know the characteristics of the propagator (Da'i); 3.0 Understand the methods of propagation.		

PROGRAMME: NATIONAL DIPLOMA IN ISLAM AND DEVELOPMENT						
COURSE TITLE: ISLAMIC PROPAGATION		**Course Code: ISD 125**		**Contact Hours: 2 Hrs/Week**		
		Credit Unit: 2		**Theoretical: 1 Hr/Week**		
Year: I Semester: II		**Pre-requisite:**		**Practical: 1 Hr/week**		
COURSE SPECIFICATION: THEORETICAL AND PRACTICAL						
GOAL: This course is designed to equip students with knowledge and skills in understanding the concept and importance of *Da'wah*, the qualities of an effective propagator (Da'i), and the various methods of propagation, enabling students to engage in informed and responsible Islamic outreach.						
GENERAL OBJECTIVE 1.0: Know the concept of Da'awah and its importance						
THEORETICAL CONTENT				PRACTICAL CONTENT		
Week	**Specific Learning Outcome**	**Teacher's Activities**	**Resources**	**Specific Learning Outcome**	**Teacher's Activities**	**Resources**
1-5	1.1 Explain the concept of *Da'wah* in Islam. 1.2 List the key principles and methods of *Da'wah.* 1.3 Describe the importance of *Da'wah* in spreading Islamic teachings and values. 1.4 Differentiate between obligatory and recommended forms of *Da'wah.*	• Explain the concept of Da'wah in Islam (الدعوة الإسلامية). • List the key principles and methods of Da'wah (أساليب ومبادئ الدعوة). • Describe the importance of Da'wah in spreading Islamic teachings and values (أهمية	Textbooks Journals Internet Computer Projector White Board Marker Charts	• Create different scenarios to illustrate examples of effective Da'wah from the life of the Prophet Muhammad (SAW) and early Muslims (تحليل نماذج الدعوة الفعالة من حياة النبي والصحابة). • Create different scenarios	Guide student to: • Analyse examples of effective Da'wah from the life of the Prophet Muhammad (SAW) and early Muslims (تحليل نماذج الدعوة الفعالة من حياة النبي	Audio-visuals.

		الدعوة في نشر تعاليم الإسلام وقيمه). • Differentiate between obligatory and recommended forms of *Da'wah* (التمييز بين الدعوة الواجبة والمستحبة).		demonstrating Da'wah principles in simple real-life situations, such as sharing Islamic knowledge respectfully (تطبيق مبادئ الدعوة في الحياة اليومية). • Demonstrate respectful communication and ethical behavior when engaging in Da'wah (إظهار السلوك الأخلاقي والتواصل المحترم في الدعوة). • Evaluate the social and spiritual impact of Da'wah on individuals and communities (تقييم أثر الدعوة على الفرد والمجتمع).	والصحابة). • Apply Da'wah principles in simple real-life situations, such as sharing Islamic knowledge respectfully (تطبيق مبادئ الدعوة في الحياة اليومية). • Demonstrate respectful communication and ethical behavior when engaging in Da'wah (إظهار السلوك الأخلاقي والتواصل المحترم في الدعوة). • Evaluate the social and spiritual impact of Da'wah on individuals and communities (تقييم أثر الدعوة على الفرد	

					والمجتمع).	
General Objective 2.0: Know the characteristics of the propagator (Da'i)						
6-10	2.1 Explain the concept of a propagator (*Da'i*) in Islam. 2.2 Explain the essential personal and moral characteristics of an effective propagator (*Da'i*) such as sincerity, knowledge, patience, wisdom, and good character etc. 2.3 Describe the social and spiritual qualities required by the propagator (*Da'i*) for effective *Da'wah*. 2.4 Differentiate between effective and ineffective Da'wah based on the propagator's qualities.	• Explain the concept of a propagator (*Da'i)* in Islam (الداعي). • Explain the essential personal and moral characteristics of an effective *Da'i,* such as sincerity (الإخلاص), knowledge (العلم), patience (الصبر), wisdom (الحكمة), and good character (حسن الخلق). • Describe the social and spiritual qualities required for effective *Da'wah* (الصفات الاجتماعية والروحية للداعي). • Differentiate between effective and ineffective *Da'wah* based on the propagator's qualities (التمييز بين الدعوة الفعالة وغير الفعالة وفق صفات الداعي). • Evaluate the impact of the propagator's qualities on the	Textbooks Journals Internet Computer Projector White Board Marker Charts	• Create different scenarios to illustrate the characteristics of an ideal *Da'i* using examples from the life of Prophet Muhammad (SAW) and early companions. • Create different scenarios to demonstrate the qualities, ethical and responsible behavior of effective propagator (Da'i) in personal and community engagement.	Guide students to: • Analyse examples from the life of the Prophet Muhammad (PBUH) and early companions to illustrate the characteristics of an ideal Da'i (تحليل نماذج من حياة النبي والصحابة لإظهار صفات الداعي المثالي). • Apply the qualities of an effective Da'i in personal and community engagement (تطبيق صفات الداعي الفعال في التفاعل الشخصي والمجتمعي). • Demonstrate ethical and responsible behavior when engaging in Da'wah (إظهار السلوك الأخلاقي	Audio-visuals.

		success and reception of *Da'wah* (تقييم أثر صفات الداعي على نجاح الدعوة واستقبالها).			والمسؤول أثناء الدعوة). • Evaluate the impact of the propagator's qualities on the success and reception of Da'wah (تقييم أثر صفات الداعي على نجاح الدعوة واستقبالها).	
General Objective 3.0: Understand the methods of propagation						
11-15	3.1 Explain the concept of propagation in Islam 3.2 Discuss the main methods of *Da'wah*, including speech, writing, good conduct, personal example, educational engagement etc. 3.3 Describe the effectiveness of different methods of propagation based on context and audience.	• Explain the concept of propagation in Islam (أساليب الدعوة الإسلامية). • Discuss the main methods of Da'wah, including speech (الكلام), writing (الكتابة), good conduct (حسن الخلق), personal example (القدوة الحسنة), and educational engagement (التعليم والتثقيف). • Describe the effectiveness of	Textbooks Journals Internet Computer Projector White Board Marker Charts	• Create different scenarios using examples from the life of the Prophet Muhammad (SAW) and early Muslims to illustrate successful propagation methods. • Create different scenarios to demonstrate appropriate methods of propagation and ethical communication	Analyze examples from the life of the Prophet Muhammad (SAW) and early Muslims to illustrate successful propagation methods (تحليل أمثلة من حياة النبي والصحابة لإظهار أساليب الدعوة الناجحة). Apply appropriate methods of propagation in hypothetical or real-life scenarios (تطبيق أساليب الدعوة المناسبة في حالات عملية). Demonstrate ethical and respectful communication while engaging in Da'wah	Audio-visuals.

		different methods in reaching various audiences (توضيح فعالية الأساليب المختلفة في الوصول إلى الجمهور). • Differentiate between suitable and unsuitable methods of propagation based on context and audience (التمييز بين الأساليب المناسبة وغير المناسبة وفق السياق والجمهور).		while engaging in Da'wah. • Use AI applications to create engaging content on different methods od Da'wah.	(إظهار التواصل الأخلاقي والمحترم أثناء الدعوة). Evaluate the impact of different methods of propagation on community understanding and acceptance of Islam (تقييم أثر الأساليب المختلفة للدعوة على فهم المجتمع وتقبله للإسلام).	
COURSE ASSESSMENT COURSE WORK: 10% TESTS: 10% PRACTICAL: 40% EXAMINATION: 40% TOTAL: 100%						

PROGRAMME: NATIONAL DIPLOMA IN ISLAM AND DEVELOPMENT		
COURSE TITLE: INTRODUCTION TO ISLAMIC ECONOMICS	**Course Code: ISD 126**	**Contact Hours: 2 Hrs/Week**
	Credit Unit: 2	**Theoretical: 2 Hrs/Week**
Year: I Semester: II	**Pre-requisite:**	**Practical: 0**
GOAL: This course is designed to acquaint the students with knowledge and skills in understanding the Islamic economic worldview, key economic theories, and market mechanisms from an Islamic perspective.		
GENERAL OBJECTIVES: On completion of this course, the students should be able to: 1.0 Understand the concept and Fundamental principles of Islamic Economic System; 2.0 Understand the nature and development of Islamic Economic Thought; 3.0 Know the theory of consumer behavior from the conventional and Islamic perspectives; 4.0 Know the theory of production and the differences between Islamic firm and non-Islamic firm. 5.0 Appreciate market mechanisms from the Islamic perspective.		

PROGRAMME: NATIONAL DIPLOMA IN ISLAM AND DEVELOPMENT		
COURSE TITLE: INTRODUCTION TO ISLAMIC ECONOMICS	**COURSE CODE: ISD 126**	**Contact Hours: 2 Hrs/Week**
	Credit Unit: 2	**Theoretical: 2 Hrs/Week**
Year: I Semester: II	**Pre-requisite:**	**Practical: 0**
COURSE SPECIFICATION: THEORETICAL		
GOAL: This course is designed to acquaint the students with knowledge and skills in understanding the Islamic economic worldview, key economic theories, and market mechanisms from an Islamic perspective.		
GENERAL OBJECTIVE 1.0: Understand the concept and Fundamental principles of Islamic Economic System.		

THEORETICAL CONTENT				PRACTICAL CONTENT		
Week	**Specific Learning Outcome**	**Teacher's Activities**	**Resources**	**Specific Learning Outcome**	**Teacher's Activities**	**Resources**
1-3	1.1 Explain the concept and fundamental principles of the Islamic economic system. 1.2 Differentiate between the Islamic economic system and conventional economic system in terms of *objectives, values, and assumptions*. 1.3 Describe the role of the *Shari'ah* in guiding economic behavior, resource use, production,	• Introduce the concept of worldview and guide students to compare Islamic and secular worldviews. • Use Qur'anic verses and *Hadith* (non-legal, non-fatwa context) that highlight economic values such as justice, moderation, and accountability. • Facilitate class discussions on how	Textbooks, Journals, Internet, Computer, Projector, White Board, Marker, Charts, videos, case studies			

	consumption, and distribution. 1.4 Explain the key economic concepts such as *Halal and Haram*, *Riba*, *Zakat, Waqf*, *Mudarabah*, *Musharakah*, *profit-loss sharing*, and *social justice*. 1.5 Explain how Islamic moral and ethical values influence economic decision-making at individual and societal levels. 1.6 Outline common economic situations and determine whether they align with Islamic economic principles. 1.7 Explain the objectives of the Islamic economic system (*Maqsid Hifz al-Mal*) and how they shape socio-economic development. 1.8 Discuss the Islamic perspective towards contemporary economic issues such as poverty, inequality, financial transactions, and business	belief in Allah, the Hereafter, and moral responsibility shape economic behaviour. • Present real-life examples of how Islamic worldview influences economic decisions in Muslim societies. • Use multimedia (charts, videos, case studies) to illustrate the foundations of Islamic economics.				

	ethics, etc. 1.9 Outline Qur'anic verses and *Hadith* related to economic ethics, justice, transparency and wealth distribution. 1.10 Outline key ideas of the Islamic economic worldview using appropriate Islamic and economic terminology.					
General Objective 2.0: Understand the nature and development of Islamic Economic Thought						
4-6	2.1 Describe the nature of Islamic economic thought and its foundations in the Qur'an, *Sunnah*, and classical Islamic jurisprudence. 2.2 Explain major historical phases in the development of Islamic economic thought, from the early Islamic period to contemporary times. 2.3 Discuss the contributions of key classical scholars such as *Al-Mawardi*, *Al-Ghazali*, *Ibn Taymiyyah*, *Ibn Khaldun, Sheikh Abdullahi bn Fodio, Sheikh Uthman bin Fodio,*	• Provide a historical timeline of Islamic economic thought from the early Islamic period to contemporary scholars. • Introduce major contributors such as Ibn Khaldun, Al-Ghazali, Ibn Taymiyyah, and modern Islamic economists. • Organize group presentations on different eras of Islamic economic	Textbooks, Journals, Internet, Computer, Projector, White Board, Markers, Charts etc			

	Sheikh Muhammad Baqir Sadr, Nana Asma'u, Professor I.A. Balogun and others to Islamic economic ideas. 2.4 Discuss the evolution of Islamic economic principles in response to different socio-economic contexts across Islamic history. 2.5 Distinguish between classical Islamic economic thought and contemporary Islamic economics 2.6 Explain the revival of Islamic economics in the 20th century and the factors that led to the establishment of contemporary Islamic financial institutions. 2.7 Discuss contemporary Scholars and Institutions contributing to the development of contemporary Islamic economic theory and practice. 2.8 Explain how principles of	development. • Compare Islamic economic evolution with Western economic thought to highlight similarities and differences. • Assign readings from classical and modern texts and guide students in analysing key ideas.				

	Islamic economic thought continue to influence modern economic systems, public policy, and financial practices. 2.9 Explain the relevance and uniqueness of Islamic economic thought compared to other economic traditions.					
General Objective 3.0: Know the theory of consumer behavior from the conventional and Islamic perspectives.						
7-9	3.1 Explain the basic concepts of consumer behavior in conventional economics, including utility, preferences, indifference curves, and budget constraints. 3.2 Describe the assumptions underlying the conventional theory of consumer behavior such as rationality, maximization of satisfaction, and diminishing marginal utility. 3.3 Discuss factors that influence consumer choices in the conventional model (e.g., income,	• Explain conventional consumer behaviour theory (utility maximization, rational choice, indifference curves). • Introduce Islamic consumer behaviour concepts such as halal, tayyib, moderation (wasatiyyah), and avoidance of waste (israf). • Use diagrams to compare conventional and Islamic models of consumer decision-making. • Conduct classroom debates on ethical consumption and moral responsibility.	Textbooks, Journals, Internet, Computer, Projector, White Board, Markers, Charts etc			

	prices, tastes, and preferences). 3.4 Explain the Islamic perspective on consumer behavior, including moral responsibility, moderation *(wasatiyyah),* avoidance of waste *(israf),* extravagancy *(Tabzir),* and accountability. 3.5 Distinguish between the goals of consumption in classical economic theory (utility maximization) and Islamic theory (maximizing benefit within ethical boundaries). 3.6 Explain the role of the *Shari'ah* principles *(halal, haram, maslahah,* and *maqasid al-Shari'ah)* in shaping consumer decisions. 3.7 Explain consumer choices using both conventional and Islamic frameworks in simple economic scenarios. 3.8 Explain the behavioral	• Provide case studies showing how Muslim consumers make choices differently due to religious values. • Evaluate the Islamic perspective on consumer behavior, including moral responsibility, moderation (wasatiyyah), avoidance of waste (israf), extravagancy (Tabzir), and accountabilit. • Juxtapose the goals of consumption in classical economic theory (utility maximization) and Islamic theory (maximizing benefit within ethical boundaries). • Evaluate the role of the Shari'ah principles (halal, haram, maslahah, and maqasid al-Shari'ah) in shaping consumer decisions. • Eva luate consumer choices using both conventional and				

	assumptions of Western consumers and Islamic consumers, highlighting the role of ethics, spirituality, and societal welfare. 3.9 Discuss Islamic guidelines to evaluate consumption patterns in everyday life, identifying behaviors that align or conflict with Islamic teachings. 3.10 State Qur'anic verses and Hadith related to consumption, moderation, and responsible use of resources.	Islamic frameworks in simple economic scenarios. • Identify the behavioral assumptions of Western consumers and Islamic consumers, highlighting the role of ethics, spirituality, and societal welfare. • State Islamic guidelines to evaluate consumption patterns in everyday life, identifying behaviors that align or conflict with Islamic teachings. • Refer students to Qur'anic verses and Hadith related to consumption, moderation, and responsible use of resources.				
General Objectives 4.0: Know the theory of production and the differences between Islamic firm and non-Islamic firm.						
10-12	4.1 Explain key concepts in the theory of production, including production function, inputs, outputs, short-run and long-run production, marginal product, and returns to scale. 4.2 Explain the major factors of production (land, labor,	• Teach the conventional theory of production (inputs, outputs, production functions, cost structures). • Explain Islamic principles guiding	Textbooks, Journals, Internet, Computer, Projector, White Board, Markers,			

	capital, and entrepreneurship) and how they interact in the production process. 4.3 Describe the behavior of firms in the conventional framework, including profit maximization, cost minimization, and efficiency. 4.4 Explain the Islamic perspective of production, including goals such as value creation, societal welfare, justice, and adherence to the *Shari'ah*. 4.5 Distinguish between permissible (*halal*) and impermissible (*haram*) forms of production under Islamic economic principles. 4.6 Explain ethical and moral guidelines that influence production decisions in an Islamic firm, such as fair wages, environmental responsibility, avoidance of harm, deception and prohibition of *riba*. 4.7 Discuss objectives of an Islamic firm and a non-Islamic firm, noting differences in *profit orientation.* 4.8 Explain how Islamic firms structure their financing,	production: prohibition of *riba*, *gharar*, *haram* products, and emphasis on social welfare. • Compare Islamic firms and conventional firms using real-world examples (e.g., Islamic banks vs conventional banks). • Invite guest speakers from Islamic financial institutions or ethical businesses. • Assign group work where students analyse a firm and classify it as Islamic or non-Islamic based on criteria.	Charts etc			

	including the use of profit-loss sharing *(PLS)* contracts such as *Mudarabah* and *Musharakah*. 4.9 Describe how Islamic economic values shape the conduct, goals, and operational choices of firms in the marketplace.					
General Objective 5.0: Appreciate market mechanisms from the Islamic perspective.						
13-15	5.1 Define concept of the market and the basic elements of market mechanisms such as demand, supply, price determination, and equilibrium. 5.2 Describe Islamic view of how markets should function, including the principles of justice, transparency, honesty, and fair dealing. 5.3 Explain roles of demand and supply in an Islamic market and how ethical considerations influence both consumer and producer behavior. 5.4 Explain the Islamic rules governing market transactions, including prohibition of *riba, gharar, maisir,* and deceit. 5.5 Discuss the importance of free and fair competition in an Islamic market and the prohibition of hoarding *(ihtikar)*, monopolistic practices, and exploitation. 5.6 Discuss responsibilities of	• Use real-life or simulated trading scenarios, evaluating whether transactions align with Sharia and Islamic economic principles • Explain how markets function (demand, supply, price mechanism) in conventional economics. • Introduce Islamic principles governing markets: prohibition of hoarding, fraud, monopoly, and unfair pricing. • Use historical examples such as the market of Madinah established by Prophet Muhammad	Textbooks, Journals, Internet, Computer, Projector, White Board, Marker, Charts etc			

	market participants (buyers, sellers, regulators) in ensuring compliance with *Shari'ah* principles. 5.7 Explain the role of the state *(hisbah)* in monitoring market activities, preventing injustice, and ensuring fair pricing. 5.8 Discuss how prices should be determined in an Islamic market and when government intervention is justified from the *Shari'ah* perspective. 5.9 Compare Islamic market mechanisms with conventional market mechanisms, highlighting similarities in structure and differences in ethical foundations.	(SAW). • Conduct simulations or role-play activities where students act as buyers and sellers in an Islamic market. • Analyse contemporary Islamic market regulations and compare them with conventional market policies.				

COURSE ASSESSMENT
COURSE WORK: 10%
TESTS: 10%
PRACTICAL: 40%
EXAMINATION: 40%
TOTAL: 100%

PROGRAMME: NATIONAL DIPLOMA IN ISLAM AND DEVELOPMENT		
COURSE TITLE: PRINCIPLES AND PRACTICES OF SOCIAL DEVELOPMENT	**Course Code: ISD 127**	**Contact Hours: 2 Hrs/Week**
	Credit Unit: 2	**Theoretical: 1Hr/Week**
Year: I Semester: II	**Pre-requisite:**	**Practical: 1 Hr/week**
GOAL: This course is designed to equip students with a clear grasp of key concepts, values and debates in social development, with emphasis on equity, justice and human rights		
GENERAL OBJECTIVES: On completion of this course, the students should be able to: 1.0 Know the concepts of social development and role of social development worker. 2.0 Understand the purpose and evolution of Social Development.; 3.0 Understand the principles and Philosophy of Social Development; 4.0 Understand the process and methods of Social Development.; 5.0 Understand the role of technical extension services of government, voluntary agencies and faith-based organizations; 6.0 Know the opportunities in Social Development e.g Technology, youth engagement and partnership.		

PROGRAMME: NATIONAL DIPLOMA IN ISLAM AND DEVELOPMENT		
COURSE TITLE: PRINCIPLES AND PRACTICES OF SOCIAL DEVELOPMENT	**COURSE CODE: ISD 127**	**Contact Hours: 2 Hrs/Week**
	Credit Unit: 2	**Theoretical: 1 Hr/Week**
Year: I Semester: II	**Pre-requisite:**	**Practical: 1 Hr/Week**
COURSE SPECIFICATION: THEORETICAL AND PRACTICAL		
GOAL: This course is designed to equip students with a clear grasp of key concepts, values and debates in social development, with emphasis on equity, justice and human rights		
GENERAL OBJECTIVE 1.0: Know the concepts of social development and role of social development worker.		

THEORETICAL CONTENT				PRACTICAL CONTENT		
Week	**Specific Learning Outcome**	**Teacher's Activities**	**Resources**	**Specific Learning Outcome**	**Teacher's Activities**	**Resources**
1-3	1.1 Explain theories of how communities evolve and their functions. 1.2 Discuss leadership in communities. 1.3 Explain conflict resolution mechanisms within communities. 1.4 Explain the term Social Development. 1.5 Enumerate various forms of social development policies. 1.6 Explain community as it	• Introduce the meaning of Social Development using simple explanations, diagrams, and real-life examples. • Explain various roles of the social development worker (enabler, fact-finder, consultant, educator, catalyst, negotiator, caregiver). • Provide short case studies showing how social development workers	Textbooks, Journals, Internet, Computer, Projector, White Board, Marker, Charts etc	• Carryout a field trip to social development centers such as orphanage homes, internally displaced persons camps, etc. • Use role play to show how communities interact and solve problems.	Guide the student to: Carryout a field trip to social development centers such as orphanage homes, internally displaced persons camps, etc. Use role play to show how communities interact and solve problems.	Field trip, Role play, Case studies, Textbooks, Journals, Internet, Computer, Projector, White Board, Marker, Charts etc

	applies to Social Development. 1.7 Distinguish between the various types of communities. 1.8 Discuss the roles of interest groups within the local community 1.9 Explain the roles of social development workers: i. Enabler ii. Fact Finder iii. Consultant iv. Educator v. Catalyst Negotiator vi. Care giver vii. Mediator viii. Advocate 1.10 Explain rehabilitation of traumatized persons in the communities, internally displaced persons (IDP) camps, gender based violence(GBV) etc. 1.11 Explain the Instruments use in resolving community problems e.g *Zakat*, *Waqf* (Endowment), palliatives	intervene in communities. • Facilitate class discussions on the importance of social services in community wellbeing. • Organize group activities where students identify local social problems and propose solutions. • Use videos or guest speakers (e.g., community development officers) to demonstrate practical roles. • Give students short reflective tasks on how social workers influence social change		• Perform case study analysis to identify roles of social development workers as: i. Enabler ii. Fact Finder iii. Consultant iv. Educator v. Catalyst Negotiator vi. Care giver vii. Mediator viii. Advocate	Perform case study analysis to identify roles of social development workers as: • Enabler • Fact Finder • Consultant • Educator • Catalyst Negotiator • Care giver • Mediator • Advocate	

	etc.					
General Objective 2.0: Understand the purpose and evolution of Social Development.						
4-6	2.1 Explain the importance of Social Development in community. 2.2 Explain the importance of Social Development at national level. 2.3 Explain how the poor living conditions of our local communities can be improved through Social Development 2.4 Discuss the historical evolution of social development from traditional communal system to modern system	• Refer students to historical development of Social Development from traditional societies to modern welfare systems. • Use a timeline chart to show how social development evolved globally and in Nigeria. • Compare traditional community support structures (age grades, extended family) with modern systems. • Lead classroom discussions on why societies need social development interventions. • Assign students to research the evolution of social policies in Nigeria (education, health, welfare). • Conduct group presentations on major global events that shaped social development	Textbooks, Journals, Internet , Computer, Projector, White Board, Marker, Charts etc	• Write a technical report identifying social development projects in rural and urban communites	Guide the students to: • Write a technical report identifying social development projects in rural and urban community	Field trip, Role play, Case studies, Textbooks, Journals, Internet, Computer, Projector, White Board, Marker, Charts etc

		(industrialization, globalization).				
General Objective 3.0: Understand the principles and Philosophy of Social Development.						
7-9	3.1 Discuss general philosophy as it relates to social development 3.2 Describe the philosophical foundations of social development: i. Humanism ii. Social justice iii. Equity iv. Collective responsibility 3.3 Explain the principles of Social Development pertaining to: i. Self help ii. Felt-need iii. Participation iv. Freedom of Speech v. Broad Representation vi. Consensus vii. Total Community viii. Technical Assistance	• Introduce key principles such as participation, equity, social justice, empowerment, and sustainability. • Relate these principles to practical community scenarios. • Facilitate group work where students analyze how these principles guide development projects. • Explain the philosophy of social development—its values, human-centered approach, and ethical foundations. • Use class debates on topics like "Is development people-centered or government-driven?" • Provide examples of successful social development projects grounded in ethical	Textbooks, Journals, Internet , Computer, Projector, White Board, Marker, Charts etc			

	ix. Leadership x. Concept of 'We' feeling xi. Inclusivity 3.4 Explain obstacles to the practice of Social Development.	principles. • Give students assignments to reflect on the moral and ethical basis of social interventions.				
General Objective 4.0: Understand the process and methods of Social Development.						
10-12	4.1 Explain the concept of the social development process 4.2 Highlight the roles of social development process to improve community welfare and human well-being. 4.3 Describe the major stages in the social development process, including needs assessment, planning, implementation, monitoring, and evaluation. 4.4 Discuss the importance of community participation and stakeholder engagement in ensuring effective social development outcomes. 4.5 Discuss the roles of international agencies and Non-Governmental Organizations (NGOs) in promoting development.	• Break down the process: needs assessment → planning → implementation → monitoring → evaluation. • Demonstrate each step using a model or workflow chart. • Introduce methods such as community meetings, surveys, participatory rural appraisal (PRA), advocacy, and home visits. • Organize practical class exercises like mock community meetings or role-play interviews.	Textbooks, Journals, Internet , Computer, Projector, White Board, Marker, Charts etc			

	4.6 Describe the challenges of international agencies and NGOs in social development outreaches.	• Conduct problem-solving sessions using real or hypothetical community issues. • Use local examples to show how development methods are applied in Nigerian communities.				
General Objective 5.0: Understand the role of technical extension services of government, voluntary agencies and faith-based organizations.						
13-15	5.1 Explain the term Technical Extension Services and their role in transferring knowledge, skills, and innovations to communities. 5.2 Describe the types of technical extension services provided by government agencies, such as: i. Agricultural extension ii. Health extension iii. Educational support iv. Vocational training. 5.3 Discuss the importance of technical extension services in improving productivity, community welfare, and	• Introduce the meaning of technical extension services and their importance in development. • Introduce various agencies providing extension services (agricultural, health, social welfare, NGOs, faith-based organizations). • Show students how government and NGOs operate at community level through case studies. • Guide students to identify differences	Textbooks, Journals, Internet, Computer, Projector, White Board, Marker, Charts etc.	• Assign student to engage in technical extension services. • Demonstrate various types of technical extension services, such as: i. Agricultural extension ii. Health extension iii. Educational support iv. Vocational training.		

	sustainable development. 5.4 Explain the roles and responsibilities of voluntary agencies (NGOs, faith-based organizations, community groups) in delivering technical extension services to underserved populations. 5.5 Describe the methods used in extension service delivery, including: • Demonstrations • Workshops, • Field visits, • Training sessions • Public awareness campaigns.	between government and voluntary agency extension services. • Assign group research tasks on specific agencies (e.g., NDE, FADAMA, UNICEF, Red Cross) and their roles in community development.		• Analyze the types and importance of technical extension services in improving productivity, community welfare, and sustainable development.		
General Objective 6.0 Know the opportunities in Social Development e.g Technology, youth engagement and partnership						
	6.1 Discuss the opportunities of social development in Nigeria 6.2 Explain the roles of youth in social development. 6.3 Explain the term "Technology", e.g AI app, mobile app, block chain etc.	• Explain social development in Nigeria. • Guide students to leverage on the opportunities that lie in social development. • Use practical illustrations to enable students to understand	Textbooks, Journals, Internet, Computer, Projector, White Board, Marker, Charts etc.			

		and embrace technology such as Artificial intelligence, mobile applications, blockchain etc.				
COURSE ASSESSMENT COURSE WORK: 10% TESTS: 10% PRACTICAL: 40% EXAMINATION: 40% TOTAL: 100%						

NATIONAL BOARD FOR TECHNICAL EDUCATION NBTE

PROGRAMME: NATIONAL DIPLOMA IN ISLAM AND DEVELOPMENT		
COURSE TITLE: DEVELOPMENT COMMUNICATION	**Course Code: ISD 128**	**Contact Hours: 2 Hrs/Week**
	Credit Unit: 2	**Theoretical: 1 Hr/Week**
Year: II Semester: I	**Pre-requisite:**	**Practical: 1 Hr/Week**
GOAL: This course is designed to equip students with knowledge and skills in understanding Development Communication concepts, methods, and the role of culture and religion to develop practical skills for effective program implementation.		
GENERAL OBJECTIVES: On completion of this course, the students should be able to: 1.0 Understand the concept and scope of Development Communication; 2.0 Understand theories, models, and approaches to Development Communication; 3.0 Understand Development Communication Methods, Tools, and Media; 4.0 Know the Role of culture and religion in Development Communication; 5.0 Understand Development Communication skills in planning and implementing Development Programmes.		

