

B.A in Arabic

Four Year Undergraduate Programme (FYUGP)

Approved by the 11th BOS held on 18-11-2025

(Effective from Spring 2026)

Course Outline and Syllabus

**DEPARTMENT OF ARABIC LANGUAGE AND LITERATURE
ISLAMIC UNIVERSITY OF SCIENCE AND TECHNOLOGY
AWANTIPORA, KASHMIR**

LIST OF COURSES

SEMESTERS I - VIII

SEMESTER-I

Course Code	Course Title	Category	Scheme and Credits					Marks Distribution		
			L	T	P	S	Credits	Internal	External	Total
BAALL100MJ	ARABIC LANGUAGE IMMERSION	CORE	03	0	01	0	04	30+20	50	100

SEMESTER-II

Course Code	Course Title	Category	Scheme and Credits					Marks Distribution		
			L	T	P	S	Credits	Internal	External	Total
BAALL201MJ	ELEMENTARY ARABIC LANGUAGE	CORE	03	0	01	0	04	30+20	50	100

SEMESTER-III

Course Code	Course Title	Category	Scheme and Credits					Marks Distribution		
			L	T	P	S	Credits	Internal	External	Total
BAALL301MJ	INTRODUCTION TO CLASSICAL ARABIC LITERATURE	CORE	03	0	01	0	04	30+20	50	100
BAALL302MJ	SELECTIONS FROM ARABIC PROSE	CORE	03	01	0	0	04	30+20	50	100

SEMESTER-IV

Course Code	Course Title	Category	Scheme and Credits					Marks Distribution		
			L	T	P	S	Credits	Internal	External	Total
BAALL401MJ	INTRODUCTION TO MODERN ARABIC LITERATURE	CORE	03	01	0	0	04	30+20	50	100
BAALL402MJ	ARABIC SHORT STORY	CORE	03	0	01	0	04	30+20	50	100
BAALL403MJ	CHILDREN LITERATURE IN	CORE	03	0	01	0	04	30+20	50	100

	ARABIC									
BAALL404MJ	LITERATURE IN DIASPORA	CORE	03	01	0	0	04	30+20	50	100

SEMESTER-V

Course Code	Course Title	Category	Scheme and Credits					Marks Distribution		
			L	T	P	S	Credits	Internal	External	Total
BAALL501MJ	SELECTIONS FROM ARABIC POETRY	CORE	03	01	0	0	04	30+20	50	100
BAALL502MJ	ARABIC DRAMA	CORE	03	0	01	0	04	30+20	50	100
BAALL503MJ	LITERATURE AND ENVIRONMENT	CORE	03	01	0	0	04	30+20	50	100
BAALL504MJ	EDUCATION SYSTEM IN INDIA	CORE	03	01	0	0	04	30+20	50	100

SEMESTER-VI

Course Code	Course Title	Category	Scheme and Credits					Marks Distribution		
			L	T	P	S	Credits	Internal	External	Total
BAALL601MJ	ARABIC NOVEL	CORE	03	0	01	0	04	30+20	50	100
BAALL602MJ	ARABIC BALAGAH	CORE	03	01	0	0	04	30+20	50	100
BAALL603MJ	INDO-ARABIC ASTRONOMY	CORE	03	01	0	0	04	30+20	50	100

SEMESTER-VII

Course Code	Course Title	Category	Scheme and Credits					Marks Distribution		
			L	T	P	S	Credits	Internal	External	Total
BAALL701MJ	ARABIC LITERATURE IN AL-ANDALUS	CORE	03	01	0	0	04	30+20	50	100
BAALL702MJ	TRAVELOGUE	CORE	03	01	0	0	04	30+20	50	100
BAALL703MJ	ARABIC TEACHING METHODOLOGY	CORE	03	0	01	0	04	30+20	50	100
BAALL704MJ	MAHAJARI LITERATURE	CORE	03	01	0	0	04	30+20	50	100

SEMESTER-VIII (UG Hons.)