PROGRAMME: NATIONAL DIPLOMA IN ISLAM AND DEVELOPMENT		
COURSE TITLE: DEVELOPMENT COMMUNICATION	**COURSE CODE: ISD 128**	**Contact Hours: 2 Hrs/Week**
	Credit Unit: 2	**Theoretical: 1 Hr/Week**
Year: II Semester: I	**Pre-requisite:**	**Practical: 1 Hr/Week**
COURSE SPECIFICATION: THEORETICAL AND PRACTICAL		
GOAL: This course is designed to equip students with knowledge and skills in understanding Development Communication concepts, methods, and the role of culture and religion to develop practical skills for effective program implementation.		
GENERAL OBJECTIVE 1.0: Understand the concept and scope of Development Communication.		

THEORETICAL CONTENT				**PRACTICAL CONTENT**		
Week	**Specific Learning Outcome**	**Teacher's Activities**	**Resources**	**Specific Learning Outcome**	**Teacher's Activities**	**Resources**
1-2	1.1 Define the term Communication. 1.2 Explain development Communication. 1.3 Explain the evolution and scope of development communication. 1.4 Discuss the key elements of development communication. 1.5 Explain the	• Introduce the meaning of communication and development, then link both concepts. • Use simple examples to show how communication supports social change (health campaigns, agricultural extension, civic education). • Present a short video or real-life case (e.g., polio eradication campaign) to show development communication in action.	Textbooks, Journals, Internet Computer, Projector, White Board, Marker, Charts, Writing materials etc	• Carry out field trips to engage with nearby communities' stakeholders (use local language to communicate) • Utilize social media, mobile phones, AI applications to create and plan how to implement	Guide students to: Carry out field trips to engage with nearby communities' stakeholders (use local language to communicate)	Textbooks, Journals, Internet Computer, Projector, White Board, Marker, Charts, Writing materials, AI applications etc.

	difference between development communication and traditional mass communication. 1.6 Describe the role of information dissemination in the development process. 1.7 Discuss the importance of communication in national development. 1.8 Explain various channels of communication to support development goals.	• Facilitate class discussions on differences between traditional communication and development communication. • Use charts to explain the scope: education, agriculture, health, governance, community mobilization. • Organize group activities where students identify development communication issues in their communities and how they can strategize to support it. • Provide short readings or excerpts from key scholars for guided analysis.		developmental programmes in the host community.		
General Objective 2.0: Understand theories, models, and approaches to Development Communication						
3-5	2.1 Explain major theories of development communication i. Modernization ii. Dependency iii. Participatory iv. Human Development v. Sustainable	• Explain relevant communication theories such as Diffusion of Innovations, Dependency Theory, Two-Step Flow, Participatory Communication Approach. • Use diagrams to illustrate models (Shannon-Weaver, Lasswell Model, Osgood-Schramm, Participatory	Textbooks, Journals, Internet Computer, Projector, White Board, Marker, Charts, Writing materials	• Use role-play or simulations to demonstrate opinion leadership and information flow. • Carry out group discussions comparing top-	• Apply relevant communication theories such as Diffusion of Innovations, Dependency Theory, Two-Step Flow, Participatory	Textbooks, Journals, Internet Computer, Projector, White Board, Marker, Charts, Writing materials Use AI

	Development etc. 2.2 Explain communication models used in development planning. 2.3 Describe the participatory approach to communication in urban and rural development. 2.4 Discuss the strengths and weaknesses of communication theories. 2.5 Explain the role of community participation in development programmes. 2.6 Compare top–down and bottom–up communication strategies.	Model). • Facilitate group discussions comparing top-down vs. participatory approaches. • Present case studies showing how theories and models guide real development campaigns. • Assign students to choose one model and explain it using an example from their community. • Provide short quizzes or reflective exercises to check understanding.	Use AI applications etc.	down vs. participatory approaches. • Refer students to present case studies showing how theories and models guide real development campaigns. • Assign students to choose one model and explain it using an example from their community. • Conduct short quizzes or reflective exercises to check understanding.	Communication Approach. • Carry out group discussions comparing top-down vs. participatory approaches. • Conduct Refer students to present case studies showing how theories and models guide real development campaigns.	applications etc.
General Objective 3.0: Understand Development Communication Methods, Tools, and Media						
6-8	3.1 State types of communication tools 3.2 State major	• Demonstrate different communication tools such as posters, radio	Textbooks, Journals, Internet	• Conduct mock community outreach or	• Carry out mock community	Textbooks, Journals, Internet

	communication media used in development i. Radio ii. TV iii. Social media iv. Print v. Folk media, etc. 3.3 Explain interpersonal communication support in development programmes. 3.4 Describe the use of ICT and social media in promoting development communication. 3.5 Discuss traditional media influence on community behaviour. • Drama • Songs • Storytelling 3.6 Explain the effectiveness of different communication channels.	messages, community meetings, drama, mobile phones, and social media. • Explain when and why each method is suitable (e.g., radio for rural farmers, social media for youths). • Organize practical sessions where students design simple posters, jingles, or awareness messages. • Facilitate group work to compare traditional media (town criers, festivals, storytelling) with modern media. • Show examples of real development communication materials and analyze them in class. • Assign students to create a simple development communication plan using selected tools.	Computer, Projector, White Board, Marker, Charts, Writing materials etc	sensitization sessions. • Use traditional and modern media to communicate contemporary development issues. • Assign students to create a simple development communication plan using selected tools. • Use practical examples of real development communication materials and analyze them in class.	outreach or sensitization sessions. • Apply traditional and modern media to communicate contemporary development issues. • Apply examples of real development communication materials and analyze them in class.	Computer, Projector, White Board, Marker, Charts, Writing materials Use AI applications etc.

	3.7 Explain the uses of communication tools to support health, agriculture, and education campaigns.					
General Objective 4.0: Know the roles of culture and religion in Development Communication						
9-11	4.1 Discuss development challenges: • Poverty • Gender equity and Inequity • Health issues • Environment, etc. 4.2 Explain the use of communication to address social and economic problems. 4.3 Discuss the role of communication in change management campaigns. 4.4 Discuss communication strategies used in public health interventions. 4.5 Explain the influences of development	• Explain how cultural norms, values, beliefs, and religious systems influence communication patterns. • Present case studies showing communication campaign failures due to cultural or religious misunderstandings. • Facilitate discussions on culturally appropriate communication strategies. • Analyze religious texts or cultural proverbs that support positive development values. • Invite local cultural or religious leaders (if possible) to discuss community communication practices. • Explain the differences between inequality and	Textbooks, Journals, Internet Computer, Projector, White Board, Marker, Charts, Writing materials etc	• Apply AI tools to create contents to explain development challenges in Nigeria		Textbooks, Journals, Internet Computer, Projector, White Board, Marker, Charts, Writing materials, AI applications etc.

	communication in rural communities taking into consideration culture and religion.	equity in detail. • Use role-play to demonstrate how culture and religion can enhance or hinder message acceptance. • Assign group tasks to identify cultural barriers and solutions in their local context.				
General Objective 5.0: Understand the Development Communication skills in planning and implementing Development Programmes						
12-15	5.1 Explain steps in planning a development communication campaign. 5.2 Explain the importance of audience analysis in development communication 5.3 Discuss skills in designing effective development messaging. 5.4 Discuss monitoring and evaluation techniques in communication programmes. 5.5 Explain the role of	• Teach students essential skills: message design, audience analysis, advocacy, facilitation, negotiation, and public speaking. • Demonstrate the steps of planning a development communication program: i. situation analysis ii. identifying objectives iii. choosing channels iv. designing messages v. implementing activities vi. monitoring/evaluation • Organize hands-on exercises where students develop communication strategies for	Textbooks Journals Internet Computer Projector White Board Marker Charts	• Carry out field trips to engage with nearby community stakeholders and use local language to communicate with them • Utilize mobile phones. social media, AI applications to create and plan how to implement developmental programmes in different communities.		Textbooks, Journals, Internet Computer, Projector, White Board, Marker, Charts, Writing materials, AI applications etc.

	feedback in development communication interventions.	real community issues. • Facilitate group presentations of project plans for feedback. • Use mock training sessions or simulations to improve students' facilitation skills. • Assign students to design a communication campaign (e.g., sanitation, health, gender awareness).				
COURSE ASSESSMENT COURSE WORK: 20% TEST/ASSIGNMENTS 20% EXAMINATION: 60% TOTAL: 100%						

NATIONAL BOARD FOR TECHNICAL EDUCATION NBTE

YEAR II SEMESTER I COURSES

PROGRAMME: NATIONAL DIPLOMA IN ISLAM AND DEVELOPMENT		
COURSE TITLE: ARABIC LITERARY STUDIES *(AL-ADAB AL-ARABI*) I	**Course Code: ISD 211**	**Contact Hours: 2 Hrs/Week**
	Credit Unit: 2	**Theoretical: 2 Hrs/Week**
Year: II Semester: I	**Pre-requisite:**	**Practical: 0**
GOAL: This course is designed to equip students with knowledge and skills in understanding Arabic literature by examining its concept, elements, characteristics, genres, historical development, major literary periods, and schools, from classical to modern times.		

GENERAL OBJECTIVES:

On completion of this course, the students should be able to:

1.0 Understand the concept, scope and development of Arabic literature;
2.0 Understand the linguistic and technical definitions of Arabic literature.
3.0 Know basic elements that constitute literary expression عناصر الأدب (emotion, meaning, style, and imagination)
4.0 Understand the main characteristics of Arabic literature (خصائص الأدب العربي);
5.0 Know the difference between poetry and prose in both classical and modern periods (الحديث والقديم);
6.0 Understand the historical origins and early development of Arabic literature;
7.0 Understand how Arabic literature evolved through different historical eras تطور الأدب في العصور القديمة
8.0 Understand major literary periods in Arabic literature (الجاهلي، صدر الإسلام، الأموي، العباسي) and explain the distinguishing features of each era;
9.0 Understand the nature, themes, and features of modern and contemporary Arabic literature;
10.0 Understand major literary schools المدارس الأدبية and their influence on Arabic literary thought and creativity.

PROGRAMME: NATIONAL DIPLOMA IN ISLAM AND DEVELOPMENT						
COURSE TITLE: ARABIC LITERARY STUDIES *(AL-ADAB AL-ARABI)* I		**Course Code: ISD 211**		**Contact Hours: 2 Hrs/Week**		
		Credit Unit: 2		**Theoretical: 2 Hrs/Week**		
Year: II Semester: I		**Pre-requisite:**		**Practical: 0**		
COURSE SPECIFICATION: THEORETICAL						
GOAL: This course is designed to equip students with knowledge and skills in understanding Arabic literature by examining its concept, elements, characteristics, genres, historical development, major literary periods, and schools, from classical to modern times.						
GENERAL OBJECTIVE 1.0: Understand the concept, scope and development of Arabic literature.						
THEORETICAL CONTENT				PRACTICAL CONTENT		
Week	**Specific Learning Outcome**	**Teacher's Activities**	**Resources**	**Specific Learning Outcome**	**Teacher's Activities**	**Resources**
1	1.1 Define the concept (مفهوم) of Arabic literature (الأدب العربي) and distinguish it from related fields such as Arabic language (اللغة العربية) and rhetoric (البلاغة). 1.2 Explain the scope (نطاق) of Arabic literature (الأدب العربي), including its major genres like poetry (الشعر) and prose (النثر). 1.3 Trace the development (تطوّر) of Arabic literature (الأدب العربي) across different historical periods (e.g., Pre-Islamic, Islamic, Abbasid, Modern). 1.4 Explain the literary characteristics (الخصائص الأدبية)	• Explain the concept (مفهوم) of Arabic literature (الأدب العربي) and distinguish it from related fields such as Arabic language (اللغة العربية) and rhetoric (البلاغة). • Discuss the scope (نطاق) of Arabic literature (الأدب العربي), including its major genres like poetry (الشعر) and prose (النثر). • Trace the development (تطوّر) of Arabic literature (الأدب العربي) across	Textbooks, Journals, Internet, Computer, Projector, White Board, Marker , Charts, Writing materials etc			

	unique to each period of Arabic literature (الأدب العربي).	different historical periods (e.g., Pre-Islamic, Islamic, Abbasid, Modern). • Explain the literary characteristics (الخصائص الأدبية) unique to each period of Arabic literature (الأدب العربي). • Analyze selected literary texts to demonstrate understanding of the concept (مفهوم), scope (نطاق), and development (تطوّر) of Arabic literature (الأدب العربي).				
General Objective 2.0: Understand the linguistic and technical definitions of Arabic literature.						
2-3	2.1 Explain the linguistic meaning (المدلول اللغوي) of Arabic literature (الأدب العربي) with reference to its root and classical usage. 2.2 Interpret the technical meaning (المدلول الاصطلاحي) of Arabic literature (الأدب العربي) as defined by scholars and literary critics.	• Apply the linguistic (المدلول اللغوي) and technical (المدلول الاصطلاحي) definitions to classify selected texts from Arabic literature (الأدب العربي). • Identify the key elements of literature (عناصر الأدب) that are emphasized in the technical definition	Textbooks Journals Internet Computer Projector White Board Marker Charts			

	2.3 Compare the linguistic definition (التعريف اللغوي) and technical definition (التعريف الاصطلاحي) of Arabic literature (الأدب العربي), highlighting their differences and overlaps.	(التعريف الاصطلاحي) of Arabic literature (الأدب العربي).				
General Objective 3.0: Know basic elements that constitute literary expression عناصر الأدب (emotion, meaning, style, and imagination)						
4-5	3.1 Explain the basic elements of literature (عناصر الأدب), including emotion (العاطفة), meaning (المعنى), style (الأسلوب), and imagination (الخيال). 3.2 Explain the role of each literary element (عنصر أدبي) in shaping Arabic literary expression (التعبير الأدبي العربي). 3.3 Illustrate how elements of literature (عناصر الأدب) interact to create effective literary expression.	• Discuss the basic elements of literature (عناصر الأدب), including emotion (العاطفة), meaning (المعنى), style (الأسلوب), and imagination (الخيال). • Explain the role of each literary element (عنصر أدبي) in shaping Arabic literary expression (التعبير الأدبي العربي). • Demonstrate elements of literature (عناصر الأدب) interact to create effective literary expression. • Analyze selected texts to demonstrate the presence of emotion (العاطفة), meaning (المعنى), style (الأسلوب), and imagination	Textbooks, Journals, Internet, Computer, Projector, White Board, Marker, Charts etc			

		(الخيال). • Apply knowledge of literary elements (عناصر الأدب) in composing short original literary pieces, showing proper use of emotion (العاطفة), meaning (المعنى), style (الأسلوب), and imagination (الخيال).				
General Objective 4.0: Understand the main characteristics of Arabic literature (خصائص الأدب العربي)						
6-7	4.1 Explain the main characteristics (الخصائص) of Arabic literature (الأدب العربي) across different periods. 4.2 Explain how language (اللغة), style (الأسلوب), content (المضمون), and form (الصياغة) contribute to the characteristics (الخصائص) of Arabic literature (الأدب العربي). 4.3 Compare the literary characteristics (الخصائص الأدبية) of Arabic literature (الأدب العربي) with those of other literary traditions.	• Explain the main characteristics (الخصائص) of Arabic literature (الأدب العربي) across different periods. • Explain how language (اللغة), style (الأسلوب), content (المضمون), and form (الصياغة) contribute to the characteristics (الخصائص) of Arabic literature (الأدب العربي). • Compare the literary characteristics (الخصائص الأدبية) of Arabic literature (الأدب العربي) with those of other literary traditions.	Textbooks, Journals, Internet, Computer, Projector, White Board, Marker, Charts etc			

		• Analyze selected texts to illustrate key characteristics (الخصائص) of Arabic literature (الأدب العربي). • Apply knowledge of literary characteristics (الخصائص الأدبية) in evaluating and critiquing Arabic literary works.				
General Objective 5.0: Know the difference between poetry and prose in both classical and modern periods (الحديث والقديم)						
8-9	5.1 Define poetry (الشعر) and prose (النثر) in the context of Arabic literature (الأدب العربي). 5.2 Differentiate between poetry (الشعر) and prose (النثر) in the classical period (القديم) based on structure, style, and themes. 5.3 Differentiate between poetry (الشعر) and prose (النثر) in the modern period (الحديث) with reference to form, style, and subject matter. 5.4 Compare classical (القديم) and modern (الحديث) examples of poetry (الشعر) and prose (النثر) to highlight evolution in style and expression.	• Explain poetry (الشعر) and prose (النثر) in the context of Arabic literature (الأدب العربي). • Classify poetry (الشعر) and prose (النثر) in to classical period (القديم) based on structure, style, and themes. • Classify poetry (الشعر) and prose (النثر) into modern period (الحديث) with reference to form, style, and subject matter. • Compare classical (القديم) and modern (الحديث) examples of poetry	Textbooks, Journals, Internet, Computer, Projector, White Board, Marker, Charts etc			

		(الشعر) and prose (النثر) to highlight evolution in style and expression. • Analyze selected texts to classify them correctly as poetry (الشعر) or prose (النثر) from either classical (القديم) or modern (الحديث) periods.				
General Objective 6.0: Understand the historical origins and early development of Arabic literature.						
10-11	6.1 Explain the historical origins (الأصول التاريخية) of Arabic literature (الأدب العربي), including its cultural and social roots. 6.2 Describe early development (التطوّر المبكر) of Arabic literature (الأدب العربي) in the pre-Islamic (ما قبل الإسلام) and early Islamic (الإسلامي المبكر) periods. 6.3 Identify the key genres (الأنواع الأدبية) and forms (الصيغ) that characterized the early Arabic literature (الأدب العربي). 6.4 Relate the historical context to the content, style, and purpose of early Arabic literature (الأدب	• Explain the historical origins (الأصول التاريخية) of Arabic literature (الأدب العربي), including its cultural and social roots. • Trace the early development (التطوّر المبكر) of Arabic literature (الأدب العربي) in the pre-Islamic (ما قبل الإسلام) and early Islamic (الإسلامي المبكر) periods. • Identify the key genres (الأنواع الأدبية) and forms (الصيغ) that characterized the early Arabic literature (الأدب العربي). • Relate the historical	Textbooks, Journals, Internet, Computer, Projector, White Board, Marker, Charts etc			

	العربي المبكر).	context to the content, style, and purpose of early Arabic literature (الأدب العربي المبكر). • Analyze selected texts to demonstrate features of early Arabic literature (الأدب العربي المبكر)				
General Objective 7.0: Understand how Arabic literature evolved through different historical eras تطور الأدب في العصور القديمة						
12	7.1 Explain the evolution (تطور) of Arabic literature (الأدب العربي) across major historical eras (العصور القديمة). 7.2 Identify the significant literary periods (العصور الأدبية) and their defining features. 7.3 Explain how social, political, and cultural factors influenced the development (تطور) of Arabic literature (الأدب العربي) in each era. 7.4 Compare literary characteristics of Arabic literature (الأدب العربي) between early and later historical eras (العصور القديمة) to understand its evolution.	• Trace the evolution (تطور) of Arabic literature (الأدب العربي) across major historical eras (العصور القديمة). • Explain the significant literary periods (العصور الأدبية) and their defining features. • Explain how social, political, and cultural factors influenced the development (تطور) of Arabic literature (الأدب العربي) in each era. • Compare literary characteristics of Arabic literature (الأدب العربي) between early and later	Textbooks, Journals, Internet, Computer, Projector, White Board, Marker, Charts etc			

		historical eras (العصور القديمة) to understand its evolution. • Analyze selected texts to illustrate changes in style (الأسلوب), form (الصياغة), and themes (الموضوعات) across historical periods.				
General Objective 8.0: Understand major literary periods in Arabic literature (الجاهلي، صدر الإسلام، الأموي، العباسي) and the distinguishing features of each era						
13	8.1 Explain the major literary periods (العصور الأدبية) in Arabic literature (الأدب العربي), including Pre-Islamic (الجاهلي), Early Islamic (صدر الإسلام), Umayyad (الأموي), and Abbasid (العباسي) periods. 8.2 Explain the distinguishing features (الخصائص المميزة) of each literary period (العصر الأدبي) in terms of themes (الموضوعات), style (الأسلوب), and form (الصياغة). 8.3 Compare and contrast the literary characteristics (الخصائص الأدبية) of the Pre-Islamic (الجاهلي) period with the Abbasid (العباسي) period. 8.4 Relate historical and cultural	• Discuss the major literary periods (العصور الأدبية) in Arabic literature (الأدب العربي), including Pre-Islamic (الجاهلي), Early Islamic (صدر الإسلام), Umayyad (الأموي), and Abbasid (العباسي) periods. • Explain the distinguishing features (الخصائص المميزة) of each literary period (العصر الأدبي) in terms of themes (الموضوعات), style (الأسلوب), and form (الصياغة). • Compare and contrast the literary characteristics (الخصائص الأدبية) of the	Textbooks, Journals, Internet, Computer, Projector, White Board, Marker, Charts etc			

	contexts to the development (تطور) of literary forms in each period (العصر الأدبي).	Pre-Islamic (الجاهلي) period with the Abbasid (العباسي) period. • Relate historical and cultural contexts to the development (تطور) of literary forms in each period (العصر الأدبي). • Analyze selected texts from each literary period (العصر الأدبي) to identify period-specific features (الخصائص المميزة).				
General Objective 9.0: Understand the nature, themes, and features of modern and contemporary Arabic literature.						
14	9.1 Explain the nature (طبيعة) of modern (الحديث) and contemporary (المعاصر) Arabic literature (الأدب العربي). 9.2 Identify the major themes (الموضوعات) addressed in modern (الحديث) and contemporary (المعاصر) Arabic literature (الأدب العربي). 9.3 Describe the key features (الخصائص) of modern (الحديث) and contemporary (المعاصر) Arabic literature (الأدب العربي), including changes in style (الأسلوب), form (الصياغة), and	• Explain the nature (طبيعة) of modern (الحديث) and contemporary (المعاصر) Arabic literature (الأدب العربي). • Identify the major themes (الموضوعات) addressed in modern (الحديث) and contemporary (المعاصر) Arabic literature (الأدب العربي). • Describe the key features (الخصائص) of modern (الحديث) and contemporary (المعاصر)	Textbooks, Journals, Internet, Computer, Projector, White Board, Marker, Charts etc	.		

	expression (التعبير). 9.4 Compare modern (الحديث) and contemporary (المعاصر) Arabic literature (الأدب العربي) with classical literature (الأدب الكلاسيكي) in terms of themes (الموضوعات), style (الأسلوب), and literary features (الخصائص الأدبية).	Arabic literature (الأدب العربي), including changes in style (الأسلوب), form (الصياغة), and expression (التعبير). • Compare modern (الحديث) and contemporary (المعاصر) Arabic literature (الأدب العربي) with classical literature (الأدب الكلاسيكي) in terms of themes (الموضوعات), style (الأسلوب), and literary features (الخصائص الأدبية). • Analyze selected texts from modern (الحديث) and contemporary (المعاصر) Arabic literature (الأدب العربي) to illustrate themes and features				
General Objective 10.0: Understand major literary schools المدارس الأدبية and their influence on Arabic literary thought and creativity.						
15	10.1 Explain the major literary schools (المدارس الأدبية) in Arabic literature (الأدب العربي). 10.2 Explain the core principles (المبادئ) and ideas (الأفكار) promoted by each literary school (المدرسة الأدبية). 11.0 10.3 Compare the approaches	• Explain the major literary schools (المدارس الأدبية) in Arabic literature (الأدب العربي). • Explain the core principles (المبادئ) and ideas (الأفكار) promoted by each literary school	Textbooks, Journals, Internet, Computer, Projector, White Board, Marker, Charts etc			

	of various literary schools (المدارس الأدبية) regarding style (الأسلوب), theme (الموضوع), and expression (التعبير).	(المدرسة الأدبية). • Compare the approaches of various literary schools (المدارس الأدبية) regarding style (الأسلوب), theme (الموضوع), and expression (التعبير). • Analyze the influence of different literary schools (المدارس الأدبية) on Arabic literary thought (الفكر الأدبي العربي) and creativity (الإبداع). • Apply knowledge of literary schools (المدارس الأدبية) to critically evaluate selected literary texts in terms of their school affiliation (انتماء مدرسي) and influence on Arabic literary creativity (الإبداع الأدبي العربي).				

COURSE ASSESSMENT
COURSE WORK: 10%
TESTS: 10%
PRACTICAL: 40%
EXAMINATION: 40%
TOTAL: 100%

PROGRAMME: NATIONAL DIPLOMA IN ISLAM AND DEVELOPMENT		
COURSE TITLE: ISLAMIC PHILOSOPHY AND LOGIC	**Course Code: ISD 212**	**Contact Hours: 2 Hrs/Week**
	Credit Unit: 2	**Theoretical: 2 Hrs/Week**
Year: II Semester: I	**Pre-requisite:**	**Practical: 0**

GOAL: **This course is designed to acquaint students with knowledge and skills in understanding the fundamental principles of philosophy, including existence (الوجود) and essence (الجوهر), Aristotle's ten categories (المقولات العشر), logic (المنطق), signification (الدلالة), the five universals (الكليات الخمس), definition (التعريف), and direct and indirect inference (الاستدلال المباشر وغير المباشر), and apply this knowledge in reasoning and analysis.**

GENERAL OBJECTIVES:

On completion of this course, the students should be able to:

1.0 Understand the conceptual principles of philosophy;
2.0 Understand existence, essence and their provisions;
3.0 Understand the types of existence;
4.0 Know about Aristotle's ten categories (*Maqulat Al-Ashr);*
5.0 Understand the concept of logic;
6.0 Know the signification and its types;
7.0 Understand the five universals;
8.0 Understand the concept of definition and its conditions;
9.0 Understand direct and indirect inference in Logic.

PROGRAMME: NATIONAL DIPLOMA IN ISLAM AND DEVELOPMENT		
COURSE TITLE: ISLAMIC PHILOSOPHY AND LOGIC	COURSE CODE: ISD 117	Contact Hours: 2 Hrs/Week
	Credit Unit: 2	Theoretical: 2 Hrs/Week
Year: II Semester: I	Pre-requisite:	Practical: 0

COURSE SPECIFICATION: THEORETICAL

GOAL: **This course is designed to acquaint students with knowledge and skills in understanding the fundamental principles of philosophy, including existence (الوجود) and essence (الجوهر), Aristotle's ten categories (المقولات العشر), logic (المنطق), signification (الدلالة), the five universals (الكليات الخمس), definition (التعريف), and direct and indirect inference (الاستدلال المباشر وغير المباشر), and apply this knowledge in reasoning and analysis.**

GENERAL OBJECTIVE 1.0: Understand the conceptual principles of philosophy

THEORETICAL CONTENT				PRACTICAL CONTENT		
Week	**Specific Learning Outcome**	**Teacher's Activities**	**Resources**	**Specific Learning Outcome**	**Teacher's Activities**	**Resources**
1	1.1 Define the term "Philosophy" 1.2 Explain the scope and relevance of Philosophy to human knowledge and society. 1.3 Describe the major branches of philosophy such as metaphysics, epistemology, ethics, and logic etc 1.4 Explain key philosophical concepts and terms, including reason,	• Explain the term "Philosophy" • Evaluate Explain the scope and relevance of Philosophy to human knowledge and society. • Classify the major branches of philosophy (such as metaphysics, epistemology,	Textbooks, Journals, Internet, Computer, Projector, White Board, Marker, Video clips, Chart			

	knowledge, truth, reality, and values. 1.5 Differentiate between philosophical inquiry and other forms of knowledge, particularly religious and scientific knowledge. 1.6 Analyze basic philosophical questions and problems using logical and critical thinking skills. 1.7 Relate philosophical principles to Islamic thought, highlighting areas of convergence and divergence. 1.8 Demonstrate critical reasoning skills by discussing simple philosophical arguments clearly and coherently.	ethics, and logic). • Evaluate key philosophical concepts and terms, including reason, knowledge, truth, reality, and values.				
General Objective 2.0: Understand existence, essence and their provisions						
2	2.1 Explain the concepts of existence (*wujūd*) and essence (*māhiyyah*) in philosophical and Islamic thought. 2.2 Differentiate clearly between existence and essence, using simple	• Explain the concepts of existence (*wujūd*) and essence (*māhiyyah*) in philosophical and Islamic thought. • Juxtapose existence and essence, using	Textbooks, Journals, Internet, Computer, Projector, White Board, Marker, Video clips,			

	philosophical illustrations. 2.3 Explain the relationship between existence and essence as discussed in basic metaphysical philosophy. 2.4 Identify the classifications of existence (such as necessary, possible, and impossible existence). 2.5 Explain the provisions and implications of existence and essence in understanding reality and creation. 2.6 Relate the concepts of existence and essence to Islamic worldview, especially in relation to Allah (Necessary Existent) and created beings. 2.7 Explain the concepts of existence and essence to simple philosophical or theological discussions.	simple philosophical illustrations. • Describe the nexus between existence and essence as discussed in basic metaphysical philosophy. • Explain existence (such as necessary, possible, and impossible existence). • State the provisions and implications of existence and essence in understanding reality and creation. • Analyze the concepts of existence and essence to Islamic worldview, especially in relation to Allah (Necessary Existent) and created beings.	Chart			
General Objective 3.0: Understand the types of existence						
	3.1 Explain the fundamental concepts of existence (*wujūd*) within philosophical and Islamic	• Evaluate the fundamental concepts of existence (*wujūd*) within philosophical	Textbooks, Journals, Internet, Computer,			

3-4	contexts. 3.2 Describe the major types of existence, such as necessary (*wajib al- wujūd*), possible (*mumkin al- wujūd*) and impossible (*mumtani 'al- wujūd*) existence. 3.3 Distinguish between necessary existence and contingent (possible) existence, with relevant examples. 3.4 Explain the characteristics of each type of existence in simple metaphysical terms. 3.5 Relate the types of existence to Islamic belief, particularly the concept of Allah as the Necessary Existent and creation as contingent beings. 3.6 Classify given examples according to types of existence in classroom discussions or exercises. 3.7 Demonstrate basic analytical reasoning by explaining why a thing belongs to a particular type of existence.	and Islamic contexts. • Identify Describe the major types of existence, such as necessary (*wajib al- wujūd*), possible (*mumkin al- wujūd*) and impossible (*mumtani 'al- wujūd*) existence. • Juxtapose necessary existence and contingent (possible) existence, with relevant examples. • State the characteristics of each type of existence in simple metaphysical terms. • Evaluate the types of existence to Islamic belief, particularly the concept of Allah as the Necessary Existent and creation as contingent beings. • Illustrate examples according to types of existence in classroom discussions	Projector, White Board, Marker, Video clips, Chart			

		or exercises. • State basic analytical reasoning by explaining why a thing belongs to a particular type of existence.				
General Objective 4.0: Know about Aristotle's ten categories (*Maqulat Al-Ashr)*						
5-6	4.1 Explain briefly the philosophy behind Aristotle's ten categories (*Maqūlāt* al-'*Ashr*) 4.2 Explain the purpose of Aristotle's ten categories in philosophical classification. 4.3 Enumerate the ten categories correctly, namely substance, quantity, quality, relation, place, time, position, state, action, and passion. 4.4 Differentiate between substance (*jawhar*) and accident ('*araḍ*) in Aristotelian philosophy. 4.5 Classify objects or concepts according to the ten categories in basic philosophical exercises. 4.6 Relate Aristotle's categories to Islamic philosophical thought, as adopted and discussed by Muslim	• Describe briefly the philosophy behind Aristotle's ten categories (*Maqūlāt al-'Ashr*) • State the purpose of Aristotle's ten categories in philosophical classification. • State the ten categories correctly, namely substance, quantity, quality, relation, place, time, position, state, action, and passion. • Juxtapose substance (*jawhar*) and accident ('*araḍ*) in Aristotelian	Textbooks, Journals, Internet, Computer, Projector, White Board, Marker, Video clips, Chart			

	Scholars. 4.7 Demonstrate basic analytical understanding by applying the categories to everyday or theological examples.	philosophy. • Classify objects or concepts according to the ten categories in basic philosophical exercises. • Evaluate Aristotle's categories to Islamic philosophical thought, as adopted and discussed by Muslim scholars. • Evaluate basic analytical understanding by applying the categories to everyday or theological examples.				
General Objective 5.0: Understand the concept of logic						
7-8	5.1 Define the term 'logic' (*al-Manṭiq*) 5.2 Explain the importance of logic in philosophy and Islamic studies. 5.3 Identify the objectives and functions of logic in correct reasoning and	• Explain the term 'logic' (*al-Manṭiq*) • Illustrate the importance of logic in philosophy and Islamic studies. • State the objectives and functions of logic in correct reasoning and	Textbooks, Journals, Internet, Computer, Projector, White Board, Marker, Video clips, Chart etc			

	sound judgment. 5.4 Explain the relationship between logic and thinking, especially in avoiding errors in reasoning. 5.5 Differentiate between correct (sound) and incorrect (fallacious) reasoning in simple arguments. 5.6 Recognize the relevance of logic in Islamic scholarship, particularly in jurisprudence (*fiqh*), theology (‘*aqīdah*), and *da‘wah*. 5.7 Apply basic logical principles to everyday discussions and simple academic discourse. 5.8 Demonstrate clarity and order in reasoning when expressing ideas orally or in writing.	sound judgment. • Evaluate the relationship between logic and thinking, especially in avoiding errors in reasoning. • Juxtapose correct (sound) and incorrect (fallacious) reasoning in simple arguments. • Identify the relevance of logic in Islamic scholarship, particularly in jurisprudence (*fiqh*), theology (‘*aqīdah*), and da‘*wah*. • Illustrate basic logical principles to everyday discussions and simple academic discourse. • Identify clarity and order in reasoning when expressing ideas orally or in writing.				
General Objective 6.0: Know the signification and its types						
	6.1 Define signification (*dalālah*) in the context of	• Explain signification (*dalālah*) in the context of logic and	Textbooks, Journals, Internet,			

9-10	logic and philosophy. 6.2 Explain the importance of signification in understanding meanings of words, concepts, and expressions. 6.3 Identify the main types of signification, such as verbal (*lafẓiyyah*) and non-verbal (*ghayr lafẓiyyah*). 6.4 Differentiate between natural, conventional, and rational signification with simple examples. 6.5 Explain literal and implied signification in basic logical and linguistic usage. 6.6 Classify examples according to their types of signification during discussions or exercises. 6.7 Apply the concept of signification to simple texts or statements to derive correct meanings.	philosophy. • Describe the importance of signification in understanding meanings of words, concepts, and expressions. • State the main types of signification, such as verbal (*lafẓiyyah*) and non-verbal (*ghayr lafẓiyyah*). • Describe natural, conventional, and rational signification with simple examples. • State literal and implied signification in basic logical and linguistic usage. • State examples according to their types of signification during discussions or exercises. • Describe the concept of signification to simple texts or statements to derive correct	Computer, Projector, White Board, Marker, Video clips, Chart etc			

		meanings.				
General Objective 7.0: Understand the five universals in Logic						
11-12	7.1 Define the five universals (*al-Kulliyyāt al-Khams*) in Logic. 7.2 List the five universals correctly, namely *jins* (genus), *naw* (species), *faṣl* (difference), *khāṣṣah* (property), and *araḍ* (accident). 7.3 Explain each of the five universals using clear and simple examples. 7.4 Differentiate between essential and accidental attributes of things. 7.5 Explain the five universals in defining concepts accurately. 7.6 Classify given terms or concepts according to the five universals in basic logical exercises. 7.7 Expplain the relevance of the five universals to logic, definition, and Islamic scholarly disciplines.	• Explain the five universals (*al-Kulliyyāt al-Khams*) in Logic. • State the five universals correctly, namely *jins* (genus), *naw* (species), *faṣl* (difference), *khāṣṣah* (property), and *araḍ* (accident). • Identify each of the five universals using clear and simple examples. • Juxtapose between essential and accidental attributes of things. • Illustrate the five universals in defining concepts accurately. • Evaluate given terms or concepts according to the five universals in basic logical exercises. • Describe the relevance of the five universals to logic,	Textbooks, Journals, Internet, Computer, Projector, White Board, Marker, Video clips, Chart etc			

		definition, and Islamic scholarly disciplines.				
General Objective 8.0: Understand the concept of Definition and its conditions in Logic						
13	8.1 Explain the concept of Definition (*ta'rīf*) in Logic. 8.2 Explain the purpose and importance of Definition in clear thinking and knowledge organization. 8.3 Identify the main types of Definition, such as real (*ḥadd*) and nominal (*rasm*). 8.4 Explain the basic conditions of a correct Definition, including clarity, completeness, and precision. 8.5 Differentiate between essential and non-essential elements in a Definition. 8.6 Construct simple and correct Definitions using the principles of genus and difference. 8.7 Explain given Definitions by identifying whether they meet the required conditions.	• Explain the concept of Definition (*ta'rīf*) in Logic. • Describe the purpose and importance of Definition in clear thinking and knowledge organization. • Illustrate the main types of Definition, such as real (*ḥadd*) and nominal (*rasm*). • State the basic conditions of a correct Definition, including clarity, completeness, and precision. • Draw parallels between essential and non-essential elements in a Definition. • Illustrate simple and correct Definitions using the principles of genus and difference.	Textbooks, Journals, Internet, Computer, Projector, White Board, Marker, Video clips, Chart etc			

		• Classify given Definitions by identifying whether they meet the required conditions.				
General Objective 9.0: Understand Direct and Indirect Inference in Logic						
14-15	9.1 Define inference (*istidlāl*) in the study of Logic. 9.2 Differentiate between Direct Inference and Indirect inference in logical reasoning. 9.3 Identify the forms of Direct Inference, such as conversion, obversion, and contraposition. 9.4 Explain the meaning of Indirect Inference, particularly syllogistic reasoning. 9.5 Recognize the components of an Indirect Inference (syllogism), including premises and conclusion. 9.6 Apply Direct Inference rules to simple propositions. 9.7 Construct simple Indirect Inferences using basic syllogistic forms. 9.8 Evaluate simple arguments to determine whether they	• Explain inference (*istidlāl*) in the study of Logic. • Describe Direct Inference and Indirect inference in logical reasoning. • Describe the forms of Direct Inference, such as conversion, obversion, and contraposition. • Identify the meaning of Indirect Inference, particularly syllogistic reasoning. • Identify the components of an Indirect Inference (syllogism), including premises	Textbooks, Journals, Internet, Computer, Projector, White Board, Marker, Video clips, Chart etc			

	follow valid Direct or Indirect Inference.	and conclusion. • Illustrate Direct Inference rules to simple propositions. • Illustrate simple Indirect Inferences using basic syllogistic forms. • Evaluate simple arguments to determine whether they follow valid Direct or Indirect Inference.				
COURSE ASSESSMENT COURSE WORK: 20% TEXT/ASSIGNMENT: 20% EXAMINATION: 60% TOTAL: 100%						

PROGRAMME: NATIONAL DIPLOMA IN ISLAM AND DEVELOPMENT		
COURSE TITLE: ISLAMIC JURISPRUDENCE (CONTRACT) III	**Course Code: ISD 213**	**Contact Hours: 2Hrs/Week**
	Credit Unit: 2	**Theoretical: 2 Hrs/Week**
Year: II Semester: I	**Pre-requisite:**	**Practical: 0**
GOAL: This course is designed to equip students with knowledge and skills in understanding the Islamic rulings on Sales, Marriage, and Divorce, including *Iddah*		
GENERAL OBJECTIVES: On completion of this course, the students should be able to: 1.0 Understand the concept of *Bay* (sale); 2.0 Understand the concept of marriage; 3.0 Understand the rulings of divorce and waiting period *(Iddah)*		

PROGRAMME: NATIONAL DIPLOMA IN ISLAM AND DEVELOPMENT		
COURSE TITLE: ISLAMIC JURISPRUDENCE (CONTRACT) III	**COURSE CODE: ISD 213**	**Contact Hours: 2 Hrs/Week**
	Credit Unit: 2	**Theoretical: 2 Hrs/Week**
Year: II Semester: I	**Pre-requisite:**	**Practical: 0**
COURSE SPECIFICATION: THEORETICAL AND PRACTICAL		
GOAL: This course is designed to equip students with knowledge and skills in understanding the Islamic rulings on Sales, Marriage, and Divorce, including Iddah.		
GENERAL OBJECTIVE 1.0: Understand the concept of *Bay* (Sales)		

THEORETICAL CONTENT				**PRACTICAL CONTENT**		
Week	**Specific Learning Outcome**	**Teacher's Activities**	**Resources**	**Specific Learning Outcome**	**Teacher's Activities**	**Resources**
1-5	1.1 Explain the meaning of Sales (*Bay*') according to Islamic Jurisprudence. 1.2 Discuss the essential elements of a valid sale, including seller, buyer, subject matter, and offer and acceptance. 1.3 Describe the objectives of *Bay*' in Islamic economic system. 1.4 Differentiate between lawful	• Use 'what if' scenario to explain the concept of selling and buying based on Islamic law (البيع). • Encourage the students to brainstorm in different case studies • Explain *Bai*' according to Islamic jurisprudence (تعريف البيع شرعًا). • Discuss the essential	Textbooks, Journals, Internet, Computer, Projector, White Board, Marker, Charts etc			

	and unlawful sales transactions. 1.5 Evaluate the role of *Bay*‘ in promoting fairness, transparency, and trust in society.	elements of a valid sale, including seller (البائع), buyer (المشتري), subject matter (المبيع), and offer and acceptance (الإيجاب والقبول). • Describe the objectives of *Bai’* in Islamic economic life (مقاصد البيع في الإسلام). • Differentiate between lawful and unlawful sale transactions (التمييز بين البيع الصحيح والبيع الفاسد أو الباطل). • Evaluate the role of *Bai’* in promoting fairness, transparency, and trust in society (تقييم دور البيع في تحقيق العدل والشفافية والثقة في المجتمع). • Analyze simple commercial transactions to determine whether they meet the conditions of Bai’ (تحليل معاملات بيع بسيطة للتحقق من صحتها شرعًا). • Apply the basic rules of *Bai’* in everyday buying and selling activities				

		تطبيق أحكام البيع الأساسية في (المعاملات اليومية).				
General Objective 2.0: Understand the concept of marriage in Islam						
6-10	2.1 Explain the meaning of marriage according to Islamic jurisprudence. 2.2 Explain the essential elements of a valid marriage, including proposal and acceptance, guardian, bride price, and witnesses. 2.3 Explain the objectives of marriage in Islam. 2.4 Explain the conditions for validity of marriage in Islam. 2.5 Enumerate categories of women prohibited in marriage. 2.6 Discuss the importance of marriage in promoting moral values and social stability.	• Explain the meaning of marriage in Islam (الزواج / النكاح). • Define marriage according to Islamic jurisprudence (تعريف النكاح شرعًا). • Explain the essential elements of a valid marriage, including proposal and acceptance (الإيجاب والقبول), guardian (الولي), dowry (المهر), and witnesses (الشهود). • Describe the objectives of marriage in Islam (مقاصد الزواج في الإسلام). • Differentiate between valid, irregular, and invalid marriages (التمييز بين الزواج الصحيح والفاسد والباطل). • Evaluate the importance of marriage in promoting moral values and social stability (تقييم أهمية الزواج في تحقيق القيم الأخلاقية والاستقرار الاجتماعي). • Analyze simple marital cases to determine their	Textbooks, Journals, Internet, Computer, Projector, White Board, Marker, Charts etc			

		validity according to Islamic law (تحليل حالات زواج بسيطة للتحقق من صحتها شرعًا) • Apply basic rules of marriage in discussing family and social responsibilities (تطبيق أحكام الزواج الأساسية في مناقشة المسؤوليات الأسرية والاجتماعية				
General Objective 3.0: Understand the rulings of divorce and waiting period *(Iddah)*						
11-15	3.1 Explain the concept of divorce in Islamic law. 3.2 Explain the major types of divorce, such as revocable divorce, irrevocable minor divorce, and irrevocable major divorce. 3.3 Describe the rulings and conditions related to divorce. 3.4 Define the waiting period (*ʿIddah*) and its purpose. 3.5 Explain the different types of waiting periods based on circumstances.	• Explain the concept of divorce in Islamic law (الطلاق). • Explain the waiting period (*ʿIddah*) and its purpose (العدة). • Explain the major types of divorce, such as revocable divorce (الطلاق الرجعي), irrevocable minor divorce (الطلاق البائن بينونة صغرى), and irrevocable major divorce (الطلاق البائن بينونة كبرى). • Describe the rulings and conditions related to divorce (أحكام الطلاق وشروطه). • Explain the different types of waiting periods based on circumstances (أنواع العدة حسب الأحوال).	Textbooks, Journals, Internet, Computer, Projector, White Board, Marker, Charts etc			

		• Analyze simple divorce cases to determine the type of divorce and the applicable waiting period (تحليل حالات طلاق بسيطة لتحديد نوع الطلاق والعدة الواجبة). • Apply the basic rulings of divorce and ʿIddah in hypothetical family law situations (تطبيق أحكام الطلاق والعدة في حالات أسرية افتراضية). • Evaluate the wisdom and social impact of divorce and waiting period regulations in Islam (تقييم حكمة وأثر أحكام الطلاق والعدة في المجتمع الإسلامي).				
COURSE ASSESSMENT COURSE WORK: 20% TEXT/ASSIGNMENT: 20% EXAMINATION: 60% TOTAL: 100%						

PROGRAMME: NATIONAL DIPLOMA IN ISLAM AND DEVELOPMENT		
COURSE TITLE: EXEGESIS *(TAFSĬR)* I	**Course Code: ISD 214**	**Contact Hours: 2 Hrs/Week**
	Credit Unit: 2	**Theoretical: 2 Hrs/Week**
Year: II Semester: I	**Pre-requisite: -**	**Practical: 0**
GOAL: This course is designed to equip students with knowledge and skills in understanding the concept, types, and categories of Tafsir, interpret selected chapters and verses of the Qur'an, and apply Qur'anic teachings effectively in daily life.		
GENERAL OBJECTIVES: On completion of this course, the students should be able to: 1.0 Understand the concept of Tafsir; 2.0 Understand the types of Tafsir *(bi al-Ma'thur* and *bi al-Ra'y);* 3.0 Understand the categories of Tafsir (*al-Tartibi, al-Maudu'i, al-Bayani*, etc); 4.0 Understand interpretation of some chapters and verses; 5.0 Know how to apply the Qur'anic teachings to the daily life.		

PROGRAMME: NATIONAL DIPLOMA IN ISLAM AND DEVELOPMENT		
COURSE TITLE: EXEGESIS (*TAFSĬR*) I	**COURSE CODE: ISD 214**	**Contact Hours: 2Hrs/Week**
	Credit Unit: 2	**Theoretical: 2 Hrs/Week**
Year: II Semester: I	**Pre-requisite:**	**Practical: 0**
COURSE SPECIFICATION: THEORETICAL		
GOAL: This course is designed to equip students with knowledge and skills in understanding the concept, types, and categories of Tafsir, interpret selected chapters and verses of the Qur'an, and apply Qur'anic teachings effectively in daily life.		
GENERAL OBJECTIVE 1.0: Understand the concept of Tafsir		

THEORETICAL CONTENT				PRACTICAL CONTENT		
Week	**Specific Learning Outcome**	**Teacher's Activities**	**Resources**	**Specific Learning Outcome**	**Teacher's Activities**	**Resources**
1-3	1.1 Explain the meaning of *Tafsīr* according to Islamic scholarship. 1.2 Describe the importance of *Tafsīr* in understanding the Qur'an. 1.3 Differentiate between *Tafsīr* and *Ta'wīl*. 1.4 Identify the main sources of *Tafsīr*, such as the Qur'an, Sunnah, statements of Companions, and language.	• Explain *Tafsīr* according to Islamic scholarship (تعريف التفسير اصطلاحًا). • Describe the importance of *Tafsīr* in understanding the Qur'an (أهمية التفسير في فهم القرآن). • Differentiate between *Tafsīr* and *Ta'wīl* (التمييز بين التفسير والتأويل).	Textbooks, Journals, Internet, Computer Projector, White Board, Marker, Charts, Writing materials etc			

	1.5 Evaluate the role of *Tafsīr* in guiding belief, worship, and moral conduct.	• Identify the main sources of *Tafsīr*, such as the Qur'an, Sunnah, statements of Companions, and language (مصادر التفسير). • Evaluate the role of *Tafsīr* in guiding belief, worship, and moral conduct (تقييم دور التفسير في توجيه العقيدة والعبادة والسلوك). • Analyse short Qur'anic verses using basic *Tafsīr* principles (تحليل آيات قصيرة وفق قواعد التفسير الأساسية). • Apply simple *Tafsīr* methods to explain the meaning of selected verses (تطبيق مناهج تفسيرية بسيطة لشرح آيات مختارة).				
General Objective 2.0: Understand the types of *Tafsīr (bi al-Ma'thur* and *bi al-Ra'i)*						
	2.1 Explain the general classification of *Tafsīr*.	• Use audio visual aids to discuss the general	Textbooks, Journals, Internet,			

4-6	2.2 Define *Tafsīr bi al-Ma'thūr* (interpretation based on transmitted sources). 2.3 Define *Tafsīr bi al-Ra'y* (interpretation based on reasoning). 2.4 Explain the sources used in *Tafsīr bi al-Ma'thūr*, such as the Qur'an, *Sunnah*, statements of Companions, and Successors. 2.5 Describe the principles and limits of *Tafsīr bi al-Ra'y.* 2.6 Differentiate between *Tafsīr bi al-Ma'thūr* and *Tafsīr bi al-Ra'y* with examples from selected verses	classification of *Tafsīr*.	Computer Projector, White Board, Marker, Charts, Writing materials etc			
General Objective 3.0: Understand the categories of Tafsir (*al-Tartibi, al-Maudu'i, al-Bayani*, etc)						
7-9	3.1 Explain the concept of *Tafsīr* categories. 3.2 Explain the main categories of *Tafsīr*, including: i. *Tafsīr al-Tartībī*– explanation of the Qur'an verse by verse in order. ii. *Tafsīr al-Mawḍū'ī*– thematic interpretation of	• Explain the concept of *Tafsīr* categories (أقسام التفسير). • Explain the main categories of *Tafsīr*, including: • Describe the objectives and methods used in each *Tafsīr* category (أغراض وطرق كل قسم من	Textbooks, Journals, Internet, Computer Projector, White Board, Marker, Charts, Writing materials etc			

	topics. iii. *Tafsīr al-Bayānī* – rhetorical and literary interpretation. • *Tafsīr al-I'jāzī*, etc. 3.3 Describe the objectives and methods used in each *Tafsīr* category. 3.4 Differentiate between the categories with examples from selected Qur'anic verses.	أقسام التفسير). • Differentiate between the categories with examples from selected Qur'anic verses (التمييز بين أقسام التفسير مع الأمثلة). • Analyze a short Qur'anic passage to determine the appropriate *Tafsīr.* category to use (تحليل مقطع قرآني قصير لتحديد نوع التفسير المناسب). • Apply the principles of each *Tafsīr* category in explaining simple Qur'anic texts (تطبيق مبادئ كل قسم من أقسام التفسير في شرح نصوص قرآنية بسيطة). • Evaluate the importance of understanding *Tafsīr* categories in enhancing Qur'anic comprehension (تقييم أهمية معرفة أقسام التفسير لتعزيز فهم القرآن).				
General Objective 4.0: Understand interpretation of some chapters and verses						
	4.1 Explain the meanings of selected *Suwar* (Qur'anic chapters) and *Āyāt* (verses). 4.2 Discuss key themes and	• Explain the meanings of selected *Suwar* (Qur'anic chapters) and	Textbooks, Journals, Internet,			