Course Code	Course Title	Category	Scheme and Credits					Marks Distribution		
			L	T	P	S	Credits	Internal	External	Total
BAALL801MJ	ARABIC LITERATURE IN INDIA	CORE	03	01	0	0	04	30+20	50	100
BAALL802MJ	QURANIC STYLISTICS	CORE	03	01	0	0	04	30+20	50	100
BAALL803MJ	RESEARCH METHODOLOGY	CORE	03	01	0	0	04	30+20	50	100
BAALL804MJ	ARABIC-ENGLISH-ARABIC TRANSLATION	CORE	03	0	01	0	04	30+20	50	100

SEMESTER-VIII (Research)

Course Code	Course Title	Category	Scheme and Credits					Marks Distribution		
			L	T	P	S	Credits	Internal	External	Total
BAALL805MJ	ADVANCED RESEARCH METHODOLOGY	CORE	03	0	01	0	04	30+20	50	100

Semester-I

Course Title: Arabic Language Immersion-

Credits: 04

Course Code: BAALL100MJ

Max. Marks: 100

L=3,T=0, P=1, S=0

Course Objectives: The Course aims to:

- Develop basic proficiency in listening, speaking, reading, and writing.
- Understand spoken Arabic in formal and informal contexts.
- Communicate effectively in everyday situations.
- Address learners' needs for academic, professional, and travel-related purposes.

Learning outcomes: After the completion of this course, the students will be able to:

- Use foundational vocabulary and grammar in daily contexts.
- Comprehend and engage in routine conversations.
- Improve basic reading and writing skills.
- Communicate confidently about family, workplace, and social settings.

Unit-1:

- Ismī (My name)
- Ustratī (My family)
- Fī al-ḥammām (In the bathroom)
- Ākul wa ashrah (I eat and drink)
- Albis thiyābī (I wear my clothes)

Unit-2:

- Aghsil wajhī (I wash my face)
- Asma' wa arā (I hear and see)
- Hādhā qiṭṭ jāmil (This is a beautiful cat)
- Ash-shitā' (Winter)
- Al-kharīf wa ar-rabī' (Autumn and Spring)

Unit-3:

- 'Īd al-Fiṭr (Eid al-Fiṭr)
- Athhab ilā al-madīnah (I go to the city)
- A'rif al-a'dād (I know the numbers)

- Al-ghābah (The forest)
- As-salāmu ‘alaykum (Peace be upon you)

Unit-4:

- Ismī Ṣāliḥah (My name is Ṣāliḥah)
- Khadījah tallmīdhah (Khadijah is a student)
- Mādhā fi ḥaqībatik? (What’s in your bag?)
- Usrat Zaynab (Zaynab’s family)
- Bayt Amīn (Ameen’s house)

Suggested Readings:

◀ لدكتور الحبيب الغفاس، أحب اللغة العربية، المستوى الأول، الإطار الأوروبي المشترك والمرجعي الخاص باللغات.

- **Dr. Wali Akhter Nadwi**, *A Practical Approach to The Arabic Language*, Vol.2, Islamic Studies Research Academy Pvt. Ltd., 2017.

Semester-II

Course Title: Elementary Arabic Language

Credits: 04

Course Code: BAALL201MJ

Max. Marks: 100

L=3, T=0, P=1, S=0

Course Objectives: The Course aims to:

- Learn to construct simple and descriptive sentences.
- Master conjugation and use of basic verb tenses and forms.
- Understand transitive vs. intransitive verbs and proper sentence roles.
- Use basic grammar to express exceptions, states, distinctions, and direct address.

Learning Outcomes: After the completion of this course, the students will be able to:

- Show basic MSA reading, writing, speaking, and listening skills.
- Form simple nominal and verbal sentences.
- Use common verb forms and tenses correctly.
- Create expressions using exception, state, distinction, and address rules.