10-12	messages in selected chapters and verses. 4.3 Describe the linguistic and rhetorical features used in the selected passages. 4.4 Differentiate between literal and figurative meanings where applicable.	*Āyāt* (verses). • Discuss key themes and messages in selected chapters and verses (الموضوعات الرئيسية والرسائل في السور والآيات المختارة). • Describe the linguistic and rhetorical features used in the selected passages (الخصائص اللغوية والبيانية في النصوص القرآنية المختارة). • Differentiate between literal and figurative meanings where applicable (التمييز بين المعنى الحرفي والمجازي عند الحاجة). • Analyze selected chapters or verses to explain their context and interpretation (تحليل بعض السور أو الآيات لتوضيح سياقها وتفسيرها). • Apply basic *Tafsīr* principles to interpret the meaning of chosen Qur'anic texts (تطبيق مبادئ التفسير الأساسية لتفسير نصوص قرآنية مختارة). • Evaluate the lessons and guidance derived from the selected	Computer Projector, White Board, Marker, Charts, Writing materials etc			

		chapters and verses for personal and social conduct (تقييم الدروس والإرشادات المستفادة من السور والآيات المختارة للسلوك الفردي والاجتماعي).				
General Objective 5.0: Know how to apply the Qur'anic teachings to the daily life						
13-15	5.1 Explain the importance of applying Qur'anic teachings in daily life. 5.2 Discuss Qur'anic verses that guide moral, social, and personal conduct. 5.3 Describe the relevance of selected Qur'anic teachings to contemporary life situations. 5.4 Differentiate between actions that are in line with Qur'anic guidance and those that contradict it.	• Explain the importance of applying Qur'anic teachings in daily life (تطبيق تعاليم القرآن في الحياة اليومية). • Discuss Qur'anic verses that guide moral, social, and personal conduct (تحديد الآيات القرآنية التي تهدف إلى توجيه السلوك الأخلاقي والاجتماعي والفردي). • Describe the relevance of selected Qur'anic teachings to contemporary life situations (توضيح علاقة التعاليم القرآنية المختارة بالحياة المعاصرة). • Differentiate between actions that are in line with Qur'anic guidance and those that contradict it (التمييز بين الأفعال المتوافقة	Textbooks, Journals, Internet, Computer Projector, White Board, Marker, Charts, Writing materials etc			

		مع تعاليم القرآن وتلك المخالفة لها). • Evaluate the impact of following Qur'anic guidance on individual character and community well-being (تقييم أثر الالتزام بالتوجيهات القرآنية على شخصية الفرد ورفاهية المجتمع). • Analyze everyday scenarios to determine how Qur'anic principles can be applied (تحليل المواقف اليومية لتحديد كيفية تطبيق المبادئ القرآنية). • Apply Qur'anic teachings in decision-making, personal behavior, and social interactions (تطبيق التعاليم القرآنية في اتخاذ القرارات والسلوك الشخصي والتعامل الاجتماعي).				

COURSE ASSESSMENT
COURSE WORK: 20%
TEXT/ASSIGNMENT: 20%
EXAMINATION: 60%
TOTAL: 100%

PROGRAMME: NATIONAL DIPLOMA IN ISLAM AND DEVELOPMENT		
COURSE TITLE: PRINCIPLES OF ISLAMIC JURISPRUDENCE AND LEGISLATION	**Course Code: ISD 215**	**Contact Hours: 2 Hours/week**
Year: II Semester: I Year: II Semester: I	**Credit Unit: 2**	**Theoretical: 2 Hours/week**
	Pre-requisite:	**Practical: 0**
GOAL: This course is designed to equip students with knowledge and skills to acquire foundational knowledge of Islamic jurisprudence, its legal rulings, and sources for practical application.		
GENERAL OBJECTIVES: On completion of this course, the students should be able to: **1.0** Understand the concepts and importance of Islamic Principles and Jurisprudence; **2.0** Understand the importance of the principles of jurisprudence; **3.0** Understand the concept and classifications of Islamic legal ruling *(al-Hukm Shar'i)*; **4.0** Understand the supplementary sources of Islamic legal rulings; **5.0** Understand the concept of Islamic legislation; **6.0** Understand the sources of Islamic legislation; **7.0** Understand the history of Islamic legislation; **8.0** Know the qualification and conditions of deduction of Islamic rulings from the sources		

PROGRAMME: NATIONAL DIPLOMA IN ISLAM AND DEVELOPMENT		
COURSE TITLE: PRINCIPLES OF ISLAMIC JURISPRUDENCE AND LEGISLATION	**Course Code: ISD 215**	**Contact Hours: 2Hrs/Week**
	Credit Unit: 2	**Theoretical: 2Hrs/Week**
Year: II Semester: I	**Pre-requisite:**	**Practical: 0**
COURSE SPECIFICATION: THEORETICAL		
GOAL: This course is designed to equip students with knowledge and skills to acquire foundational knowledge of Islamic jurisprudence, its legal rulings, and sources for practical application.		
GENERAL OBJECTIVE 1.0: Understand the concepts and importance of Islamic Principles and Jurisprudence.		

THEORETICAL CONTENT				**PRACTICAL CONTENT**		
Week	**Specific Learning Outcome**	**Teacher's Activities**	**Resources**	**Specific Learning Outcome**	**Teacher's Activities**	**Resources**
1-2	1.1 Explain the concepts; Principles of Jurisprudence Principles of legislation 1.2 Discuss the roles of the above principles in deriving Islamic rulings. 1.3 Discuss the main sources used in Islamic jurisprudence, including Qur'an, Sunnah, Ijmā ', and Qiyās. 1.4 Describe the objectives of studying Islamic	• Explain the meaning of Islamic Principles of Jurisprudence (أصول الفقه). • Discuss the role of these principles in deriving Islamic rulings (دور أصول الفقه في استنباط الأحكام الشرعية). • Discuss the main sources used in Islamic jurisprudence, including *Qur'an*	Textbooks, Journals, Internet, Computer, Projector, White Board, Marker, Charts, Writing Materials etc			

	jurisprudence principles and legislations. 1.5 Explain rules, methods and principles in jurisprudential reasoning. 1.6 Evaluate the significance of understanding jurisprudential principles for correct practice of Islamic law.	(القرآن), *Sunnah* (السنة), *Ijmā'* (الإجماع), and *Qiyās* (القياس). • Describe the objectives of studying Islamic jurisprudence principles (أهداف دراسة أصول الفقه). • Differentiate between rules, methods, and principles in jurisprudential reasoning (التمييز بين القواعد والطرق والمبادئ في الاستدلال الفقهي). • Evaluate the significance of understanding jurisprudential principles for correct practice of Islamic law (تقييم أهمية فهم أصول الفقه في التطبيق الصحيح للشريعة الإسلامية). • Analyze simple legal cases to demonstrate the application of jurisprudential principles (تحليل قضايا				

		فقهية بسيطة لتوضيح تطبيق أصول الفقه). • Apply basic principles of Islamic jurisprudence in deriving rulings for simple scenarios (تطبيق مبادئ أصول الفقه الأساسية في استنباط الأحكام لمسائل بسيطة).				
General Objective 2.0: Understand the importance of the principles of jurisprudence						
3	2.1 Explain the significance of Islamic Principles of Jurisprudence. 2.2 Describe how these principles help in deriving correct rulings from the Qur'an and *Sunnah.* 2.3 Discuss the role of these principles in unifying legal opinions and resolving differences. 2.4 Discuss how understanding jurisprudential principles promotes consistency and authenticity in Islamic law. 2.5 Differentiate between rulings derived with and without proper application	• Explain the significance of Islamic Principles of Jurisprudence (أهمية أصول الفقه). • Describe how these principles help in deriving correct rulings from the Qur'an and Sunnah (دور أصول الفقه في استخراج الأحكام الصحيحة من القرآن والسنة). • Discuss the role of these principles in unifying legal opinions and resolving differences (دور أصول الفقه في توحيد الآراء الفقهية	Textbooks, Journals, Internet, Computer, Projector, White Board, Marker, Charts, Writing Materials etc			

	of jurisprudential principles or otherwise. 2.6 Evaluate the overall importance of these principles for correct interpretation and application of Islamic law.	وحل الخلافات). • Discuss how understanding jurisprudential principles promotes consistency and authenticity in Islamic law (شرح كيفية تعزيز أصول الفقه للاتساق والأصالة في الشريعة الإسلامية). • Differentiate between rulings derived with and without proper application of jurisprudential principles (التمييز بين الأحكام المستنبطة بتطبيق الأصول الصحيحة وتلك التي دونها). • Evaluate the overall importance of these principles for correct interpretation and application of Islamic law (تقييم أهمية هذه المبادئ في التفسير والتطبيق الصحيح للشريعة الإسلامية). • Analyze examples of legal rulings to see the impact of jurisprudential principles (تحليل أمثلة				

		لأحكام شرعية لفهم أثر أصول الفقه). • Apply basic principles in evaluating simple legal questions (تطبيق مبادئ أصول الفقه الأساسية عند تقييم مسائل فقهية بسيطة).				
General Objective 3.0: Understand the concept and classifications of Islamic legal ruling *(al-Hukm Shar'i)*						
4-5	3.1 Explain the general meaning of legal ruling (*al-Ḥukm Shar'ī)* in Islamic law 3.2 Discuss Islamic legal ruling (*al-Ḥukm Shar'ī)* according to various Scholars of jurisprudence. 3.3 Describe the main classifications of legal rulings, including: *i.* Mandatory / *Wājib* ii. Recommended / *Mandūb* iii. Permissible / *Mubāh* iv. Disliked / *Makrūh* v. Forbidden / *Harām* 3.4 Describe the characteristics of each category of rulings	• Explain the meaning of legal ruling in Islamic law (الحكم الشرعي). • Define *al-Ḥukm Shar'ī* according to scholars of jurisprudence (تعريف الحكم الشرعي عند الفقهاء). • Differentiate between the five types of legal rulings with examples from daily life (التمييز بين أنواع الأحكام الخمسة مع أمثلة عملية). • Evaluate the importance of understanding legal rulings for correct Islamic practice (تقييم أهمية معرفة الأحكام الشرعية للتطبيق الصحيح للشريعة	Textbooks, Journals, Internet, Computer, Projector, White Board, Marker, Charts, Writing Materials etc			

	in 3.3. 3.5 Explain the differences among the five types of legal rulings with examples from daily life. 3.6 Evaluate the importance of understanding legal rulings for correct Islamic practice.	الإسلامية). • Analyze simple case studies to determine the applicable legal ruling (تحليل دراسات حالة بسيطة لتحديد الحكم الشرعي الواجب تطبيقه). • Apply knowledge of legal rulings in making decisions related to worship, social, and personal matters (تطبيق الحكم الشرعي في اتخاذ القرارات المتعلقة بالعبادة والشؤون الاجتماعية والشخصية				
General Objective 4.0: Understand the supplementary sources of Islamic legal rulings						
6-7	4.1 Explain the meaning of supplementary sources of Islamic legal rulings. 4.2 Enumerate supplementary sources of Islamic legal rulings such as: i. Juristic preference (*Istihsan*) ii. Public interes (*Maslahah*) iii. Customary practice (*'Urf*) iv. Presumption of continuity (*Istishab*) 4.3 Describe the conditions	• Explain the meaning of supplementary sources of legal rulings (مصادر الأحكام الشرعية الأخرى). • Discuss other sources beyond the primary ones, including: • Describe the conditions under which each of these sources is used (شروط استخدام كل مصدر من هذه	Textbooks, Journals, Internet, Computer, Projector, White Board, Marker, Charts, Writing Materials etc			

	under which each of these sources in 4.2 is used. 4.4 Differentiate between primary sources (Qur'an and Sunnah) and the supplementary sources. 4.5 Evaluate the significance of supplementary sources in ensuring flexibility and relevance of Islamic rulings.	المصادر). • Differentiate between primary sources (Qur'an and Sunnah) and these supplementary sources (التمييز بين المصادر الأولية والمصادر التكميلية). • Evaluate the significance of understanding supplementary sources in ensuring flexible and relevant Islamic rulings (تقييم أهمية معرفة المصادر التكميلية لضمان أحكام شرعية مرنة وملائمة) • Analyze simple legal scenarios to determine which supplementary source can be applied (تحليل مسائل فقهية بسيطة لتحديد المصدر التكميلي الواجب تطبيقه). • Apply knowledge of these sources in deriving rulings for contemporary issues (تطبيق هذه المصادر في				

		استنباط أحكام لقضايا معاصرة).				
GENERAL OBJECTIVE 5.0: Understand the concept of Islamic legislation.						
8-9	5.1 Explain the meaning of Islamic legislation (التشريع الإسلامي). 5.2 Define the sources of Islamic legislation, including Qur'an (القرآن), *Sunnah* (السنة), *Ijmā'* (الإجماع), and *Qiyās* (القياس). 5.3 Describe the objectives and wisdom behind Islamic legislation (مقاصد وحكمة التشريع الإسلامي). 5.4 Differentiate between mandatory (واجب), recommended (مستحب), permissible (مباح), disliked (مكروه), and forbidden acts (حرام) (الأحكام الخمسة في التشريع الإسلامي). 5.5 Discuss the role of Islamic legislation in regulating individual and societal behavior (دور التشريع الإسلامي في تنظيم سلوك الفرد والمجتمع). 5.6 Evaluate the importance of	• Explain the meaning of Islamic legislation (التشريع الإسلامي). • Explain the sources of Islamic legislation, including Qur'an (القرآن), *Sunnah* (السنة), *Ijmā'* (الإجماع), and *Qiyās* (القياس). • Describe the objectives and wisdom behind Islamic legislation (مقاصد وحكمة التشريع الإسلامي). • Differentiate between mandatory (واجب), recommended (مستحب), permissible (مباح), disliked (مكروه), and forbidden (حرام) acts (التمييز بين الأحكام الخمسة في التشريع الإسلامي). • Discuss the role of	Textbooks Journals Internet Computer Projector White Board Marker Charts Etc.	• Analyze simple case studies to determine the relevant Islamic legal ruling (تحليل دراسات حالة بسيطة لتحديد الحكم الشرعي المناسب). • Apply basic principles of Islamic legislation in daily life decisions (تطبيق مبادئ التشريع الإسلامي في اتخاذ القرارات اليومية).	Guide students to: • Analyze simple case studies to determine the relevant Islamic legal ruling • Apply basic principles of Islamic legislation in daily life decisions	Textbooks Journals Internet Computer Projector White Board Marker Charts Etc.

	understanding Islamic legislation for ethical and social conduct (التشريع الإسلامي للسلوك الأخلاقي والاجتماعي).	Islamic legislation in regulating individual and societal behavior (دور التشريع الإسلامي في تنظيم سلوك الفرد والمجتمع). • Evaluate the importance of understanding Islamic legislation for ethical and social conduct (تقييم أهمية فهم التشريع الإسلامي للسلوك الأخلاقي والاجتماعي). • Analyze simple case studies to determine the relevant Islamic legal ruling (تحليل دراسات حالة بسيطة لتحديد الحكم الشرعي المناسب). • Apply basic principles of Islamic legislation in daily life decisions (تطبيق مبادئ التشريع الإسلامي في اتخاذ القرارات اليومية				
	General Objective 6.0: Understand the sources of Islamic legislation					
	6.1 Explain the meaning of sources of Islamic	• Explain the meaning of sources of Islamic	Textbooks Journals			

10-11	legislation (مصادر التشريع الإسلامي). 6.2 Discuss the primary sources, including Qur'an (القرآن) and Sunnah (السنة). 6.3 Discuss the secondary sources, including *Ijmā'* (الإجماع) and *Qiyās* (القياس). 6.4 Describe the role of each source in deriving legal rulings (دور كل مصدر في اشتقاق الأحكام الشرعية). 6.5 Differentiate between primary and secondary sources with examples (التمييز بين المصادر الأولية والثانوية بالأمثلة). 6.6 Evaluate the significance of understanding the sources of Islamic legislation for correct practice of Islam (تقييم أهمية معرفة مصادر التشريع الإسلامي في التطبيق الصحيح للشريعة).	legislation (مصادر التشريع الإسلامي). • Discuss the primary sources, including Qur'an (القرآن) and Sunnah (السنة). • Discuss the secondary sources, including *Ijmā'* (الإجماع) and *Qiyās* (القياس). • Describe the role of each source in deriving legal rulings (دور كل مصدر في اشتقاق الأحكام الشرعية). • Differentiate between primary and secondary sources with examples (التمييز بين المصادر الأولية والثانوية بالأمثلة). • Evaluate the significance of understanding the sources of Islamic legislation for correct practice of Islam (تقييم أهمية معرفة مصادر	Internet Computer Projector White Board Marker Charts			

		التشريع الإسلامي في التطبيق الصحيح للشريعة). • Analyze simple legal issues to determine which source provides the ruling (تحليل مسائل فقهية بسيطة لتحديد المصدر الذي يُستمد منه الحكم). • Apply basic principles of each source in addressing everyday ethical and social matters (تطبيق مبادئ كل مصدر في معالجة القضايا الأخلاقية والاجتماعية اليومية).				
General Objective 7.0: Understand the history of Islamic legislation						
12-13	7.1 Explain the development of Islamic legislation over time (تطور التشريع الإسلامي عبر الزمن). 7.2 Discuss the historical stages of legislation during the Prophet's time (مراحل التشريع في عهد النبي SAW), the era of the Companions (عهد الصحابة), and the Successors (عهد التابعين).	• Explain the development of Islamic legislation over time (تطور التشريع الإسلامي عبر الزمن). • Discuss the historical stages of legislation during the Prophet's time (مراحل التشريع في عهد النبي SAW), the era of the	Textbooks Journals Internet Computer Projector White Board Marker Charts			

	7.3 Describe the contributions of major Islamic scholars in formulating and recording Islamic laws (إسهامات العلماء في صياغة وتدوين الأحكام الشرعية). 7.4 Differentiate between early, classical, and contemporary developments in Islamic legislation (التمييز بين مراحل التشريع الإسلامي: المبكرة، الكلاسيكية والمعاصرة). 7.5 Evaluate the significance of historical context in shaping Islamic law and its application (السياق التاريخي في تشكيل الشريعة الإسلامية وتطبيقها).	Companions (عهد الصحابة), and the Successors (عهد التابعين). • Describe the contributions of major Islamic scholars in formulating and recording Islamic laws (إسهامات العلماء في صياغة وتدوين الأحكام الشرعية). • Differentiate between early, classical, and contemporary developments in Islamic legislation (التمييز بين مراحل التشريع الإسلامي: المبكرة، الكلاسيكية والمعاصرة). • 3.5 Evaluate the significance of historical context in shaping Islamic law and its application (تقييم أهمية السياق التاريخي في تشكيل الشريعة الإسلامية وتطبيقها).					
General Objective 8.0: Know the qualification and conditions of deduction of Islamic rulings from the sources						

14-15	8.1 Explain the concept of deduction of Islamic rulings (استنباط الأحكام الشرعية). 8.2 Discuss the qualifications required for a scholar to deduce rulings, including knowledge of Qur'an (القرآن), *Sunnah* (السنة), Arabic language (اللغة العربية), principles of jurisprudence (أصول الفقه), and other relevant sciences. 8.3 Describe the conditions necessary for correct deduction such as understanding context, clarity of text and avoiding personal bias (شروط صحة الاستنباط: فهم السياق، وضوح النص، تجنب الهوى). 8.4 Differentiate between qualified and unqualified deduction (التمييز بين الاستنباط المؤهل وغير المؤهل). 8.5 Evaluate the importance of qualifications and conditions in preserving the authenticity and correctness of Islamic rulings (تقييم أهمية	• Explain the concept of *gradual legislation* (التشريع التدريجي) • Explain its rationale in Islamic law. • Explain key examples of gradual legislation in the Qur'an (e.g., prohibition of alcohol, rulings on *riba*, *hijab*). • Explain the stages through which major rulings were revealed and implemented during the Prophetic era. • Explain how the principle of *tadarruj* (التدرج) reflects divine wisdom and pedagogical sensitivity to human nature. • Differentiate between rulings that were revealed gradually and those that were legislated instantaneously.	Textbooks Journals Internet Computer Projector White Board Marker Charts			

	المؤهلات والشروط في حفظ صحة الأحكام الشرعية وأصالتها).					

COURSE ASSESSMENT
COURSE WORK: 20%
TEXT/ASSIGNMENT: 20%
EXAMINATION: 60%
TOTAL: 100%

PROGRAMME: NATIONAL DIPLOMA IN ISLAM AND DEVELOPMENT		
COURSE TITLE: FUNDAMENTALS OF ISLAMIC BANKING	**Course Code: ISD 216**	**Contact Hours: 2 Hrs/Week**
	Credit Unit: 2	**Theoretical: 2 Hrs/Week**
Year: I Semester: I	**Pre-requisite:**	**Practical: 0**
GOAL: This course is designed to equip students with knowledge and skills to acquire knowledge of money, banking, and Islamic finance principles for informed financial understanding and practice.		
GENERAL OBJECTIVES: On completion of this course, the students should be able to: 1.0 Understand the Historical Origin and concept of Money and Banking; 2.0 Understand Finance from Islamic Perspective; 3.0 Know the Evolution of Islamic Banking System; 4.0 Know the Fundamental differences Between Islamic and Conventional Banking; 5.0 Know the Principles of Financing in the Perspective of Islamic Banks; 6.0 Understand the Basis of Entitlement to Return on Investment; 7.0 Know the Differences between Profit, Rent, Wages and Interest.		

PROGRAMME: NATIONAL DIPLOMA IN ISLAM AND DEVELOPMENT						
COURSE TITLE: FUNDAMENTALS OF ISLAMIC BANKING			**COURSE CODE: ISD 216**		**Contact Hours: 2 Hrs/Week**	
			Credit Unit: 2		**Theoretical: 2 Hrs/Week**	
Year: II Semester: I			**Pre-requisite:**		**Practical: 0**	
COURSE SPECIFIFCATION: THEORETICAL						
GOAL: This course is designed to equip students with knowledge and skills to acquire knowledge of money, banking, and Islamic finance principles for informed financial understanding and practice.						
GENERAL OBJECTIVE 1.0: Understand the Historical Origin and concept of Money and Banking						
THEORETICAL CONTENT				PRACTICAL CONTENT		
Week	**Specific Learning Outcome**	**Teacher's Activities**	**Resources**	**Specific Learning Outcome**	**Teacher's Activities**	**Resources**
1-2	1.1 Discuss the conventional concept and history of money. 1.2 Explain the concept and history of money in Islamic tradition. 1.3 Explain the Islamic perspectives on different types of money eg	• Explain the barter system using real-life examples and ask students to identify its limitations. • Use a timeline chart to illustrate the evolution from barter → commodity	Text Books, Sample Documents, Chart, Pictorials, Marker Boards, Computers, Projector, Journals etc			

	i. Commodity money ii. Legal tender iii. Digital iv. Bank money 1.4 Explain the concept of banking system in Islamic tradition. 1.5 Explain Islamic views on different types of banking: i. Retail and Commercial Banking. ii. Investment and Universal Banking. iii. Islamic and Green Banking. 1.6 Explain the roles of money and financial intermediation in Islam. 1.7 Discuss Islamic banking and how it started.	money → metallic money → paper money → electronic money. • Show short videos or images of ancient currencies (cowries, gold coins, etc.) to stimulate discussion. • Organize class debates on pros and cons of conventional banks • Guide students to research how early banking institutions emerged in different civilizations (e.g., Mesopotamia, medieval Europe). • Explain the roles of technology in modern banking. • Outline the				

	1.8 Explain the following principles from conventional and Islamic positions: i. Profit and loss sharing principles ii. Mark-up principles iii. Renting principles iv. Benevolent lending principles. 1.9 Explain the Islamic moderation on entitlement to profit or loss from investment and how it motivates entrepreneurship. 1.10 Explain Islamic perspective on profit, rent, wages and interest as rewards to productive enterprise. 1.11 Discuss Islamic banking system in contrast to	historical development of conventional and Islamic banks in Nigeria • Study the works on political economy and Islamic Banking by pre-colonial and Nigerian Scholars like Muhammad Bello, Al Barnawi and Shaykh Sharif Saleh, etc.				

	conventional banking system. 1.12 Explain the views of Islam on activities and operations of Financial Technology (Fintech) companies in the Nigerian banking sector. 1.13 Discuss the functions of the Central Bank of Nigeria including its regulation of Islamic Banking in Nigeria.					
General Objective 2.0: Understand Finance from Islamic Perspective						
3-4	2.1 Define the term finance. 2.2 Explain the roles of finance from the Islamic perspective. 2.3 Explain the rationale for finance in Islamic Banking system. 2.4 Discuss how investment is influenced by finance in Islamic Banking	• Present real-world scenarios (e.g., starting a business, buying equipment, expanding a farm) and ask students to identify financing needs. • Use case studies to show how individuals, firms, and governments use financing.	Text Books, Sample Documents, Chart, Pictorials, Marker Boards, Computers, Projector, Journals etc			

	system. 2.5 Explain the social and economic benefits of finance in Islamic banking system. 2.6 Describe how finance supports investment and asset acquisition.	• Invite a local entrepreneur or banker to speak about financing challenges. • Conduct a group activity where students classify financing into short-term, medium-term, and long-term. • Lead a discussion on the consequences of lack of financing in business and economic development. • Perform a case study analysis related to financial and monetary policies				
General Objective 3.0: Know the Evolution of Islamic Banking System						
5-6	3.1 Explain the evolution of Islamic Banking system	• Provide a historical overview of Islamic economic	Text Books, Sample Documents, Chart,			

	3.2 Explain the history of Islamic Banking system in Nigeria. 3.3 Explain the key milestones and achievements of Islamic Banking system in Nigeria. 3.4 Describe the major challenges faced by Islamic Banking system in Nigeria. 3.5 Explain the contributions of the Islamic Banking to the Nigerian economic development.	principles from early Islamic civilization to modern Islamic banks. • Use a comparative timeline showing when major Islamic banks were established globally. • Assign students to research and present on pioneers of Islamic banking. • Show documentary clips or articles on the growth of Islamic finance in different countries. • Facilitate a class discussion on why Islamic banking re-emerged in the 20th century. • Organize excursion or field trips or industrial visits to financial	Pictorials, Marker Boards, Computers, Projector, Journals etc			

		institutions				
General Objective 4.0: Appreciate the Fundamental Differences Between Islamic and Conventional Banking systems						
7-8	4.1 Explain the fundamental differences between Islamic and Conventional Banking systems 4.2 Explain common Islamic banking contracts eg. (*murabaha and musharakah*) 4.3 Discuss the regulatory framework of conventional banking system. 4.4 Describe the differences between the conventional and Islamic banking operations. 4.5 Describe the concept of risk sharing and risk transfer practices.	• Create a comparison chart (Islamic vs. Conventional) and fill it with students during class. • Use real banking documents (loan agreements, Murabaha contracts, etc.) to highlight differences. • Conduct a role-play where one group acts as a conventional bank and another as an Islamic bank. • Present case studies showing how each system handles lending, risk, and profit. • Ask students to	Text Books, Sample Documents, Chart, Pictorials, Marker Boards, Computers, Projector, Journals etc			

		identify misconceptions about Islamic banking and clarify them. • Perform comparative analysis between conventional and Islamic banking systems				
General Objective 5.0: Know the Principles of Finance from the Perspective of Islamic Banks						
9-10	5.1 Explain the concept of finance in Islamic Banks. 5.2 Discuss the difference between financial and financing instruments. 5.3 Explain key principles guiding Islamic financing and financial instruments. 5.4 Compare and contrast Islamic financing and financial instruments with those of conventional.	• Explain key Islamic finance principles (e.g., profit-sharing, asset-backing, prohibition of *riba*). • Use examples of Islamic financing modes (*Murabaha, Mudarabah, Musharakah, Ijarah*) and ask students to match them with real-life applications.	Text Books, Sample Documents, Chart, Pictorials, Marker Boards, Computers, Projector, Journals etc			

		• Organize group work where students design a simple Islamic financing product. • Present scenarios and ask students to determine which Islamic financing principle applies. • Invite an Islamic finance practitioner to discuss how these principles work in practice.				
General Objective 6.0: Understand the Concept of Entitlement on Return on Investment (ROI)						
11-12	6.1 Explain entitlements on return on investment (ROI) 6.2 Explain the conditions under which an investor is entitled to returns 6.3 Explain the types of investment returns	• Introduce the concept of investment using simple examples (e.g., buying a machine, starting a business, saving in a bank). • Introduce the concept of Return on Investment	Text Books, Sample Documents, Chart, Pictorials, Marker Boards, Computers, Projector, Journals etc			

	recognized in Islamic finance 6.4 Justify ethical considerations in claiming returns on investment	(ROI) to the students • Explain the idea of "risk and reward" by comparing safe investments (savings account) with risky ones (business ventures). • Use a short story or case study of an entrepreneur who invested money, time, and effort, then earned returns. • Draw a diagram showing the relationship between *capital* → *investment* → *production* → *returns*. • Lead a class discussion on why investors expect returns (compensation for risk, time, and opportunity cost).				

		• Ask students to identify real-life investments around them (e.g., shops, farms, rental houses) and discuss why the owners deserve returns. • Organize a simple role-play where students act as investors, entrepreneurs, and consumers to show how returns are generated.				
General Objective: 7.0 Understand Profit, Rent, Wages and Interest from Islamic Perspective						
13-15	7.1 Explain profit, rent, wages, commission, administrative charges and Interest from both conventional and Islamic point of view. 7.2 Explain the sources of each income type 7.3 Describe how each income type is	• Begin with definitions of the four concepts using simple, relatable examples. • Use a comparison chart on the board showing: Profit → reward for entrepreneurship, Rent → reward for	Text Books, Sample Documents, Chart, Pictorials, Marker Boards, Computers, Projector, Journals etc			

	determined based on the prevailing industry best practice. 7.4 Explain ethical and legal considerations of profits, rent, wages and interest	land, Wages → reward for labour, Interest → reward for capital • Show pictures or real-life examples (e.g., a shop owner, a landlord, a worker, a bank) and ask students to match them with the correct reward. • Lead a class discussion on how each factor of production contributes to the economy. • Give short scenarios and ask students to identify whether the payment involved is profit, rent, wages, or interest. • Organize group work where each group explains one of the four concepts				

		and presents examples. • Use a simple table or flash cards to reinforce differences. • Ask students to create their own examples of each type of income to check understanding				
COURSE ASSESSMENT COURSE WORK: 20% TEXT/ASSIGNMENT: 20% EXAMINATION: 60% TOTAL: 100%						

NATIONAL BOARD FOR TECHNICAL EDUCATION NBTE

PROGRAMME: NATIONAL DIPLOMA IN ISLAM AND DEVELOPMENT		
COURSE TITLE: PHILOSOPHY OF DEVELOPMENT	**Course Code: ISD 217**	**Contact Hours: 2 Hours/week**
	Credit Unit: 2	**Theoretical: 2 Hours/week**
Year: II Semester: I	**Pre-requisite:**	**Practical: 0**
GOAL: **This course is designed to equip students with the Knowledge and skills towards understanding and interrogating core concepts such as progress, freedom, justice and wellbeing as they relate to development.**		
GENERAL OBJECTIVES: On completion of this course, the students should be able to: 1.0 Understand the concepts of philosophy of development; 2.0 Understand the interception of philosophy with social, political and economic theories; 3.0 Know the theories of human progress; 4.0 Understand key philosophers in development; 5.0 Know the ethical values of development; 6.0 Appreciate the concept Epistemological foundation of knowledge.		

PROGRAMME: NATIONAL DIPLOMA IN ISLAM AND DEVELOPMENT		
COURSE TITLE: PHILOSOPHY OF DEVELOPMENT	COURSE CODE: ISD 217	Contact Hours: 2Hrs/Week
	Credit Unit: 2	Theoretical: 2 Hrs/Week
Year: II Semester: I	Pre-requisite:	Practical: 0
COURSE SPECIFICATION: THEORETICAL AND PRACTICAL		
GOAL: This course is designed to equip students with the Knowledge and skills towards understanding and interrogating core concepts such as progress, freedom, justice and wellbeing as they relate to development.		
GENERAL OBJECTIVE 1.0: Understand the concepts of philosophy of development.		

THEORETICAL CONTENT				PRACTICAL CONTENT		
Week	Specific Learning Outcome	Teacher's Activities	Resources	Specific Learning Outcome	Teacher's Activities	Resources
1-3	1.1 Explain the general concept of philosophy as it relates contemplation and critical thinking 1.2 Explain the meaning of the philosophy of development as the underlying beliefs, values, and ideas that shape how societies understand and pursue development. 1.3 Describe the major philosophical perspectives that influence development thinking, such as humanism, utilitarianism, modernization theory, and	• Introduce the meaning of philosophy, development, and philosophy of development using simple explanations and examples. • Use real-life cases to show how philosophical ideas influence development thinking. • Facilitate class discussions on questions such as "What is a good society?" or "What makes development	Textbooks, Journals, Internet, Computer, Projector, White Board, Marker, Charts etc			

	dependency theory ec. 1.4 Discuss how different development philosophies guide decisions on economic growth, social welfare, equality, and human well-being. 1.5 Explain the role of ethics, values, and cultural beliefs in shaping a society's development philosophy. 1.6 Describe the differences between traditional, modern, and contemporary philosophies of development. 1.7 Explain philosophy of development base on the Islamic perspective and methodology	meaningful?" • Present short reading passages from classical and modern philosophers for classroom analysis. • Organize group activities where students identify philosophical assumptions behind development plans or policies. • Provide videos or diagrams showing different philosophical viewpoints on development.				
General Objective 2.0: Understand th intersection of philosophy with social, political and economic theories						
4-6	2.1 Explain the concept of philosophy and its role in understanding society, politics, and economy. 2.2 Explain the connection between philosophy and social theories in guiding development strategies. 2.3 Explain the connection between philosophy and political theories in guiding development strategies. 2.4 Explain the connection between philosophy and economic theories in guiding development strategies. 2.5 Discuss the connection between	• Explain how philosophical ideas shape social theories (e.g., social justice, human rights). • Use charts to compare political ideologies (liberalism, socialism, conservatism) with their philosophical foundations. • Demonstrate how economic theories (capitalism, Marxism, welfare economics) arise from	Textbooks, Journals, Internet, Computer, Projector, White Board, Marker, Charts etc			

	philosophy and Islamic thought vis a vis critical thinking and development.	philosophical assumptions. • Discuss the connection between philosophy and Islamic thought vis a vic critical thinking and development. • Guide students to analyze a real policy (e.g., poverty alleviation) and identify the philosophical ideas behind it. • Facilitate group work where students link specific philosophers to social, political, or economic thought. • Conduct debates on how philosophy influences governance and development practice.				
General Objective 3.0: Know the theories of human progress						
7-9	3.1 Define the concept of human progress and its importance in society. 3.2 Explain the evolutionary theory of human progress and its key principles. 3.3 Explain the linear theory of progress and how it views societal	• Introduce students to key theories such as linear progress, cyclical theory, modernization theory, dependency theory, and evolutionary social theory. • Use timelines, diagrams, and simple case studies to	Textbooks, Journals, Internet, Computer, Projector, White Board, Marker, Charts etc			

	development. 3.4 Describe the cyclical theory of human progress and its implications for civilizations. 3.5 Discuss the modernization theory and its application to contemporary societies. 3.6 Discuss the dependency theory and its perspective on global inequalities. 3.7 Explain the human development approach as a measure of societal advancement. 3.8 Describe the role of science and technology in driving human progress.	illustrate each theory. • Facilitate class discussions on whether human progress is continuous, cyclical, or unpredictable. • Assign students to compare two theories and present their relevance to current development issues. • Provide examples from history (industrial revolution, digital age) to show how progress is interpreted differently.				
General Objective 4.0: Understand key philosophers in development						
10-11	4.1 Explain the role of philosophers in shaping development theories and ideas. 4.2 Explain Aristotle's perspective on human well-being and societal development. 4.3 Explain John Locke's ideas on individual rights and their influence on development. 4.4 Discuss Rousseau's views on social structures and education in development. 4.5 Describe Adam Smith's contribution to economic	• Present short profiles of major philosophers: • **Western**: Aristotle, Plato, Hegel, Marx, Adam Smith, Kant. • **Islamic**: Ibn Khaldun, Al-Farabi, Al-Ghazali, Ibn Rushd. • Use charts to show each philosopher's contribution to development thought. • Provide extracts from their	Textbooks, Journals, Internet, Computer, Projector, White Board, Marker, Charts etc			

	development and productivity. 4.6 Discuss Karl Marx's perspective on inequality and social justice in development. 4.7 Explain Al-Farabi's human development approach and its focus on social, political and economic development. 4.8 Describe Gandhi's philosophy of sustainable and inclusive development. 4.9 Describe Al-Ghazali contribution to economic development and productivity. 4.10 Describe the contributions of Ibn Khaldun on social, political and economic development	writings for guided reading and class analysis. • Facilitate group presentations on how specific philosophers shaped ideas of governance, justice, economics, and social order. • Link each philosopher's ideas to modern development challenges (inequality, poverty, governance). • Use videos, biographies, or documentary clips to make learning more engaging • Discuss the contribution of local philosopher's to development				
General Objective 5.0: Know the ethical values of development						
12-13	5.1 Define ethical values in development and their importance for society. 5.2 Explain the principle of equity and justice in development and its role in reducing inequality. 5.3 Describe the value of human dignity and respect for individual rights in development projects. 5.4 Discuss the importance of	• Introduce key ethical concepts such as justice, equity, responsibility, fairness, human dignity, and sustainability. • Use real scenarios where development raises ethical dilemmas (allocation of resources, environmental ethics, gender issues).	Textbooks, Journals, Internet, Computer, Projector, White Board, Marker, Charts etc			

	sustainability and environmental responsibility in development. 5.5 Explain the principles of participation and inclusiveness in decision-making for development. 5.6 Describe Islamic ethical values such as justice (Adl), excellence (Ihsa), trust (*Amanah*), and public interest (*Maslahah*) in guiding development practices.	• Facilitate group discussions on the moral responsibility of leaders and development workers. • Introduce Islamic, African traditional, and Western ethical perspectives for comparison. • Discuss Islamic ethical values guiding development practices. • Analyze development policies using ethical lenses. • Assign students to identify ethical issues in their communities and propose solutions.				
General objective 6.0: Appreciate the concept of Epistemological foundation of knowledge.						
14-15	6.1 Define Epistemology 6.2 Explain the nature and meaning of knowledge. 6.3 Discuss the history of Epistemology in Greek, Medieval, modern and contemporary philosophy. 6.4 Discuss recent trend on new development in Epistemology 6.5 Explain the justification for	• Introduce the meaning of epistemology using simple terms (how we know what we know). • Explain major epistemological approaches: rationalism, empiricism, revelation, intuition, experience. • Use class activities to	Textbooks, Journals, Internet, Computer, Projector, White Board, Marker, Charts etc			

	plurality of Epistemology 6.6 Explain Epistemology in Islamic philosophy. 6.7 Discuss the importance of Epistemology to development and human life.	show differences between knowledge based on evidence vs. belief vs. observation. • Integrate examples from science, religion, and culture to show diversity of knowledge systems. • Facilitate discussions on how epistemology influences development decisions and worldviews. • Provide short readings from philosophers of knowledge (e.g., Descartes, Al-Ghazali, Locke). • Organize group work where students analyze different sources of knowledge used in development planning.				
COURSE ASSESSMENT COURSE WORK: 20% TEXT/ASSIGNMENT: 20% EXAMINATION: 60% TOTAL: 100%						

PROGRAMME: NATIONAL DIPLOMA IN ISLAM AND DEVELOPMENT		
COURSE TITLE: FUNDAMENTALS OF PROJECT MANAGEMENT	**Course Code: ISD 218**	**Contact Hours: 2 Hrs/Week**
	Credit Unit: 2	**Theoretical: 2 Hrs/Week**
Year: II Semester: I	**Pre-requisite:**	**Practical: 0**
GOAL: This course is designed to equip students with knowledge and skills in core principles, processes and terminology of project management		
GENERAL OBJECTIVES: On completion of this course, the students should be able to: 1.0 Understand the fundamental concepts and terminology of project management; 2.0 Know the major phases of project management life cycle; 3.0 Know how to apply key tools and techniques in project planning, scheduling, budgeting and control; 4.0 Know how to manage stakeholders; 5.0 Understand report writing and project sign off		

PROGRAMME: NATIONAL DIPLOMA IN ISLAM AND DEVELOPMENT						
COURSE TITLE: FUNDAMENTALS OF PROJECT MANAGEMENT			COURSE CODE: ISD 218		Contact Hours: 2 Hrs/Week	
Credit Unit: 2					Theoretical: 2 Hrs/Week	
Year: II Semester: I			Pre-requisite:		Practical: 0	
COURSE SPECIFICATION: THEORETICAL AND PRACTICAL						
GOAL: This course is designed to equip students with knowledge and skills in core principles, processes and terminology of project management						
GENERAL OBJECTIVE 1.0: Understand the fundamental concepts and terminology of project management						
THEORETICAL CONTENT			PRACTICAL CONTENT			
Week	**Specific Learning Outcome**	**Teacher's Activities**	**Resources**	**Specific Learning Outcome**	**Teacher's Activities**	**Resources**
1-3	1.1 Define Project management. 1.2 Explain the characteristics and importance of project management. 1.3 Explain the differences between operations and projects. 1.4 Describe project management processes and knowledge areas 1.5 Explain the role of project manager. 1.6 Enumerate phases of project life cycle. 1.7 Explain water fall, agile and hybrid approaches to Project Management. Explain the purpose of project charter.	• Introduce basic terms such as project, program, scope, deliverables, constraints, milestones, risks, and stakeholders. • Use real-life examples (building a classroom, community borehole, business startup) to explain project concepts. • Present charts or slides that break down the components of a project. • Facilitate class discussions on differences between routine operations and projects.	Textbooks, Journals, Internet, Computer, Projector, White Board, Marker, Charts, Writing materials etc			

		• Provide short reading materials or glossaries of project management terminology. • Organize group brainstorming sessions where students list projects in their community. • Conduct simple flashcard exercises to reinforce terminology.				
General Objective 2.0: Know the major phases of project management life cycle						
4-6	2.1 Explain the five standard phases of project management. 2.2 Describe the activities during initiation phase 2.3 Explain the activities during project planning phase 2.4 Discuss the activities during he Execution phase 2.5 Summarize the activities during the project monitoring and control phase. Discuss the activities during the project closure stage.	• Explain the five standard phases: i. Initiation ii. Planning iii. Execution iv. Monitoring and Control v. Closure • Use diagrams or flowcharts to illustrate the life cycle. • Present small case studies showing how a project moves from initiation to closure. • Facilitate group work to map out	Textbooks, Journals, Internet, Computer, Projector, White Board, Marker, Charts, Writing materials etc			

		life cycles for different sample projects. • Show video clips or animations that describe the project life cycle. • Demonstrate how documentation changes in each phase (project charter, plan, reports). • Assign students to describe lifecycle stages using an example project.				
General Objective 3.0: Know how to apply key tools and techniques in project planning, scheduling, budgeting and control.						
7-9	3.1 Explain the concept of Work Breakdown Structure (WBS). 3.2 Explain project budgeting and resource mapping. 3.3 Explain the concept of project constraint (cost, time and scope).	• Introduce essential tools: Gantt charts, Work Breakdown Structure (WBS), • budgets, risk registers, and monitoring templates. • Demonstrate how to create a simple Gantt chart on the board or using software. • Facilitate exercises where students	Textbooks, Journals, Internet, Computer, Projector, White Board, Marker, Charts, Writing materials etc			

		prepare simple budgets and cost estimates. • Explain methods of monitoring and control (variance analysis, KPIs, checkpoints). • Conduct practical group activities to develop mini project plans using these tools. • Provide sample templates for students to practice scheduling and budgeting.				
General Objective 4.0: Know how to manage stakeholders						
10-12	4.1 Define the term stakeholders. 4.2 Explain classification of project stakeholders. 4.3 Explain stakeholders' interest and influence. Explain stakeholders communication strategy.	• Explain who stakeholders are and why they matter in project success. • Use charts to illustrate stakeholder identification, analysis, and engagement strategies. • Present real-life examples of stakeholder conflicts and how they can be managed.	Textbooks, Journals, Internet, Computer, Projector, White Board, Marker, Charts, Writing materials etc			

		• Guide students to develop stakeholder communication plans. • Organize group discussions on stakeholder expectations, influence, and power dynamics. • Assign students to map stakeholders for a sample project using a stakeholder matrix.				
General Objective 5.0: Understand report writing and project sign off						
13-15	5.1 Explain how to prepare well-structured project report. 5.2 Discuss lessons learnt from the project. 4.4 Explain how to use deliverables as checklist for project sign off and handover.	• Explain the purpose and structure of project reports (progress reports, final reports, evaluation reports). • Demonstrate how to write clear executive summaries, findings, recommendations, and conclusions. • Provide examples of good and poor project reports for analysis.	Textbooks, Journals, Internet, Computer, Projector, White Board, Marker, Charts, Writing materials etc			

		• Teach components of project sign-off: acceptance criteria, deliverables review, approval documentation, lessons learned. • Guide students through drafting a simple project closure report. • Facilitate mock project sign-off sessions where students present their projects for approval. • Assign tasks that require students to prepare reports based on mini case studies.				
COURSE ASSESSMENT COURSE WORK: 20% TEXT/ASSIGNMENT: 20% EXAMINATION: 60% TOTAL: 100%						

PROGRAMME: NATIONAL DIPLOMA IN ISLAM AND DEVELOPMENT		
COURSE: RESEARCH METHODOLOGY	**COURSE CODE: ISD 219**	**Contact Hours: 3 Hrs/Week**
	Credit Units: 3	**Theoretical: 1 Hr/Week**
Year: II Semester: I	**Pre-requisite**:	**Practical: 2 Hrs/Week**
GOAL: This course is designed to equip the students with knowledge and skills on conducting research.		

GENERAL OBJECTIVES:

On completion of this course, the student should be able to:

1.0 Understand the meaning, types and purpose of research;
2.0 Understand various methods of conducting research;
3.0 Know the approach to research;
4.0 Understand the process of planning for research work;
5.0 Understand sampling techniques used in research;
6.0 Understand the roles of basic statistics in research;
7.0 Understand the conduct and organization of research work;
8.0 Understand the meaning and concept of rhetorical strategies in research Communication;
9.0 Understand drafting and writing -up research outcomes and findings;
10.0 Understand the knowledge and skills in conducting research.

PROGRAMME: NATIONAL DIPLOMA IN ISLAM AND DEVELOPMENT						
COURSE: RESEARCH METHODOLOGY	**COURSE CODE: ISD 219**			**Contact Hours: 3 Hrs/Week**		
Credit Unit: 3				**Theoretical: 1 Hr/Week**		
COURSE SPECIFICATION: THEORETICAL AND PRACTICAL				**Practical: 2 Hrs/Week**		
General Objective 1: Understand the meaning, types and purpose of research.						
Week	**Specific Learning Objectives**	**Teachers Activities**	**Learning Resources**	**Specific Learning Objectives**	**Teachers Activities**	**Learning Resources**
1-2	1.1 Define the term research. 1.2 Explain types of research i.e. historical, descriptive, experimental research etc. 1.3 Explain the aims and objectives of research.	• Explain research. • Explain the types of research i.e. historical, descriptive, experimental research etc. • Explain the aim and objectives of research.	• Textbooks, • White board, • Marker • AI applications • Internet, etc.			
General Objective 2: Understand various methods of conducting research.						
3-4	2.1 Explain research methodology. 2.2 Enumerate various methods of conducting research i.e. Authoritarian, mystical, logical, scientific etc. 2.3 Explain the merits and demerits of each of the methods of conducting research.	• Explain research methodology • Explain various methods of conducting research i.e. Authoritarian method, mystical approach, logical approach,	• Textbooks, • White board, • Marker • Internet etc			

		scientific approach etc.) • Explain the merits and demerits of each of the methods of conducting research.				
General Objective 3: Know the approach to research.						
5-6	3.1 Define the term 'research title'. 3.2 Explain factors to consider when choosing a research title. 3.3 Explain the importance of research titles 3.4 Discuss the dos and don'ts of research titles. 3.5 Differentiate between research title and research topic.	• Explain factors to consider when choosing research titles	• Textbooks, • White board, • Marker • Internet etc			
General Objective 4: Understand the process of planning for research work.						
7-8	4.1 Explain research design by giving examples. 4.2 Explain study design used for descriptive and experimental research. 4.3 State merits and demerits of various research designs 4.4 Explain intervention and non-intervention studies, questionnaire, interview, home and observation.	• Explain research design giving examples. • Explain study design used for descriptive and experimental research. • Explain intervention and non-intervention studies, questionnaire, interview, home and observation.	• Textbooks, • White board, • Marker • Internet etc			

		• State merits and demerits of various research designs.				
GENARAL OBJECTIVE 5: Understand sampling techniques used in research						
9	5.1 Define sampling and sampling techniques. 5.2 Define sample and sample size. 5.3 Explain various types of sampling techniques e.g simple random, stratified, cluster etc. 5.4 Explain the advantages and disadvantages of each type of sampling techniques in 5.3 above. 5.5 Explain the calculation of sample size for a given population. 5.6 Describe the application of the sampling techniques in research.	• Define sampling and sampling technique • Define sample and sample size • Explain various types of sampling techniques e.g simple random, stratified, cluster etc. • Explain the advantages and disadvantages of each type of sampling techniques in 5.3 above • Explain the calculation of sample size for a given population • Describe the application of the sampling techniques in research.	• Textbooks, • White board, • Marker Internet etc			
General Objective 6: Understand the roles of basic statistics in research						
10	6.1 Define the term Basic Statistics. 6.2 Introduce to various test statistic used in research e.g (Chi-Square, Z test, ANOVA, Correlation,	• Define Basic Statistics • Enumerate various test statistic used in	• Textbooks, • White board,			

	regression analysis, student t – test etc.)	research e.g (Chi-Square, Z test, ANOVA, Correlation, regression analysis, student t – test etc.)	• Marker etc.			
General Objective 7: Understand the conduct and organization of research work						
11-12	7.1 Explain how to carry out descriptive research using any of the appropriate designs. 7.2 Explain how to collect data for a given research title. 7.3 Explain how to analyze data using appropriate test statistics method. 7.4 Explain how to interpret the result obtained at the end of the research work. 7.5 Explain steps to be followed in writing report after conducting a research. 7.6 Organize the project work to cover the topics discussed.	• Explain how to Carry out descriptive research using any of the appropriate designs • Explain how to Collect data for a given research title • Explain how to analyze data using appropriate test statistic methods • Explain how to Interpret the result obtained at the end of the research work. • Explain how to Write up the report at the end of the conduct of research • Explain how to Organize the project work to cover the topics discussed.	• Computer set • Statistical kit • Packages • AI applications.	• Carry out descriptive research using any of the appropriate designs • Collect data for a given research title • Analyze data using appropriate test statistic methods • Interpret the result obtained at the end of the research work. • Write up the report at the end of the	Guide students to: Carry out descriptive research using any of the appropriate designs Collect data for a given research title Analyze data using appropriate test statistic methods	Sample data collection design Computers Statistical soft wares

				conduct of research • Organize the project work to cover the topics discussed	Interpret the result obtained at the end of the research work.	
General Objective 8: Understand the meaning and concept of rhetorical strategies in research Communication						
13	8.1 Define the term Rhetorical Strategies. 8.2 Outline types of Rhetorical Strategies such as; - Argumentation strategy; - Narrative Strategy; - Description Strategy etc. 8.3 Explain each of the types of rhetorical strategies in 8.2 above. 8.4 Compare and contrast the types of rhetorical strategies in research. 8.5 Describe the process of search strategies in research communication: - Finding literature sources, reference, resources – textbooks, references, textbooks, etc. - Using research databases, electronic sources, web / Internet resources,	• Define rhetorical strategies. • Outline types of rhetorical strategies: - Argumentation strategy - Cause and Effect Strategy, - Division strategy, - Compare and contrast strategy, - Narrative Strategy, - Description Strategy, - Exemplification Strategy • Explain each of the types of rhetorical strategies in 8.2	• White board • Marker • Computers • Projectors • Charts • Diagrams • Posters etc. • Audio Equipment • Audio-visual media • AI applications and plagiarism checkers etc.	• Adopt the strategies in 8.5 on a related topic in research activities	Guide and Supervise Students to carry out activities listed in 8.5	Text books Relevant of ware

	- Integrating and crediting sources and avoiding plagiarism.	above. • Compare and contrast the types of rhetorical strategies in research. • Explain the process of search strategies in research Communication: - Finding literature sources, reference, resources – textbooks, references, textbooks, etc. - Using research databases, electronic sources, web / Internet resources, - Integrating and crediting sources and avoiding plagiarism.				
General Objective 9: Understand drafting and writing -up research outcomes and findings.						
14	9.1 Define the following basic concepts: i. Proposals ii. Research Findings,	• List the characteristics of research findings, report, proposal etc	• White board • Marker • Computers • Projectors	• Apply the steps stated in 9.3 to write a mini-	Guide and supervise students to carry out	Library / Online / Internet Resources:

	iii. Reports, 9.2 Explain each of the concepts listed in 9.1. 9.3 Explain the different referencing styles such as APA, MLA etc. 9.4 Explain the steps involved in drafting and writing research outcomes: - i. Title of report ii. Introduction/ background: definition of terms and concepts, purpose /objectives, research questions / hypotheses iii. Writing the body: literature review, build essay around the focus of study or report, explanations, summaries, analysis, use of tables, chart, diagrams etc. iv. Writing conclusion; summarize argument, draw conclusions, make recommendations, v. Revising the final drafts: observe sequence of ideas, , use transition, check punctuations, spellings and follow rules of grammar etc. vi. Documentation: citation of all materials used (in-text reference and bibliography), accuracy of all works cited. vii. Typesetting, finishing and		• Charts • Diagrams • Posters etc. • Audio Equipment • Audio-visual media • AI applications etc	report. • Make oral presentation of the report.	research activities	Textbooks Journals Reference materials

	binding: print document and bind in relation to use and keep personal copy for back-up.					
General Objective 10: Understand the knowledge and skills in conducting research						
15	10.1 Enumerate published reports, findings and outcomes etc 10.2 Explain listed publications, reports, outcomes in 10.1. 10.3 Identify organizations and agencies that are involved in Communicating research findings: 10.4 State uses of research communication within academic community.	• Show the students examples of published report, research findings, journal publications. • Use the following tools; Posters, Charts, textbooks, journals etc to teach.	• White board • Marker • Computers • Projectors • Charts • Diagrams • Posters etc. • Audio Equipment • Audio-visual media • AI applications etc	• Visit a nearby healthcare facility within the Local Government or State and write a short report	Guide and supervise Students to carry out the industrial visits.	Library / Online / Internet Resources: Textbooks Journals Reference materials
Course assessment Course work: 10% Test/Assessment: 10% Practical: 40% Examination: 40% **Total: 100%**						

YEAR II SEMESTER II COURSES

PROGRAMME: NATIONAL DIPLOMA IN ISLAM AND DEVELOPMENT		
COURSE TITLE: ARABIC LITERARY STUDIES (RHETORIC) II	**Course Code: ISD 221**	**Contact Hours: 2 Hrs/Week**
	Credit Unit: 2	**Theoretical: 1 Hr/Week**
Year: II Semester: II	**Pre-requisite: ARABIC LITERARY STUDIES I**	**Practical: 1 Hr/week**
GOAL: **This course is designed to equip the students with knowledge and skills to understand the core concepts of Arabic Rhetoric, including simile, metaphor, figurative expression, composition, conciseness and verbosity, and rhetorical embellishments.**		
GENERAL OBJECTIVES: On completion of this course, the students should be able to: 1.0 Understand the fundamentals to the science of rhetoric; 2.0 Know the components of simile, its types and purposes; 3.0 Understand *Majaz* and *Isti'arah* and their conditions ; 4.0 Understand concept of composition *(Insha')* and its types; 5.0 Understand the concept of conciseness and verbosity; 6.0 Understand literal and semantic embellishments.		