Unit-1: Noun:

- Al-Murakkab al-Tawseefi (Adjectival Phrase)
- Al-Murakkab al-Idāfi (Genitive Phrase)
- Al-Jumla al-Ismiyya (Nominal Sentence)
- Al-Mubtada' wa-al-Khabar (Subject and Predicate)

Unit-2: Verb:

- Al-Fi'l al-Mādi (Perfect verb)
- Al-Fi'l al-Muḍāri' (Imperfect Verb)
- Fi'l al-Amr (Imperative Verb)
- Al-Mujarrad wa-al-Mazeed Fih (Primitive and Derived Verbs)
- Al-Jumla al-Fi'liyya (Verbal Sentence)

Unit-3: Types of Verbs:

- Al-Fi'l al-Lāzim wa-al-Fi'l al-Muta'addī (Transitive and Intransitive Verbs)
- Al-Mabnā wa-al-Mu'arrab (Indeclinable and Declinable Words)
- Al-Fā'il wa-al-Maf'ūl (Subject and Object)
- Hamzat al-Wasl wa-Hamzat al-Qaṭ' (Conjunctive and Disjunctive Hamzah)

Unit-4: Mansoobaat (Accusatives)

- Al-Mustathnā (The Exceptives)
- Al-Ḥāl (The Accusative of Specification)

- At-Tamyīz (The Circumstantial Accusative)
- Al-Munādā (The Vocatives)

Suggested Readings:

- Faynan, R.I. ,*The Essential Arabic*, Goodword Books, 2000.
- Nadwi, Dr. Wali Akhter. *A Practical Approach to the Arabic Language*. Islamic Studies Research Academy (P) Ltd., 2017.
- Khan, Maulana Abdus Satar. *Arabic Tutor*. Translated by: Maulana Abdul Sattar Khan, Madrasah In'aamiyyah, P.O. Box 39, Camperdown 3720, South Africa, 2023
- Jarm, Ali, and Mustafa Amin. *Al-Nabw al-Wadīh, al-Juz' al-Awwal*. Maktabat Dar al-Fajr, Beirut, 2020.

Semester-III

Course Title: Introduction to Classical Arabic Literature

Credits: 04

Course Code: BAALL301MJ

Max. Marks: 100

L=3, T=0, P=1, S=0

Course Objectives: The Course aims to:

- Learn foundational classical Arabic literary works.
- Recognize main genres like poetry and prose.
- Understand historical and cultural contexts.
- Build basic skills for analyzing classical texts.

Learning Outcomes: After the completion of this course, the students will be able to:

- Explain the development and significance of classical Arabic literature.
- Identify major genres and their contexts.
- Analyze selected works for style and themes.
- Apply basic skills to interpret classical Arabic texts.

Unit-1: Introduction to Arabic Literature:

- Arabic Literature: Introduction
- Significance of Arabic Literature in World Culture
- Historical Development of Arabic Literature

Unit-2: Major Literary Forms:

- Poetry
- Prose
- Fables

Unit-3: Notable Literary Figures:

- Imra' Ul Qais, Hassan bin Thabit, Al-Mutanabbi
- Quss ibn Sa'ida, Ibn al-Muqaffah, Al- Jahiz,
- Hamadhani and Hariri

Unit-4: Major Sources of Classical Arabic Literature:

- The Quran
- Diwan al-'Arab
- The Maqamat

Suggested Readings:

- Irwin, Robert, editor. *The Penguin Anthology of Classical Arabic Literature*. Penguin Classics, 2006.
- Sells, Michael A. *Approaching the Qur'an: The Early Revelations*. White Cloud Press, 1999.
- Menocal, María Rosa, editor. *The Cambridge History of Arabic Literature: The Literature of al-Andalus*. Cambridge University Press, 2009.