PROGRAMME: NATIONAL DIPLOMA ISLAM AND DEVELOPMENT		
COURSE TITLE: ARABIC LITERARY STUDIES (RHETORIC) II	COURSE CODE: ISD 221	Contact Hours: 2 Hrs/Week
	Credit Unit: 2	Theoretical: 1 Hr/Week
Year: II Semester: II	Pre-requisite: ARABIC LITERARY STUDIES I	Practical: 1 Hr/Week
COURSE SPECIFICATION: THEORETICAL AND PRACTICAL		
GOAL: This course is designed to equip the students with knowledge and skills to understand the core concepts of Arabic Rhetoric, including simile, metaphor, figurative expression, composition, conciseness and verbosity, and rhetorical embellishments.		
GENERAL OBJECTIVE 1.0: Understand the fundamentals of the science of rhetoric		

THEORETICAL CONTENT				PRACTICAL CONTENT		
Week	**Specific Learning Outcome**	**Teacher's Activities**	**Resources**	**Specific Learning Outcome**	**Teacher's Activities**	**Resources**
1-2	1.1 Explain the concept of Arabic rhetoric (علم البيان أو البلاغة). 1.2 Identify the main branches of rhetoric, including البيان (figures of speech), البديع (artful stylistic embellishments), and المعاني (meaning and context in expression).	• Explain the concept of Arabic rhetoric (علم البيان أو البلاغة). • Identify the main branches of rhetoric, including البيان (figures of speech), البديع (artful stylistic embellishments	Textbooks, Journals, Internet, Computer, Projector, White Board, Marker, Charts, Writing materials etc	Construct simple Arabic sentences or short passages using basic rhetorical devices (إنشاء جمل أو نصوص قصيرة باستخدام الأساليب البلاغية الأساسية). (Practical) Use AI application to create contents that will convey meaning and emotions in Arabic texts (تقييم فعالية الأساليب البلاغية	• Analyze selected Arabic texts to identify rhetorical devices and their effects (تحليل نصوص عربية لتحديد الأساليب البلاغية وأثرها). • Apply basic	Textbooks, Journals, Internet, Computer, Projector, White Board, Marker, Charts, Writing materials etc

	1.3 Describe the role of rhetoric in effective communication and literary expression (دور البلاغة في التواصل الفعال والتعبير الأدبي). 1.4 Differentiate between literary and figurative expressions in Arabic texts (التمييز بين التعبير الحرفي والمجازي).	), and المعاني (meaning and context in expression). • Describe the role of rhetoric in effective communication and literary expression (دور البلاغة في التواصل الفعال والتعبير الأدبي). • Differentiate between literal and figurative expressions in Arabic texts (التمييز بين التعبير الحرفي والمجازي). • Evaluate the effectiveness of rhetorical techniques in conveying meaning and emotion in Arabic texts (تقييم فعالية الأساليب البلاغية في إيصال المعنى والمشاعر). • Analyze		في إيصال المعنى والمشاعر).	rhetorical principles to improve clarity, persuasiveness, and eloquence in writing and speech (تطبيق المبادئ البلاغية لتحسين الوضوح والإقناع والفصاحة في الكتابة والكلام). • Construct simple Arabic sentences or short passages using basic rhetorical devices (إنشاء جمل أو نصوص قصيرة باستخدام الأساليب البلاغية الأساسية). • Evaluate the effectiveness of rhetorical	

		selected Arabic texts to identify rhetorical devices and their effects (تحليل نصوص عربية لتحديد الأساليب البلاغية وأثرها). • Apply basic rhetorical principles to improve clarity, persuasiveness, and eloquence in writing and speech (تطبيق المبادئ البلاغية لتحسين الوضوح والإقناع والفصاحة في الكتابة والكلام).			techniques in conveying meaning and emotion in Arabic texts (تقييم فعالية الأساليب البلاغية في إيصال المعنى والمشاعر).	
General Objective 2.0: Know the components of simile, its types and purposes						
3-4	2.1 Explain the concept of simile in Arabic rhetoric (التشبيه). 2.2 Explain the main components of simile: المشبّه (the thing being compared), المشبّه به (the thing it is compared to), and أداة التشبيه (the particle of comparison,	• Explain the concept of simile in Arabic rhetoric (التشبيه). • Identify the main components of simile: المشبّه (the thing being compared),	Textbooks Journals Internet Computer Projector White Board Marker Charts	• Perform practicals to identify similes, their components, types, and purposes in selected Arabic texts (تحليل نصوص عربية	Analyze selected Arabic texts to identify similes, their components, types, and purposes (تحليل نصوص عربية لتحديد التشبيهات ومكوناتها وأنواعها وأغراضها). Apply the	Textbooks Journals Internet Computer Projector White Board Marker Charts

	e.g., مثل، كـ). 2.3 Describe the different types of simile, such as تشبيه تام (complete simile), تشبيه ناقص (incomplete simile), and تشبيه مؤكد (emphatic simile). 2.4 Explain the purposes of using simile in Arabic literature and speech (أغراض التشبيه في الأدب والكلام العربي). 2.5 Differentiate between effective and weak uses of simile in text (التمييز بين التشبيه الفعال والضعيف في النصوص). 2.6 Evaluate the impact of simile on clarity, imagery, and emotional effect in Arabic texts (تقييم أثر التشبيه على الوضوح والتصوير والتأثير العاطفي في النصوص).	المشبّه به (the thing it is compared to), and أداة التشبيه (the particle of comparison, e.g., مثل، كـ). • Describe the different types of simile, such as تشبيه تام (complete simile), تشبيه ناقص (incomplete simile), and تشبيه مؤكد (emphatic simile). • Explain the purposes of using simile in Arabic literature and speech (أغراض التشبيه في الأدب والكلام العربي). • Differentiate between effective and weak uses of simile in text		لتحديد التشبيهات ومكوناتها وأنواعها وأغراضها). • Construct sentences or short passages to apply the principles of simile (تطبيق مبادئ التشبيه لإنشاء جمل أو نصوص قصيرة).	principles of simile to construct sentences or short passages (تطبيق مبادئ التشبيه لإنشاء جمل أو نصوص قصيرة).	

		التمييز بين التشبيه) الفعال والضعيف في النصوص). • Evaluate the impact of simile on clarity, imagery, and emotional effect in Arabic texts (تقييم أثر التشبيه على الوضوح والتصوير والتأثير العاطفي في النصوص).				
General Objective 3.0: Understand *Majaz* and *Isti'arah* and their conditions						
5-6	3.1 Explain the concept of figurative language (*Majaz*) (المجاز) in Arabic rhetoric. 3.2 Explain *Isti'ārah* (metaphor) (الاستعارة) and its function in expressions. 3.3 Identify the components of *Isti'ārah*: المستعار منه (the borrowed meaning), المستعار له (the subject to which it is attributed), and العامل في الاستعارة (the implied connection). 3.4 Describe the conditions required for proper use	• Explain the concept of figurative language (*Majaz*) (المجاز) in Arabic rhetoric. • Define *Isti'ārah* (metaphor) (الاستعارة) and explain its function in expression. • Identify the components of *Isti'ārah*:	Textbooks Journals Internet Computer Projector White Board Marker Charts	• Perform practicals to identify examples of Majaz and *Isti'ārah* and check if conditions are met in selected Arabic passages (تحليل نصوص عربية لتحديد المجاز والاستعارة ومدى تحقق شروطهما). • Construct sentences or short passages to	Analyze selected Arabic passages to identify examples of Majaz and *Isti'ārah* and check if conditions are met (تحليل نصوص عربية لتحديد المجاز والاستعارة ومدى تحقق شروطهما). Apply Majaz and Isti'ārah in constructing sentences or short passages (تطبيق المجاز والاستعارة في	Textbooks, Journals, Internet, Computer, Projector, White Board, Marker, Charts, Writing materials etc

	of *Majaz* and *Isti'ārah* (شروط صحة المجاز والاستعارة). 3.5 Differentiate between literal expression and figurative usage in Arabic texts (التمييز بين المعنى الحرفي والمعنى المجازي في النصوص).	المستعار منه (the borrowed meaning), المستعار له (the subject to which it is attributed), and العامل في الاستعارة (the implied connection). • Describe the conditions required for proper use of Majaz and Isti'ārah (شروط صحة المجاز والاستعارة). • Differentiate between literal language and figurative usage in Arabic texts (التمييز بين المعنى الحرفي والمعنى المجازي في النصوص).		apply Majaz and Isti'ārah in Arabic text (تطبيق المجاز والاستعارة في إنشاء جمل أو نصوص قصيرة). (Practical) • Use AI applications to create contents to show the effect of Majaz and Isti'ārah on enhancing meaning, imagery, and eloquence in Arabic texts (تقييم أثر المجاز والاستعارة على المعنى والتصوير والفصاحة في النصوص).	إنشاء جمل أو نصوص قصيرة). Evaluate the effect of Majaz and Isti'ārah on enhancing meaning, imagery, and eloquence in Arabic texts (تقييم أثر المجاز والاستعارة على المعنى والتصوير والفصاحة في النصوص).	
GENERAL OBJECTIVE 4.0: Understand concept of composition *(Insha')* and its types						
7-8	4.1 Explain the meaning of composition in Arabic (الإنشاء). 4.2 Define Inshā' according	• Explain the meaning of composition in Arabic (الإنشاء).	Textbooks Journals Internet Computer	Construct short passages on various types of composition in Arabic (تحليل عينات قصيرة من الإنشاء لتحديد النوع	i. Guide students to: ii. Analyse short	Textbooks, Journals, Internet, Computer,

	to Arabic literary and linguistic standards (تعريف الإنشاء وفقًا للمعايير اللغوية والأدبية). 4.3 Explain the main types of Inshā', including: i. Narrative composition ii. Descriptive composition iii. Argumentative composition iv. Expository composition 4.4 Describe the characteristics and purposes of each type of Inshā' 4.5 Explain the Differences among the composition types with examples from simple texts (التمييز بين الأنواع مع أمثلة من نصوص بسيطة).	• Explain Inshā' according to Arabic literary and linguistic standards (تعريف الإنشاء وفقًا للمعايير اللغوية والأدبية). • Describe the characteristics and purposes of each type of Inshā' (خصائص وأغراض كل نوع من أنواع الإنشاء). • Differentiate between the types with examples from simple texts	Projector White Board Marker Charts	والأسلوب). •	composition samples to determine their type and style (تحليل عينات قصيرة من الإنشاء لتحديد النوع والأسلوب). iii. Apply the principles of Inshā' to produce simple compositions in Arabic (تطبيق مبادئ الإنشاء لكتابة نصوص إنشائية بسيطة بالعربية).	Projector, White Board, Marker, Charts, Writing materials etc
General Objective 5.0: Understand the concept of conciseness and verbosity						
9-10	5.1 Explain the meaning of conciseness (الإيجاز) and verbosity (الإطناب) in Arabic writing. 5.2 Define the	• Explain the meaning of conciseness (الإيجاز) and verbosity	Textbooks Journals Internet Computer	Construct short passages to demonstrate the effective usage of conciseness or verbosity (تحليل مقاطع قصيرة لتقييم	• Guide students to: • Analyse short	Writing materials

	characteristics of concise writing and verbose writing (خصائص الكتابة الموجزة والممتدة). 5.3 Discuss contexts where conciseness or verbosity is appropriate (تحديد السياقات المناسبة للإيجاز أو الإطناب). 5.4 Describe the linguistic and rhetorical effects of conciseness and verbosity (توضيح الآثار البلاغية واللغوية للإيجاز والإطناب). 5.5 Differentiate between concise and verbose sentences or texts (التمييز بين الجمل أو النصوص الموجزة والمطولة). 5.6 Evaluate the impact of conciseness and verbosity on the clarity and persuasiveness of Arabic writing (تقييم أثر الإيجاز والإطناب على وضوح وإقناع النص العربي).	(الإطناب) in Arabic writing. • Discuss the characteristics of concise writing and verbose writing (خصائص الكتابة الموجزة والممتدة). • Discuss contexts where conciseness or verbosity is appropriate (تحديد السياقات المناسبة للإيجاز أو الإطناب). • Describe the linguistic and rhetorical effects of conciseness and verbosity (توضيح الآثار البلاغية واللغوية للإيجاز والإطناب). • Differentiate between concise and verbose sentences or texts (التمييز بين	Projector White Board Marker Charts	استخدام الإيجاز أو الإطناب بشكل فعال).	passages to evaluate whether conciseness or verbosity is used effectively (تحليل مقاطع قصيرة لتقييم استخدام الإيجاز أو الإطناب بشكل فعال). • Apply the principles of conciseness and verbosity in producing clear and effective Arabic compositions (تطبيق مبادئ الإيجاز والإطناب في إنتاج نصوص عربية واضحة وفعّالة).	

		الجمل أو النصوص الموجزة والمطولة). • Evaluate the impact of conciseness and verbosity on the clarity and persuasiveness of Arabic writing (تقييم أثر الإيجاز والإطناب على وضوح وإقناع النص العربي). • Apply the principles of conciseness and verbosity in producing clear and effective Arabic compositions (تطبيق مبادئ الإيجاز والإطناب في إنتاج نصوص عربية واضحة وفعّالة).				
General Objective 6.0: Understand literal and semantic embellishments						
	6.1 Explain the concept of literal embellishment (الزخرفة اللفظية / التحسين اللفظي) and semantic embellishment (الزخرفة	• Explain the concept of literal embellishment (/ الزخرفة اللفظية	Textbooks Journals Internet Computer	• Construct short passages to demonstrate the use of	Guide students to: • Analyze short passages to	Writing materials

12-15	المعنوية / التحسين المعنوي) in Arabic writing. 6.2 Explain the differences between literal (verbal) and semantic (meaning-based) embellishments (تمييز الزخرفة اللفظية عن الزخرفة المعنوية). 6.3 Discuss examples of literal and semantic embellishments in texts (تحديد أمثلة للزخارف اللفظية والمعنوية في النصوص). 6.4 Describe the purpose and effect of each type of embellishment on style and expression (شرح غرض وأثر كل نوع من الزخارف على الأسلوب والتعبير). 6.5 Differentiate between literal and semantic embellishments in simple compositions (التمييز بين الزخارف اللفظية والمعنوية في النصوص البسيطة). 6.6 Evaluate the effectiveness of embellishments in enhancing clarity,	التحسين اللفظي) and semantic embellishment (الزخرفة المعنوية / التحسين المعنوي) in Arabic writing. • Explain the differences between literal (verbal) and semantic (meaning-based) embellishments (تمييز الزخرفة اللفظية عن الزخرفة المعنوية). • Discuss examples of literal and semantic embellishments in texts (تحديد أمثلة للزخارف اللفظية والمعنوية في النصوص). • Describe the purpose and effect of each type of embellishment on style and expression (شرح	Projector White Board Marker Charts	embellishments in Arabic writing (تحليل مقاطع قصيرة لاكتشاف استخدام الزخارف وأثرها). • Use AI application to apply literal and semantic embellishments appropriately in Arabic texts (تطبيق الزخارف اللفظية والمعنوية بشكل مناسب في كتابة النصوص العربية).	detect the use of embellishments and their impact (تحليل مقاطع قصيرة لاكتشاف استخدام الزخارف وأثرها). • Apply literal and semantic embellishments appropriately in composing Arabic texts (تطبيق الزخارف اللفظية والمعنوية بشكل مناسب في كتابة النصوص العربية).	

	elegance, and persuasive power of Arabic writing (تقييم فاعلية الزخارف في تعزيز وضوح وجمال وقدرة الإقناع في النص العربي).	غرض وأثر كل نوع من الزخارف على الأسلوب والتعبير). • Differentiate between literal and semantic embellishments in simple compositions (التمييز بين الزخارف اللفظية والمعنوية في النصوص البسيطة). • Analyze short passages to detect the use of embellishments and their impact (تحليل مقاطع قصيرة لاكتشاف استخدام الزخارف وأثرها). • Apply literal and semantic embellishments appropriately in composing Arabic texts (تطبيق الزخارف اللفظية والمعنوية بشكل مناسب في كتابة النصوص العربية). • Evaluate the				

		effectiveness of embellishments in enhancing clarity, elegance, and persuasive power of Arabic writing (تقييم فاعلية الزخارف في تعزيز وضوح وجمال وقدرة الإقناع في النص العربي).				
COURSE ASSESSMENT COURSE WORK: 10% TESTS: 10% PRACTICAL: 40% EXAMINATION: 40% TOTAL: 100%						

NATIONAL BOARD FOR TECHNICAL EDUCATION NBTE

PROGRAMME: NATIONAL DIPLOMA IN ISLAM AND DEVELOPMENT		
COURSE TITLE: HISTORY OF RELIGIONS AND ISLAMIC SECTS	**Course Code: ISD 222**	**Contact Hours: 2 Hrs/Week**
	Credit Unit: 2	**Theoretical: 2 Hrs/Week**
Year: II Semester: II	**Pre-requisite:**	**Practical: 0**
GOAL: **This course is designed to equip students with knowledge and skills to appreciate the history, teachings, and beliefs of major world religions and Muslim sects.**		
GENERAL OBJECTIVES: On completion of this course, the students should be able to: 1.0 Understand the history of Judaism, Christianity and Traditional Religions; 2.0 Understand main teachings of Judaism and Christianity; 3.0 Understand the formation of Muslim sects; 4.0 Understand the major beliefs of Muslim sects.		

PROGRAMME: NATIONAL DIPLOMA IN ISLAM AND DEVELOPMENT		
COURSE TITLE: HISTORY OF RELIGIONS AND ISLAMIC SECTS	**COURSE CODE: ISD 222**	**Contact Hours: 2 Hrs/Week**
	Credit Unit: 2	**Theoretical: 2 Hrs/Week**
Year: II Semester: II	**Pre-requisite:**	**Practical: 0**
COURSE SPECIFICATION: THEORETICAL AND PRACTICAL		
GOAL: This course is designed to equip students with knowledge and skills to appreciate the history, teachings, and beliefs of major world religions and Muslim sects.		
GENERAL OBJECTIVE 1.0: Understand the history of Judaism, Christianity and Traditional Religions		

THEORETICAL CONTENT				**PRACTICAL CONTENT**		
Week	**Specific Learning Outcome**	**Teacher's Activities**	**Resources**	**Specific Learning Outcome**	**Teacher's Activities**	**Resources**
1-4	1.1 Explain the origin and development of Judaism, Christianity, and major Traditional Religions 1.2 Discuss key historical events, figures, and texts associated with each religion. 1.3 Describe the main beliefs, practices, and moral teachings of these	• Explain the origin and development of Judaism (اليهودية), Christianity (المسيحية), and major Traditional Religions (الأديان المحلية / التقليدية). • Discuss key historical events, figures, and texts associated with each religion (تحديد الأحداث التاريخية والشخصيات	Textbooks, Journals, Internet, Computer, Projector, White Board, Marker, Charts, Writing materials etc			

	religions. 1.4 Discuss the differences among Judaism, Christianity, and Traditional Religions in terms of origin, doctrines and rituals. 1.5 Evaluate the lessons and insights gained from studying these religions for promoting interfaith understanding.	والنصوص المرتبطة بكل دين). • Describe the main beliefs, practices, and moral teachings of these religions (وصف المعتقدات والممارسات والتعاليم الأخلاقية الرئيسية لكل دين). • Differentiate between Judaism, Christianity, and Traditional Religions in terms of origin, doctrines, and rituals (التمييز بين اليهودية والمسيحية والأديان التقليدية من حيث الأصل والعقائد والطقوس). • Evaluate the lessons and insights gained from studying these religions for promoting interfaith understanding (تقييم الدروس والرؤى المستفادة من دراسة هذه				

		الأديان لتعزيز التفاهم بين الأديان). • Analyze historical interactions between these religions and their social and cultural impacts (تحليل التفاعلات التاريخية بين هذه الأديان وتأثيراتها الاجتماعية والثقافية). • Apply knowledge of historical development to understand contemporary religious practices in Nigeria and beyond (تطبيق معرفة التطور التاريخي لفهم الممارسات الدينية المعاصرة في نيجيريا وخارجها).				
General Objective 2.0: Understand main teachings of Judaism and Christianity						
5-7	2.1 Explain the fundamental beliefs of Judaism and Christianity 2.2 Discuss key moral and ethical teachings in	• Explain the fundamental beliefs of Judaism (المعتقدات الأساسية لليهودية) and Christianity (المعتقدات الأساسية	Textbooks, Journals, Internet, Computer, Projector, White Board,			

	Judaism and Christianity 2.3 Describe the roles of sacred texts, such as the Torah and Bible in guiding followers' lives. 2.4 Differentiate between the teachings of Judaism and Christianity on God, prophets, and law. 2.5 Evaluate the significance of the teachings of Judaism and Christianity in shaping historical and contemporary societies	للمسيحية). • Discuss key moral and ethical teachings in Judaism and Christianity (تحديد التعاليم الأخلاقية والخلقية في اليهودية والمسيحية). • Describe the role of sacred texts, such as the Torah (التوراة) and Bible (الكتاب المقدس / الإنجيل), in guiding followers' lives. • Differentiate between the teachings of Judaism and Christianity on God, prophets, and law (التمييز بين تعاليم اليهودية والمسيحية حول الله والأنبياء والشريعة). • Evaluate the significance of the teachings of Judaism and Christianity in shaping historical	Marker, Charts, Writing materials etc			

		and contemporary societies (تقييم أهمية تعاليم اليهودية والمسيحية في تشكيل المجتمعات التاريخية والمعاصرة). • Analyze how the teachings of these religions influence personal and social conduct (تحليل تأثير تعاليم هذه الأديان على السلوك الشخصي والاجتماعي). • Apply knowledge of main teachings to understand religious practices and observances (تطبيق معرفة التعاليم الأساسية لفهم الممارسات والشعائر الدينية).				
General Objective 3.0: Understand the formation of Muslim sects						
8-11	3.1 Explain the historical background and reasons for the formation of Muslim sects 3.2 Discuss major	• Explain the historical background and reasons for the formation of Muslim sects (خلفية تاريخية وأسباب	Textbooks, Journals, Internet, Computer, Projector, White Board,			

	Muslim sects, including *Sunni Shi'ah,* and other notable groups 3.3 Describe the key beliefs and practices that distinguish each sect 3.4 Differentiate among the sects based on their historical, theological and jurisprudential perspectives. 3.5 Analyze the impact of sectarianism on Muslim societies historically and in contemporary time. 3.6 Explain the factors that contributed to the emergence of these sects.	تشكيل الفرق الإسلامية). • Explain major Muslim sects, including Sunni (السنة), Shia (الشيعة), and other notable groups (الفرق الإسلامية الرئيسية: السنة، الشيعة، وغيرها). • Describe the key beliefs and practices that distinguish each sect (وصف المعتقدات والممارسات التي تميز كل فرقة). • Differentiate between the sects based on historical, theological, and jurisprudential perspectives (التمييز بين الفرق من منظور تاريخي وعقائدي وفقهي). • Evaluate the impact of sectarianism on Muslim societies	Marker, Charts, Writing materials etc			

		historically and in contemporary times (تقييم أثر الفرقة على المجتمعات الإسلامية تاريخياً ومعاصراً). • Analyze factors that contributed to the emergence and spread of these sects (تحليل العوامل التي ساهمت في ظهور وانتشار هذه الفرق). • Apply knowledge of sect formation to understand current intra-Muslim diversity and dialogue (تطبيق معرفة تشكيل الفرق لفهم التنوع الإسلامي الحالي والحوار بين الفرق).				
General Objective 4.0: Understand the major beliefs of Muslim sects						
	4.1 Explain the core theological beliefs of major Muslim sects 4.2 Explain the distinguishing	• Explain the core theological beliefs of major Muslim sects (المعتقدات الأساسية للفرق الإسلامية الرئيسية).	Textbooks, Journals, Internet, Computer, Projector, White Board,			

12-15	beliefs of Sunni, Shia and other notable groups 4.3 Describe differences in beliefs about leadership, succession and authority among major Muslim sects. 4.4 Summarize the differences among major Muslim sects in terms of practices, jurisprudence, and doctrinal interpretations 4.5 Evaluate the significance of understanding sect beliefs in promoting tolerance and peaceful coexistence	• Explain the distinguishing beliefs of *Sunni* (السنة), *Shia* (الشيعة), and other notable groups (تحديد المعتقدات المميزة للسنة والشيعة وغيرها من الفرق). • Describe differences in beliefs about leadership, succession, and authority (وصف الاختلافات في المعتقدات حول القيادة والخلافة والسلطة). • Differentiate between sects in terms of practices, jurisprudence, and doctrinal interpretations (التمييز بين الفرق من حيث الممارسات والفقه والتفسيرات العقائدية). • Evaluate the significance of understanding sect beliefs in promoting	Marker, Charts, Writing materials etc			

		tolerance and peaceful coexistence (تقييم أهمية معرفة معتقدات الفرق لتعزيز التسامح والتعايش السلمي). • Analyze how the beliefs of each sect influence religious practices and social life (تحليل كيفية تأثير معتقدات كل فرقة على الممارسات الدينية والحياة الاجتماعية). • Apply knowledge of sect beliefs to understand intra-Muslim relations and dialogue (تطبيق معرفة معتقدات الفرق لفهم العلاقات والحوار بين المسلمين).				
COURSE ASSESSMENT COURSE WORK: 20% TEST/ASSIGNMENTS 20% EXAMINATION: 60% TOTAL: 100%						

PROGRAMME: NATIONAL DIPLOMA IN ISLAM AND DEVELOPMENT		
COURSE TITLE: ISLAMIC JURISPRUDENCE IV	**Course Code: ISD 223**	**Contact Hours: 2 Hrs/Week**
	Credit Unit: 2	**Theoretical: 2 Hrs/Week**
Year: II Semester: II	**Pre-requisite:**	**Practical: 0**
GOAL: **This course is designed to equip students with knowledge and skills on animal slaughter and inheritance in Islamic law, and their cultural variations in Nigeria.**		
GENERAL OBJECTIVES: On completion of this course, the students should be able to: 1.0 Understand the rulings of animal slaughter and what is related to it; 2.0 Understand the rulings of Islamic law on inheritance; 3.0 Know the different ways of distributing inheritance among various cultures in Nigeria.		

PROGRAMME: NATIONAL DIPLOMA IN ISLAM AND DEVELOPMENT		
COURSE TITLE: ISLAMIC JURISPRUDENCE IV	Course Code: ISD 223	Contact Hours: 2 Hrs/Week
	Credit Unit: 2	Theoretical: 2 Hrs/Week
Year: II Semester: II	Pre-requisite:	Practical: 0
COURSE SPECIFICATION: THEORETICAL		
GOAL: This course is designed to equip students with knowledge and skills on animal slaughter and inheritance in Islamic law, and their cultural variations in Nigeria.		
GENERAL OBJECTIVE 1.0: Understand the rulings of animal slaughter and what is related to it		

THEORETICAL CONTENT				PRACTICAL CONTENT		
Week	Specific Learning Outcome	Teacher's Activities	Resources	Specific Learning Outcome	Teacher's Activities	Resources
1-5	1.1 Explain the concept of animal slaughter in Islam. 1.2 Describe the conditions governing the permissibility of animal slaughter in Islam 1.3 Explain animals that are lawful (*halal*) and unlawful (*haram*) for consumption 1.4 Describe the proper	• Explain the concept of Islamic slaughter (الذبح). • Define the conditions for permissible slaughter (شروط الذبح المشروع). • Discuss animals that are lawful (halal / حلال) and unlawful	Textbooks Journals Internet Computer Projector White Board Marker Charts etc			

	method of slaughtering animals according to Islamic law 1.5 Differentiate between lawful (*halal*) and unlawful (*haram*) practices in animal slaughter 1.6 Evaluate the importance of proper animal slaughter in terms of dietary law, hygiene, and ethical treatment of animals	(haram / حرام) for consumption (تحديد الحيوانات الحلال والحرام للأكل). • Describe the proper method of slaughtering animals according to Islamic law (وصف طريقة الذبح الصحيحة وفق الشريعة الإسلامية). • Differentiate between lawful (*halal*) and unlawful (*haram*) practices in slaughter (التمييز بين الممارسات المباحة والمحظورة في الذبح). • Evaluate the importance of proper slaughter for dietary law, hygiene, and ethical				

		treatment of animals (تقييم أهمية الذبح الصحيح من حيث الشريعة والنظافة والمعاملة الأخلاقية للحيوان).				
General Objective 2.0: Understand the rulings of Islamic law on inheritance						
6-10	2.1 Explain the concept of Islamic inheritance 2.2 Discuss the prerequisite consideration before sharing the inheritance 2.3 Describe the impediments against getting a share from inheritance. 2.4 Discuss the categories of heirs, including obligatory heirs and residual heirs 2.5 Discuss shares of inheritance as prescribed in the Glorious Qur'an 2.6 Describe the	• What if scenarios and brainstorming exercises to stimulate critical thinking among the students. • Explain the concept of Islamic inheritance (الفرائض). • Discuss the categories of heirs, including obligatory heirs (الورثة الفرضيون) and residual heirs (العصبات). • Discuss shares of inheritance as prescribed in the Qur'an	Textbooks Journals Internet Computer Projector White Board Marker Charts etc			

	conditions for valid inheritance, including legal ownership, death, and entitlement 2.7 Differentiate between fixed shares and residuary portions in inheritance distribution 2.8 Summarize the importance of inheritance rulings for equity, justice, family rights, and social harmony	تحديد أنصبة الورثة) كما وردت في القرآن). • Describe the conditions for valid inheritance, including legal ownership, death, and entitlement (شرح شروط صحة الميراث: الملكية الشرعية، الوفاة، الأهلية). • Differentiate between fixed shares (فرائض ثابتة) and residuary portions (العصبات) in inheritance distribution (التمييز بين الفرائض الثابتة والعصبات في تقسيم الميراث). • Evaluate the importance of understanding inheritance				

		rulings for justice, family rights, and social harmony (تقييم أهمية فهم أحكام الميراث لتحقيق العدالة وحقوق الأسرة والوئام الاجتماعي). • Mention the pre-requisite consideration before sharing inheritance				
General Objective 3.0: Know the different ways of distributing inheritance among various cultures in Nigeria						
11-15	3.1 Explain the concept of inheritance and its cultural variations in Nigeria. 3.2 Explain Islamic inheritance rules *(al-Farā'idh*) and their applications within Nigerian Muslim communities. 3.3 Describe inheritance practices among major Nigerian cultures, such as Yoruba, Igbo, and	• Explain the concept of inheritance and its cultural variations (الميراث والتنوع الثقافي في الميراث). • Explain Islamic inheritance rules (أحكام الميراث الإسلامية / al-*Farā'idh*) and their applications in Nigerian	Textbooks Journals Internet Computer Projector White Board Marker Charts			

	Hausa, Fulani etc, 3.4 Differentiate between Islamic inheritance distribution and customary inheritance practices in Nigeria 3.5 Evaluate the impact of cultural variations on family justice, social cohesion, and legal compliance with respect to inheritance practices in Nigeria.	Muslim communities. • Describe inheritance practices in major Nigerian cultures, such as Yoruba, Igbo, and Hausa-Fulani. • Differentiate between Islamic inheritance distribution and customary inheritance practices in Nigeria (التمييز بين توزيع الميراث الإسلامي والعادات التقليدية في نيجيريا). • Evaluate the impact of cultural variations on family justice, social cohesion, and legal compliance				

		تقييم أثر التنوع) الثقافي على العدالة الأسرية والوئام الاجتماعي والالتزام القانوني).				

COURSE ASSESSMENT
COURSE WORK: 20%
TEST/ASSIGNMENTS 20%
EXAMINATION: 60%
TOTAL: 100%

<table>
<tr><td colspan="3">PROGRAMME: NATIONAL DIPLOMA IN ISLAM AND DEVELOPMENT</td></tr>
<tr><td rowspan="2">COURSE TITLE: EXEGESIS (TAFSĬR) II</td><td>Course Code: ISD 224</td><td>Contact Hours: 2 Hours/Week</td></tr>
<tr><td rowspan="2">Credit Unit: 2</td><td>Theoretical: 1Hr/Week</td></tr>
<tr><td>Year: II Semester: II</td><td>Pre-requisite:</td><td>Practical: 1hr/week</td></tr>
<tr><td colspan="3">GOAL: This course is designed to equip students with knowledge and skills required for application of thematic exegesis through the examples of Prophets Ibrahim and Musa (peace be upon them).</td></tr>
<tr><td colspan="3">GENERAL OBJECTIVES:
On completion of this course, the students should be able to:
1.0 Understand the concepts of thematic exegesis;
2.0 Understand the rules of thematic exegesis;
3.0 Understand the methods of thematic exegesis;
4.0 Understand the story of Prophet Ibrahim or Prophet Musa (peace be upon them) as a model of thematic exegesis.</td></tr>
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PROGRAMME: NATIONAL DIPLOMA ISLA M AND DEVELOPMENT		
COURSE TITLE: EXEGESIS (*TAFSĬR*) II	**COURSE CODE: ISD 224**	**Contact Hours: 2 Hrs/Week**
	Credit Unit: 2	**Theoretical: 2Hrs/Week**
Year: II Semester: II	**Pre-requisite:**	**Practical: 1hr/Week**
COURSE SPECIFICATION: THEORETICAL		
GOAL: This course is designed to equip students with knowledge and skills required for application of thematic exegesis through the examples of Prophets Ibrahim and Musa (peace be upon them).		
GENERAL OBJECTIVE 1.0: Understand the concepts of thematic exegesis		

THEORETICAL CONTENT				**PRACTICAL CONTENT**		
Week	**Specific Learning Outcome**	**Teacher's Activities**	**Resources**	**Specific Learning Outcome**	**Teacher's Activities**	**Resources**
1-4	1.1 Explain the meaning of thematic exegesis (*Tafsīr al-Mawḍū'ī*). 1.2 Define the principles and objectives of thematic exegesis. 1.3 Explain the difference between thematic exegesis and other types of *Tafsīr*, such as sequential/verse-by-verse *Tafsīr* 1.4 Describe the method	• Explain the meaning of thematic exegesis (التفسير الموضوعي / *Tafsīr al-Mawḍū'ī*). • Explain the principles and objectives of thematic exegesis (مبادئ وأهداف التفسير الموضوعي).	Textbooks, Journals, Internet, Computer, Projector, White Board, Marker, Charts, Writing materials etc	• Analyze selected topics in the Qur'an using thematic exegesis principles (تحليل موضوعات مختارة في القرآن باستخدام مبادئ التفسير الموضوعي). • Apply thematic exegesis to explain social, ethical, or legal	Guide students to; • Analyze selected topics in the Qur'an using thematic exegesis principles (تحليل موضوعات مختارة في القرآن باستخدام مبادئ التفسير الموضوعي). • Apply thematic exegesis to explain social,	

	of gathering Qur'anic verses under a specific theme or topic 1.5 Evaluate the benefits of using thematic exegesis for understanding Qur'anic guidance comprehensively	• Explain the difference between thematic exegesis and other types of *Tafsīr*, such as sequential/verse-by-verse *Tafsīr* (التمييز بين التفسير الموضوعي وأنواع التفسير الأخرى مثل التفسير الترتيبي). • Describe the method of gathering Qur'anic verses under a specific theme or topic (شرح طريقة جمع الآيات القرآنية حول موضوع معين). • Evaluate the benefits of using thematic exegesis for understanding Qur'anic guidance comprehensively (تقييم فوائد استخدام التفسير		themes in Qur'anic texts (تطبيق التفسير الموضوعي لشرح الموضوعات الاجتماعية والأخلاقية والفقهية في النصوص القرآنية).	ethical, or legal themes in Qur'anic texts (تطبيق التفسير الموضوعي لشرح الموضوعات الاجتماعية والأخلاقية والفقهية في النصوص القرآنية).	

		الموضوعي لفهم توجيهات القرآن بشكل شامل). • Analyze selected topics in the Qur'an using thematic exegesis principles (تحليل موضوعات مختارة في القرآن باستخدام مبادئ التفسير الموضوعي). • Apply thematic exegesis to explain social, ethical, or legal themes in Qur'anic texts (تطبيق التفسير الموضوعي لشرح الموضوعات الاجتماعية والأخلاقية والفقهية في النصوص القرآنية).				
General Objective 2.0: Understand the rules of thematic exegesis						
5-8	2.1 Explain the rules and methodology of thematic exegesis 2.2 Discuss the steps	• Explain the rules and methodology of thematic	Textbooks, Journals, Internet, Computer,	• • Analyze selected Qur'anic texts to ensure correct	• Guide students to: • Analyze selected	Writing materials

	involved in collecting and arranging Qur'anic verses according to a specific theme. 2.3 Describe the importance of context and consistency in thematic exegesis. 2.4 Differentiate between valid and invalid applications of thematic exegesis. 2.5 Evaluate the benefits and limitations of thematic exegesis in understanding Qur'anic guidance.	exegesis (قواعد ومنهجية التفسير الموضوعي). • Discuss the steps involved in collecting and arranging Qur'anic verses according to a specific theme (تحديد خطوات جمع وترتيب الآيات القرآنية وفق موضوع معين). • Describe the importance of context and consistency in thematic exegesis (توضيح أهمية السياق والاتساق في التفسير الموضوعي). • Differentiate between valid and invalid applications of thematic exegesis (التمييز بين التطبيقات الصحيحة والخاطئة للتفسير	Projector, White Board, Marker, Charts, Writing materials etc	application of thematic rules (تحليل نصوص قرآنية مختارة لضمان التطبيق الصحيح لقواعد التفسير الموضوعي). • Apply the rules to produce a brief thematic exegesis of a given Qur'anic topic (تطبيق القواعد لإعداد تفسير موضوعي مختصر لموضوع قرآني معين).	Qur'anic texts to ensure correct application of thematic rules (تحليل نصوص قرآنية مختارة لضمان التطبيق الصحيح لقواعد التفسير الموضوعي). • Apply the rules to produce a brief thematic exegesis of a given Qur'anic topic (تطبيق القواعد لإعداد تفسير موضوعي مختصر لموضوع قرآني معين).	

		الموضوعي). • Evaluate the benefits and limitations of thematic exegesis in understanding Qur'anic guidance (فوائد وحدود التفسير الموضوعي في فهم توجيهات القرآن).				
General Objective 3.0: Understand the methods of thematic exegesis						
9-12	3.1 Explain the concept and purpose of thematic exegesis (*Tafsīr al-Mawḍū'ī*). 3.2 Discuss the main methods used in thematic exegesis, including collection, classification, contextual analysis, and interpretative synthesis. 3.3 Describe how to select verses relevant to a particular topic or theme. 3.4 Differentiate among various approaches to	• Explain the concept and purpose of thematic exegesis (التفسير الموضوعي / *Tafsīr al-Mawḍū'ī*). • Identify the main methods used in thematic exegesis, including collection (جمع الآيات), classification (تصنيفها حسب الموضوع), contextual analysis (التحليل	Textbooks, Journals, Internet, Computer, Projector, White Board, Marker, Charts, Writing materials etc	• Analyze a given Qur'anic topic using the appropriate method of thematic exegesis (تحليل موضوع قرآني معين باستخدام طريقة التفسير الموضوعي المناسبة). • Apply thematic exegesis methods to produce a brief thematic summary of Qur'anic	Guide students to: • Analyze a given Qur'anic topic using the appropriate method of thematic exegesis (تحليل موضوع قرآني معين باستخدام طريقة التفسير الموضوعي المناسبة). • Apply thematic	Writing materials

	thematic exegesis used by scholars. 3.5 Evaluate the effectiveness of different thematic exegesis methods in clarifying Qur'anic teachings.	السياقي), and interpretative synthesis (التركيب التفسيري). • Describe how to select verses relevant to a particular topic or theme (شرح كيفية اختيار الآيات المتعلقة بموضوع معين). • Differentiate between various approaches to thematic exegesis used by scholars (التمييز بين المناهج المختلفة للتفسير الموضوعي عند العلماء). • Evaluate the effectiveness of different thematic exegesis methods in clarifying Qur'anic teachings (تقييم فاعلية طرق التفسير الموضوعي المختلفة في توضيح التعاليم القرآنية).		guidance (تطبيق طرق التفسير الموضوعي لإعداد ملخص موضوعي للتوجيهات القرآنية).	exegesis methods to produce a brief thematic summary of Qur'anic guidance (تطبيق طرق التفسير الموضوعي لإعداد ملخص موضوعي للتوجيهات القرآنية).	

General Objective 4.0: Understand the story of Prophet Ibrahim or Prophet Musa (peace be upon them) as a model of thematic exegesis						
13-15	4.1 Explain the concept of thematic exegesis (*Tafsīr al-Mawḍū'ī*) using the stories of Prophet Ibrahim or Prophet Musa 4.2 Discuss key Qur'anic verses related to the life and mission of Prophet Ibrahim or Prophet Musa 4.3 Describe major events, challenges, and lessons from the selected stories. 4.4 Differentiate between literal narration and thematic interpretation in the Qur'anic account 4.5 Evaluate the relevance of the story's lessons for contemporary personal, social and ethical life.	• Explain the concept of thematic exegesis (التفسير الموضوعي / *Tafsīr al-Mawḍū'ī*) using the stories of Prophet Ibrahim (النبي إبراهيم) or Prophet Musa (النبي موسى). • Discuss key Qur'anic verses related to the life and mission of Prophet Ibrahim or Prophet Musa (تحديد الآيات القرآنية المتعلقة بسيرة النبي إبراهيم أو النبي موسى). • Describe major events, challenges, and lessons from the selected prophet's story (وصف الأحداث الرئيسية والتحديات والدروس المستفادة من	Textbooks, Journals, Internet, Computer, Projector, White Board, Marker, Charts, Writing materials etc	• Analyze the story to extract thematic lessons such as faith, patience, obedience, and trust in God (تحليل القصة لاستخراج الدروس الموضوعية مثل الإيمان والصبر والطاعة والتوكل على الله). • Apply thematic exegesis principles to explain selected events and teachings from the story (تطبيق مبادئ التفسير الموضوعي لشرح الأحداث والتعاليم المختارة من القصة).	Guide students to: 1.0 Analyze the story to extract thematic lessons such as faith, patience, obedience, and trust in God (تحليل القصة لاستخراج الدروس الموضوعية مثل الإيمان والصبر والطاعة والتوكل على الله). 2.0 Apply thematic exegesis principles to explain selected events and teachings from the story (تطبيق	Writing materials

		قصة النبي المختار). • Classify between literal narration and thematic interpretation in the Qur'anic account (التمييز بين السرد الحرفي والتفسير الموضوعي في الرواية القرآنية). • Explain the relevance of the story's lessons for contemporary personal, social, and ethical life			مبادئ التفسير الموضوعي لشرح الأحداث والتعاليم المختارة من القصة).	
COURSE ASSESSMENT COURSE WORK: 10% TESTS: 10% PRACTICAL: 40% EXAMINATION: 40% TOTAL: 100%						

PROGRAMME: NATIONAL DIPLOMA IN ISLAM AND DEVELOPMENT		
COURSE TITLE: *HADITH* SCIENCES (NARRATION AND TEXTUAL STUDIES)	**Course Code: ISD 225**	**Contact Hours: 2 Hrs/Week**
	Credit Unit: 2	**Theoretical: 1 Hr/Week**
Year: II Semester: II	**Pre-requisite:**	**Practical: 1Hr/week**
GOAL: This course is designed to equip students with knowledge and skills in *Hadith* sciences, its principles, documentation, and key scholarly works.		
GENERAL OBJECTIVES: On completion of this course, the students should be able to: 1.0 Understand the concept of *Hadith* sciences; 2.0 Understand the importance of *Hadith* sciences in Islamic scholarship; 3.0 Understand the major types of *Hadith* sciences; 4.0 Understand the conditions for accepting or rejecting *Hadith*; 5.0 Understand the documentation of *Hadith*; 6.0 Know the documented books on *Hadith* sciences.		

PROGRAMME: NATIONAL DIPLOMA IN ISLAM AND DEVELOPMENT		
COURSE TITLE: *HADITH* SCIENCES (NARRATION AND TEXTUAL STUDIES)	**COURSE CODE: ISD 225**	**Contact Hours: 2Hrs/Week**
	Credit Unit: 2	**Theoretical: 2Hrs/Week**
Year: II Semester: II	**Pre-requisite:**	**Practical: 0**
COURSE SPECIFICATION: THEORETICAL		
GOAL: This course is designed to equip students with knowledge and skills in Hadith sciences, its principles, documentation, and key scholarly works.		
GENERAL OBJECTIVE 1.0: Understand the concept of Hadith sciences		

THEORETICAL CONTENT				PRACTICAL CONTENT		
Week	**Specific Learning Outcome**	**Teacher's Activities**	**Resources**	**Specific Learning Outcome**	**Teacher's Activities**	**Resources**
1-2	1.1 Explain the meaning and scope of *Hadith* sciences. 1.2 Explain the main components of a *Hadith*, namely chain of transmission and text. 1.3 Describe the importance of *Hadith* sciences in preserving the sayings and actions of the Prophet Muhammad (SAW). 1.4 Differentiate between *Hadith* and Sunnah 1.5 Explain the role of *Hadith* scholars in verifying	• Explain the meaning and scope of *Hadith* sciences (علوم الحديث). • Explain the main components of a *Hadith,* namely chain of transmission (الإسناد) and text (المتن). • Describe the importance of *Hadith* sciences in preserving the sayings and actions of the Prophet Muhammad (SAW)	Textbooks, Journals, Internet, Computer, Projector, White Board, Marker, Charts, Writing materials etc	Analyze simple *Hadith* examples to identify their *isnād* and *matn* (تحليل أحاديث بسيطة لاستخراج الإسناد والمتن). Apply basic principles of *Hadith* sciences in recognizing authentic and weak narrations (تطبيق مبادئ علوم الحديث الأساسية في تمييز	Analyze simple *Hadith* examples to identify their *isnād* and *matn* (تحليل أحاديث بسيطة لاستخراج الإسناد والمتن). Apply basic principles of *Hadith* sciences in recognizing authentic and weak narrations (تطبيق مبادئ علوم الحديث	Textbooks, Journals, Internet, Computer, Projector, White Board, Marker, Charts, Writing materials etc

	authenticity. 1.6 Summarize the significance of *Hadit*h sciences in Islamic law and belief.	أهمية علوم الحديث في حفظ) السنة النبوية). • Differentiate between Hadith and Sunnah (التمييز بين الحديث والسنة). • Explain the role of *Hadith* scholars in verifying authenticity (دور المحدثين في التثبت من صحة الحديث). • Evaluate the significance of Hadith sciences in Islamic law and belief (تقييم أهمية علوم الحديث في الشريعة والعقيدة الإسلامية).		الصحيح من الضعيف).)	الأساسية في تمييز الصحيح من الضعيف).	
General Objective 2.0: Understand the importance of Hadith sciences in Islamic scholarship						
3-5	2.1 Explain the significance of *Hadith* sciences in Islamic knowledge 2.2 Describe the role of *Hadith* sciences in preserving the Sunnah of the Prophet Muhammad (SAW) 2.3 Explain the contributions of Hadith sciences to Islamic jurisprudence 2.4 Explain how *Hadith* sciences support correct understanding	• Explain the significance of *Hadith* sciences in Islamic knowledge (أهمية علوم الحديث). • Describe the role of *Hadith* sciences in preserving the Sunnah of the Prophet Muhammad (SAW) (دور علوم الحديث في حفظ السنة النبوية).	Textbooks, Journals, Internet, Computer, Projector, White Board, Marker, Charts, Writing materials etc	Analyze examples of legal or theological rulings derived from *Hadith* (تحليل أمثلة للأحكام الشرعية أو العقدية المستندة إلى الحديث). Apply basic *Hadith* verification principles when encountering narrations (تطبيق مبادئ التحقق من الحديث	Guide students to: Analyze examples of legal or theological rulings derived from *Hadith* (تحليل أمثلة للأحكام الشرعية أو العقدية المستندة إلى الحديث). Apply basic *Hadith* verification principles when	Textbooks, Journals, Internet, Computer, Projector, White Board, Marker, Charts, Writing materials etc

	of the Glorious Qur'an 2.5 Differentiate between authentic and weak narrations based on scholarly criteria 2.6 Evaluate the impact of *Hadith* sciences on the unity, authenticity, and continuity of Islamic scholarship	• Identify the contribution of *Hadith* sciences to Islamic jurisprudence (إسهام علوم الحديث في الفقه الإسلامي). • Explain how Hadith sciences support correct understanding of the Qur'an (دور علوم الحديث في تفسير القرآن). • Differentiate between authentic and weak narrations based on scholarly criteria (التمييز بين الحديث الصحيح والضعيف وفق الضوابط العلمية). • Evaluate the impact of *Hadith* sciences on the unity, authenticity, and continuity of Islamic scholarship (تقييم أثر علوم الحديث في وحدة التراث الإسلامي وأصالته واستمراريته).		عند التعامل مع الروايات).	encountering narrations (تطبيق مبادئ التحقق من الحديث عند التعامل مع الروايات).	
General Objective 3.0: Understand the major types of Hadith sciences						
6-8	3.1 Explain the general classification of *Hadith* sciences.	• Explain the general classification of *Hadith* sciences	Textbooks, Journals, Internet,	• Analyze simple Hadith examples to	Guide students to: • Analyze simple	Textbooks, Journals, Internet,

	3.2 Explain the major types of *Hadith* sciences: the science of narration and science of critical evaluation. 3.3 Describe the science of narration and its purpose. 3.4 Explain the science of *Hadith* classification including categories like sound, good and weak. 3.5 Differentiate among various types of *Hadith* based on transmission and authenticity 3.6 Evaluate the importance of understanding the different types of *Hadith* sciences in Islamic studies	(أقسام علوم الحديث). • Discuss the major types of *Hadith* sciences, such as science of narration (علم الرواية) and science of critical evaluation (علم الدراية). • Describe the science of narrator evaluation (علم الجرح والتعديل) and its purpose. • Explain the science of *Hadith* classification (علم مصطلح الحديث), including categories like authentic (الصحيح), good (الحسن), and weak (الضعيف). • Differentiate between various types of *Hadith* based on transmission and authenticity (التمييز بين أنواع الحديث من حيث الرواية والصحة). • Evaluate the importance of understanding the	Computer, Projector, White Board, Marker, Charts, Writing materials etc	identify the type of *Hadith* science applied (تحليل أحاديث بسيطة لتحديد نوع علم الحديث المستخدم). • Apply basic principles of *Hadith* sciences to categorize narrations correctly (تطبيق مبادئ علوم الحديث الأساسية في تصنيف الروايات).	*Hadith* examples to identify the type of *Hadith* science applied (تحليل أحاديث بسيطة لتحديد نوع علم الحديث المستخدم). Apply basic principles of *Hadith* sciences to categorize narrations correctly (تطبيق مبادئ علوم الحديث الأساسية في تصنيف الروايات).	Computer, Projector, White Board, Marker, Charts, Writing materials etc

		different types of *Hadith* sciences in Islamic studies (تقييم أهمية معرفة أنواع علوم الحديث في الدراسات الإسلامية).				
General Objective 4.0: Understand the conditions for accepting or rejecting Hadith						
9-11	4.1 Explain the concept of accepting and rejecting *Hadith*. 4.2 Explain the main conditions for accepting a *Hadith*, including continuity of chain, uprightness or accuracy of narrators, absence of irregularity and absence of hidden defects 4.3 Describe the reasons for rejecting a *Hadith* 4.4 Differentiate between accepted *Hadith* and rejected *Hadith* 4.5 Explain the role of *Hadith* scholars in evaluating narrations. 4.6 Evaluate the importance of the setting criteria for accepting and rejecting *Hadith.*	• Explain the concept of accepting and rejecting *Hadith* (قبول الحديث وردّه). • Discuss the main conditions for accepting a *Hadith*, including continuity of chain (اتصال السند), uprightness of narrators (عدالة الرواة), accuracy of narrators (ضبط الرواة), absence of irregularity (عدم الشذوذ), and absence of hidden defects (عدم العلة). • Describe the reasons for rejecting a *Hadith* (أسباب ردّ الحديث). • Differentiate between accepted *Hadith* (الحديث المقبول) and rejected Hadith (الحديث المردود). • Explain the role of *Hadith* scholars in evaluating narrations (دور المحدثين في نقد الحديث).	Textbooks, Journals, Internet, Computer, Projector, White Board, Marker, Charts, Writing materials etc	• Analyze simple *Hadith* samples to determine whether they meet acceptance conditions (تحليل نماذج حديثية بسيطة للتحقق من شروط القبول). • Apply basic criteria of acceptance and rejection when encountering *Hadith* texts (تطبيق معايير القبول والرد عند التعامل مع النصوص الحديثية).	• Analyze simple *Hadith* samples to determine whether they meet acceptance conditions (تحليل نماذج حديثية بسيطة للتحقق من شروط القبول). • Apply basic criteria of acceptance and rejection when encountering *Hadith* texts (تطبيق معايير القبول والرد عند التعامل مع النصوص	Textbooks, Journals, Internet, Computer, Projector, White Board, Marker, Charts, Writing materials etc

		• Evaluate the importance of these conditions in preserving the authenticity of the *Sunnah* (تقييم أهمية شروط القبول والرد في حفظ السنة النبوية).			الحديثية).	
General Objective 5.0: Understand the documentation of Hadiths						
12-13	5.1 Explain the concept of *Hadith* documentation. 5.2 Describe the historical stages of *Hadith* documentation. 5.3 Discuss the early efforts of the Companions and Successors in recording *Hadith.* 5.4 Explain the role of major *Hadith* collections in documentation. 5.5 Differentiate between oral transmission and written documentation of *Hadith*. 5.6 Evaluate the importance of *Hadith* documentation in safeguarding the *Sunnah* from distortion.	• Explain the concept of documenting *Hadiths* (تدوين الحديث). • Describe the historical stages of *Hadith* documentation (مراحل تدوين الحديث). • Identify the early efforts of the Companions and Successors in recording *Hadith* (جهود الصحابة والتابعين في تدوين الحديث). • Explain the role of major *Hadith* collections in documentation (دور كتب الحديث في التدوين). • Differentiate between oral transmission and written documentation of *Hadith* (التمييز بين	Textbooks, Journals, Internet, Computer, Projector, White Board, Marker, Charts, Writing materials etc	• Analyze simple examples showing how *Hadiths* were documented and preserved (تحليل أمثلة بسيطة لكيفية تدوين الحديث وحفظه). • Apply basic referencing of *Hadiths* by mentioning source and narrator (تطبيق التوثيق البسيط للحديث بذكر المصدر	• Guide students to: • Analyze simple examples showing how Hadiths were documented and preserved (تحليل أمثلة بسيطة لكيفية تدوين الحديث وحفظه). • Apply basic referencing of *Hadiths* by mentioning source and narrator	Textbooks, Journals, Internet, Computer, Projector, White Board, Marker, Charts, Writing materials etc

		الرواية الشفهية والتدوين الكتابي). • Evaluate the importance of *Hadith* documentation in safeguarding the *Sunnah* from distortion (تقييم أهمية تدوين الحديث في حفظ السنة من التحريف).		والراوي).	تطبيق التوثيق (البسيط للحديث بذكر المصدر والراوي).	
General Objective 6.0: Know the documented books on Hadith sciences						
14-15	6.1 Explain the importance of *Hadith* literature in Islamic scholarship. 6.2 Discuss the historical evolution of major books of *Hadith* such as *Ṣaḥīḥ al-Bukhārī, Ṣaḥīḥ Muslim, Sunan Abī Dāwūd, Sunan al-Tirmidhī, Sunan al-Nasā'ī , and Sunan Ibn Mājah.* 6.3 Describe books on *Hadith* sciences, such as *Muqaddimah Ibn al-Ṣalāḥ* and *Tadrīb al-Rāwī.* 6.4 Differentiate between books on *Hadith* collection and books on *Hadith* sciences 6.5 Explain the role of these books in preserving and classifying *Hadith*.	• Explain the importance of *Hadith* literature in Islamic scholarship (أهمية كتب علوم الحديث). • Explain the major documented books of *Hadith* and *Hadith* sciences, such as *Ṣaḥīḥ al-Bukhārī* (صحيح البخاري), *Ṣaḥīḥ Muslim* (صحيح مسلم), *Sunan Abī Dāwūd* (سنن أبي داود), *Sunan al-Tirmidhī* (سنن الترمذي), *Sunan al-Nasā'ī* (سنن النسائي), and *Sunan Ibn Mājah* (سنن ابن ماجه). • Describe books on *Hadith* terminology, such as *Muqaddimah Ibn al-Ṣalāḥ* (مقدمة ابن	Textbooks, Journals, Internet, Computer, Projector, White Board, Marker, Charts, Writing materials etc	• Analyze selected *Hadith* references to identify their source books (تحليل مراجع حديثية بسيطة لتحديد مصادرها). • Apply basic skills in citing *Hadiths* from recognized books (تطبيق مهارة العزو إلى كتب الحديث المعتمدة).	• Guide students to: • Analyze selected *Hadith* references to identify their source books (تحليل مراجع حديثية بسيطة لتحديد مصادرها). • Apply basic skills in citing *Hadiths* from recognized books (تطبيق مهارة العزو إلى كتب	Textbooks, Journals, Internet, Computer, Projector, White Board, Marker, Charts, Writing materials etc

	6.6 Summarize the contributions of classical *Hadith* books to Islamic scholarship.	الصلاح) and *Tadrīb al-Rāwī* (تدريب الراوي). • Differentiate between books of *Hadith* collection and books of *Hadith* sciences (التمييز بين كتب جمع الحديث وكتب علوم الحديث). • Explain the role of these books in preserving and classifying *Hadiths* (دور هذه الكتب في حفظ الحديث وتصنيفه). • Evaluate the contribution of classical *Hadith* books to Islamic scholarship (تقييم إسهام كتب الحديث في التراث الإسلامي).			الحديث المعتمدة).	

COURSE ASSESSMENT
COURSE WORK: 10%
TESTS: 10%
PRACTICAL: 40%
EXAMINATION: 40%
TOTAL: 100%

PROGRAMME: NATIONAL DIPLOMA IN ISLAM AND DEVELOPMENT		
COURSE TITLE: ISLAMIC INVESTMENT SERVICES	**Course Code: ISD 226**	**Contact Hours: 2 Hrs/Week**
	Credit Unit: 2	**Theoretical: 2 Hrs/Week**
Year: II Semester: II	**Pre-requisite:**	**Practical: 0**

GOAL: **This course is designed to equip students with knowledge and skills on Islamic investment services, banking practices, and decision-making tools.**

GENERAL OBJECTIVES:

On completion of this course, the students should be able to:

1.0: Understand Islamic Investment Services and its Impact;

2..0: Know the different ways by which Islamic banks operate their investment activities;

3.0: Understand Islamic Investment Products and their different principles of operations;

4.0: Understand Islamic and conventional investment banking;

5.0: Understand the use of relevant tools in investment banking decisions.

PROGRAMME: NATIONAL DIPLOMA IN ISLAMIC AND DEVELOPMENT		
COURSE TITLE: ISLAMIC INVESTMENT SERVICES	**COURSE CODE: ISD 226**	**Contact Hours: 2 Hrs/Week**
	Credit Unit: 2	**Theoretical: 2 Hrs/Week**
Year: II Semester: II	**Pre-requisite:**	**Practical: 0**
COURSE SPECIFIFCATION: THEORETICAL		
GOAL: **This course is designed to equip students with knowledge and skills on Islamic investment services, banking practices, and decision-making tools.**		
GENERAL OBJECTIVE 1.0: **Understand Islamic Investment Services and its Impact**		

THEORETICAL CONTENT				PRACTICAL CONTENT		
Week	**Specific Learning Outcome**	**Teacher's Activities**	**Resources**	**Specific Learning Outcome**	**Teacher's Activities**	**Resources**
1-4	1.1 Define Islamic Investment Services (IIS). 1.2 Explain how Islamic Investment Services guarantee the growth and survival of Islamic Banks. 1.3 Explain the role of the *Shari'ah* compliance in	• Introduce the concept of Islamic investment services using real-life examples from Islamic financial institutions. • Explain the Shariah foundations behind Islamic investment, such as prohibition of *riba*, *gharar*, and *maysir*.	Textbooks, Charts, sample documents, marker, pictorials, marker boards, computers, projector, journals			

	investment. 1.4 Discuss the importance of Islamic investment in the society. 1.5 Distinguish Islamic investment from the conventional ones	• Use case studies to show how Islamic investment services impact individuals, businesses, and the economy. • Facilitate class discussions on the differences between Islamic and conventional investment services. • Show short videos or documentaries on the growth of Islamic finance globally. • Assign group presentations on selected Islamic investment institutions and their services.				
General Objective 2.0: Know the different ways by which Islamic Banks operate their investment activities						
5-8	2.1 Explain how Islamic banks carry out investment activities. 2.2 Explain *Mudarabah*,	• Explain the operational models used by Islamic banks (e.g., *mudarabah*, *musharakah*,	Textbooks, Charts, sample documents, marker, pictorials,			

	Wakalah and *Ijarah* as instruments of Islamic Investment Services. 2.3 Explain Investment Windows of an Islamic Bank. 2.4 Explain *Wakala* instrument and its types 2.5 Explain how the Islamic banks play the role of *Rabb- al-Mal* and that of *Mudarib* Interchangeable of its responsibilities	*murabaha*, *ijara*). • Provide step-by-step illustrations of how Islamic banks execute investment contracts. • Organize role-play activities where students simulate Islamic banking transactions. • Present diagrams and flowcharts showing investment processes in Islamic banks. • Invite a guest speaker from an Islamic bank (physically or virtually) to share practical insights. • Give students problem-solving exercises based on real Islamic banking scenarios. • Demonstrate how Islamic Banks perform Islamic	marker boards, computers, projector, journals			

		Investment activities. • Discuss *Mudarabah*, *Wakalah* and Ijarah as Modes of Islamic Investment Service				
General Objective 3.0: Understand Islamic Investment Products and their different principles of operations						
9-11	3.1 Define investment products. 3.2 Explain the different products used by Islamic Banks for profit generation eg *sukuk, ijarah, murabaha.* 3.3 Explain the rationale of allocating higher profits share to *Mudarib* or *Rabb-al-Māl*. 3.4 Explain the procedures to invest in Islamic investment instruments.	• Break down each Islamic investment product (e.g., *sukuk*, *mudarabah* funds, *takaful*, *musharakah* ventures). • Provide comparative charts showing differences between products and their Shariah principles. • Use practical examples to demonstrate how each product works in real markets. • Lead group discussions on the advantages and limitations of each	Textbooks, Charts, sample documents, marker, pictorials, marker boards, computers, projector, journals			

		product. • Assign students to research specific Islamic investment products • Use case simulations where students design an Islamic investment product.				
General Objective 4.0: Understand Islamic and conventional investment banking						
13-14	4.1 Explain Islamic and conventional investment banking 4.2 Explain the major Islamic investment banking products and their respective operational guidelines 4.3 Explain the statutory mandates of banking regulatory agencies in Nigeria e.g. CBN, NDIC. 4.4 Explain formation and roles of *Shariah* Boards of experts e.g. Financial Regulation	• Explain the key differences between Islamic and conventional investment banking. • Use comparison tables to highlight distinctions in principles, operations, and objectives. • Discuss global trends in both Islamic and conventional investment banking. • Organize debates where students argue	Textbooks, Charts, sample documents, marker, pictorials, marker boards, computers, projector, journals			

	Advisory Council of Experts (FRACE) for CBN and Advisory Committee of Experts (ACE) for Islamic Banks. 4.5 Explain the importance and operational guidelines of customer services.	for or against each system. • Provide real-world examples of institutions practicing both models. • Guide students through case studies comparing investment decisions in both systems.				
General Objective 5.0: Understand the use of relevant tools in investment Banking Decisions (اتخاذ القرارات المصرفية الاستثمارية)						
15	5.1 Explain key investment tools and their functions in decision making. 5.2 Analyse financial data to assess investment opportunities. 5.3 Explain the application of relevant tools to evaluate the risk and return of potential investment. 5.4 Interpret results from investment tools to support informed	• Introduce analytical tools used in investment banking (e.g., financial ratios, risk assessment tools, decision matrices). • Provide scenarios where students must choose appropriate tools to make investment decisions. • Assign group tasks to analyse investment opportunities using the tools taught.	Textbooks, Charts, sample documents, marker, pictorials, marker boards, computers, projector, journals etc.	Use software tools such as MS Excel, financial calculators, or Islamic finance apps.to analyse financial instruments.	Guide students through practical exercises involving investment decision-making.	Textbooks, Charts, sample documents, marker, pictorials, marker boards, computers, projector, journals etc.

	decision. 5.5 Recommend investment options based on analytical findings.	• Review and critique students' decisions, helping them understand strengths and weaknesses.				
COURSE ASSESSMENT COURSE WORK: 20% TEXT/ASSIGNMENT: 20% EXAMINATION: 60% TOTAL: 100%						

NATIONAL BOARD FOR TECHNICAL EDUCATION NBTE

PROGRAMME: NATIONAL DIPLOMA IN ISLAM AND DEVELOPMENT		
COURSE TITLE: CONTEMPORARY DEVELOPMENT PROBLEMS	Course Code: ISD 227	Contact Hours: 2 Hrs/Week
	Credit Unit: 2	Theoretical: 2Hrs/Week
Year: II Semester: II	Pre-requisite:	Practical:0
GOAL: This course is designed to equip students with knowledge and skills to identify contemporary development challenges, their governance links, and strategies for resolution.		

GENERAL OBJECTIVES:

On completion of this course, the students should be able to:

1.0 Understand the nature of contemporary development Problems;
2.0 Understand the causes and consequences of development problems;
3.0 Know the link between development problems and governance;
4.0 Know efforts aimed at addressing development problems

PROGRAMME: NATIONAL DIPLOMA IN ISLAM AND DEVELOPMENT						
COURSE TITLE: CONTEMPORARY DEVELOPMENT PROBLEMS			**COURSE CODE: ISD 227**		**Contact Hours: 2Hrs/Week**	
			Credit Unit: 2		**Theoretical: 2Hrs/Week**	
Year: II Semester: II			**Pre-requisite:**		**Practical: 0**	
COURSE SPECIFICATION: THEORETICAL AND PRACTICAL						
GOAL: **This course is designed to equip students with knowledge and skills to identify contemporary development challenges, their governance links, and strategies for resolution.**						
GENERAL OBJECTIVE 1.0: Understand the nature of contemporary development Problems.						
THEORETICAL CONTENT				PRACTICAL CONTENT		
Week	**Specific Learning Outcome**	**Teacher's Activities**	**Resources**	**Specific Learning Outcome**	**Teacher's** Activities	**Resources**
1-4	1.1 Explain contemporary development challenges. 1.2 Explain the differences between traditional and emerging development challenges. 1.3 Discuss why development problems vary across regions and countries. 1.4 Discuss the impact of governance, corruption, and weak institutional frameworks	• Introduce students to major contemporary development problems (poverty, unemployment, corruption, insecurity, climate change, inequality, health crises). • Discuss contemporary development challenges from an Islamic ethical	Textbooks, Journals, Internet, Computer, Projector, White Board, Marker, Charts, Writing materials etc			

	on societal development. 1.5 Explain how conflicts, political instability, and migration affect development efforts. 1.6 Discuss contemporary development challenges from an Islamic ethical perspective, including principles of social justice, equity, and stewardship of resources. 1.7 Describe peace and conflict resolution as tools to address contemporary development challenges. 1.8 Explain approaches to change people mindset to promote development 1.9 Discuss how skills can promote development and encourage foreign investors.	perspective, including principles of social justice, equity, and stewardship of resources. • Discuss peace and conflict resolution as tools to address contemporary development challenges or problems • Use charts, news clips, and real-life case studies from Nigeria and global contexts. • Facilitate class discussions on contemporary development problem • Provide reading materials or short articles for students to review and summarize. • Organize group brainstorming sessions to identify development problems in local communities.				

		• Discuss the use of skills in promote development and encourage foreign investors • Use comparative examples to show differences between past and current development challenges. • Assign students to prepare mini-reports on selected development problems.				
General Objective 2.0: Understand the causes and consequences of development problems						
5-8	2.1 Describe the interconnections between the causes and consequences of development problems. 2.2 Discuss the consequences of development problems on individuals, communities, and nations 2.3 Explain the social and cultural causes of development problems, including gender inequality, traditional practices, and education gaps. 2.4 Explain factors responsible	• Explain major causes of development problems (economic, social, political, environmental, technological). • Use diagrams or flowcharts showing cause-and-effect relationships. • Lead class discussions on how one problem can create or worsen another (e.g., unemployment → poverty → crime). • Show case studies	Textbooks, Journals, Internet, Computer, Projector, White Board, Marker, Charts, Writing materials etc			

	for unemployment and underemployment. 2.5 Discuss factors responsible for corruption in public institutions. 2.6 Describe how insecurity affects national development. 2.7 Explain the social and economic consequences of poor governance. 2.8 Discuss how development problems reinforce one another. 2.9 Describe real-life cases showing causes and effects of development issues.	demonstrating real consequences on individuals, communities, and nations. • Conduct group activities where students map the causes and effects of a specific development problem. • Introduce global statistics and compare them with Nigerian data. • Assign students to analyze a selected development problem and present its root causes and impacts. • Perform case study analysis on causes and consequence of development problems in communities.				
General Objective 3.0: Know the link between development problems and governance						
9-12	3.1 Define governance. 3.2 Explain the components of governance such as: i.Accountability	• Explain the meaning of governance and its elements (accountability, transparency, rule of law, participation). • Use simple diagrams to	Textbooks, Journals, Internet, Computer, Projector, White Board, Marker, Charts, Writing			

	ii. Transparency iii. Popular Participation iv. Rule of law v. Welfare and security of the citizens 3.3 Explain how corruption affects service delivery and resource allocation. 3.4 Describe the impact of political instability on national development. 3.5 Discuss the role of public policies in solving development challenges. 3.6 Discuss leadership failures that contribute to development setbacks. 3.7 Discuss the impact of governance on economic growth, investment, job creation etc. 3.8 Discuss the impact of energy on economic growth, investment and job creation, etc. 3.9 Explain how effective and integrated transport system can promote national	show how poor governance contributes to development problems. • Facilitate discussions on specific examples—corruption, weak institutions, policy failure, political instability. • Present short video clips, newspaper headlines, or policy documents for analysis. • Organize debates on topics like "Good governance is essential for national development." • Guide students to evaluate how governance quality affects service delivery (health, education, security). • Assign research tasks on governance challenges in Nigeria and their developmental effects.	materials etc			

	development.					
General Objective 4.0: Know efforts aimed at addressing development problems						
13-15	4.1 Discuss the contribution of international organizations (e.g., UN, World Bank, African Union) in supporting development efforts 4. 2 Discuss the challenges and failures of the development partners in developing countries 4.3 Describe the roles of Non Governmental Organisations (NGOs), civil society groups, and community-based organizations in solving development problems. 4.4 Explain how education, health programmes and social welfare initiatives contribute promoting human development. 4.5 Discuss technological and innovative solutions—including digital tools, renewable energy, and modern agriculture—used to address development issues. 4.6 Describe the importance of	• Explain the meaning of governance and its elements (accountability, transparency, rule of law, participation). • Use simple diagrams to show how poor governance contributes to development problems. • Facilitate discussions on specific examples—corruption, weak institutions, policy failure, political instability. • Present short video clips, newspaper headlines, or policy documents for analysis. • Organize debates on topics like "Good governance is	Textbooks, Journals, Internet, Computer, Projector, White Board, Marker, Charts, Writing materials etc			

	good governance, transparency, and accountability in ensuring the success of development efforts. 4.7 Explain the role of private sector participation, entrepreneurship and investment in reducing development problems. 4.8 Discuss community participation, empowerment strategies and grassroots initiatives as tools for sustainable development. 4.9 Discuss Islamic approaches to solving development problems, emphasizing charity (*zakat*), endowments (*waqf*), justice and social responsibility. 4.10 Discuss the roles of traditional and religious leaders in resolving development problems in local communities such as: i. Immunization ii. Insecurities iii. Conflicts	essential for national development." • Guide students to evaluate how governance quality affects service delivery (health, education, security). • Assign research tasks on governance challenges in Nigeria and their developmental effects.				

	iv. Illiteracy v. Environmental challenges etc.					
COURSE ASSESSMENT COURSE WORK: 20% TEXT/ASSIGNMENT: 20% EXAMINATION: 60% TOTAL: 100%						

NATIONAL BOARD FOR TECHNICAL EDUCATION NBTE

LIST OF MINIMUM RESOURCES

1. Arabic Language Laboratory/Studio
2. Students' Mosque
3. Entrepreneurship/Skills Development Centre (See Entrepreneurship course curriculum)
4. Computer Studio/Laboratory (See ND Computer Science programme curriculum)

ARABIC LANGUAGE LABORATORY

S/N	DESCRIPTION OF ITEMS	QUANTITY
1.	Laptop Computer (Intel core i7 or above)	20
2.	Server (For Instructor or Tutor)	1
3.	Professional Headset	21
4.	Video camera with stand	1
5.	Internet Modem	1
6.	Wireless LAN Access point	1
7.	Projector	1
8.	Screen	1
9.	Application Software packages i. Arabic language lab software ii. Multimedia lessons iii. Arabic learning apps iv. MS Office Suite v. Simulators vi. Multimedia Editors vii. AI apps, etc	Lot
10.	Fire extinguisher	1
11.	First aid box	1
12.	Sand bucket	1
13.	Safety Posters/Charts	Lot

LIST OF SUGGESTED OR RECOMMENDED TEXTBOOKS AND E-BOOKS

1. An Introduction to Islamic Finance: Theory and Practice by Iqbal, Zamir
2. An Introduction to the Sciences of the Qur'an by *Ahmad Von Denffer*
3. Arabic Language and Linguistics by *Reem Basiouney and E. Graham Kaiz (Eds)*
4. Contemporary Economic, Challenges and Islam by *Prof, Khurshid Ahmad*
5. Economic Development in an Islamic Framework by *Khurshid Ahmad*
6. Environment and Climate. The pathway to a sustainable Development, by *Mawuli Ahiabor*
7. Family Life in Islam by *Khurshd Ahmad*
8. First Principles of Islamic Economics by *Sayyid Abdul A'la Mawdudi*
9. Green Deen, What Islam teaches about protecting the planet by *Ibrahim Abdul-Matin*
10. Introduction to Logic by A.G.A Bello
11. Islam and Liberty, The Historical Misunderstanding by *Mohamd Gharfi*
12. Islam and the enlightenment, The Untold Story by *Zulfiqar Ali Shah*
13. Islam Black Slaves, A history of African's other Black Diaspora by *Ronald Segal*
14. Islam in Africa, Proceeding of the Islam in Africa Conference
15. Islam's Reformation of Christianity by *Zulfiqar Ali Shah*
16. Islamic Finance for Dummies, Faleel, Jamaldeen
17. Islamic Finance Handbook: A practioner's Guide to the Global Market by Sasikala Thiagaraja, Andrew Morgan, Andrew Tebbutt, Geraldine Chan (Eds)
18. Islamic Finance, Law, Economics and Practice, Mahmoud A. El-Gamal
19. Islamic Personal Law and Practices in Nigeria by *Suleiman I. Nchi and Sama'ila A. Mohammed*
20. Islamic Teaching Courses, Volume 1-3
21. Muslim Civic Cultures and Conflict Resolutions. The challenges of Democratic Federalism in Nigeria, John N. Paden
22. Muslims and the Nigerian Political Spaces by *Usman Bugaje*
23. Philosophy Classics by *Tom Butler-Bowdon*
24. St Thomas Aquinas and Muslim Thoughts by *Zulfiqar Ali Shah*
25. Syntax of Spoken Arabic, by *Kristen E. Brustad*
26. The Beginners' guide to Arabic by *Mohtanick Jamil*
27. Understanding Islamic Finance by *Ayub, Muhammad*
28. War and Peace in the Life of the Prophet Muhammad by *Zakaria Bashier*

LIST OF PARTICIPANTS DURING THE NATIONAL CURRICULUM PRE-CRITIQUE WORKSHOP

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