- Huart, Clément. *A History of Arabic Literature*. Translated by D. M. A. Boulger, Curzon Press, 1961.
- Cachia, Pierre. *Arabic Literature: An Overview*. Garnet Publishing, 1991.
- Van Gelder, Geert Jan, editor. *Classical Arabic Literature: A Library of Arabic Literature Anthology*. New York University Press, 2013.
- Allen, Roger, and D. S. Richards, editors. *The Cambridge Companion to Arabic Literature*. Cambridge University Press, 2006.

Semester-III

Course Title: Selections from Arabic Prose
Course Code: BAALL302MJ
L=3, T=1, P=0, S=0

Credits: 04
Max. Marks: 100

Course Objectives: The Course aims to:

- Explore major Arabic prose works across periods.
- Recognize key prose genres like essays, letters, and narratives.
- Analyze linguistic and thematic features of prose.
- Build critical reading and interpretation skills.

Learning Outcomes: After the completion of this course, the students will be able to:

- Explain the development of Arabic prose through history.
- Identify major genres and authors across periods.
- Interpret prose for style, themes, and cultural relevance.
- Apply critical analysis to classical and modern Arabic prose.

Unit-1: An-Nathr al-Arabi fi al-'Asr al-Jahili wa 'Ahd Sadr al-Islam:

- Khutbah Quss ibn Sa'idah al-Ayadi bi-Suq 'Ukaz
- Ibad ur-Rahman min Surah al-Furqan
- Khutbah al-Nabi ﷺ fi Yawm Arafah

Unit-2: An-Nathr al-Arabi fi al-'Asr al-Islami:

- Khutbah Umar fi al-Hukm
- Khutbah Zayad bin Abeeh
- Heraclius wa Abu Sufyan

Unit-3: An-Nathr fi al-'Asr al-Abbasi

- Ash'ab wal-Bakhil li Abi al-Faraj al-Asfahani
- Al-Qada' wa al-Qadar li Abdullah ibn al-Muqaffa'
- Bayna Qadhin Waqoor wa Dhubabin Jasoor lil-Jahiz

Unit-4: An-Nathr al-Arabi fi al-'Asr al-Hadith

- Tijarah Rabiha li Taha Hussein
- Ad-Din as-Sina'i li Ahmad Amin
- Al-Ghani wa al-Faqir li Mustafa Lutfi al-Manfaluti
- Nawahi Al-Hayat al-Fasidah li al-Sayyid Abi al-Hasan al-Nadwi

Suggested Readings:

- Al-Zayyat, Ahmad Hasan. *Tarikh al-Adab al-Arabi*. Dar al-Ma'arif, 1970.

- Al-Bukhari, Muhammad ibn Ismail. *Al-Jami' al-Sahih al-Bukhari*. Edited by Muhammad Fuad Abdul-Baqi, Dar Ihya' al-Turath al-Arabi, 1995.
- Al-Muqaffa', Ibn. *Al-Adab al-Saghir wa al-Adab al-Kabir*. Edited by Muhammad Abu al-Fadl Ibrahim, Dar al-Kitab al-Arabi, 1959.
- Al-Jahiz, Amr ibn Bahr. *Al-Bukhala'*. Edited by Abdel Salam Haroun, Dar al-Kutub al-Misriyya, 1956.
- Amin, Ahmad. *Fayd al-Khater*. Dar al-Ma'arif, 1953.
- Al-Manfaluti, Mustafa. *Al-Nazarat*. Dar al-Jil, 1990.
- Abul Hassan Al Nadawi, *Maa'za Khasiral aalam bi inhitaat il muslimkeen*, Dar Ibn al-Jawzi, Cairo, 2012.

Semester-IV

Course Title: Introduction to Modern Arabic Literature

Course Code: BAALL401MJ

L=3, T=1, P=0, S=0

Credits: 04

Max. Marks: 100

Course Objectives: The Course aims to:

- Learn key movements and figures in modern Arabic literature.
- Study major poetry, prose, and drama in context.
- Explore how modernity shaped themes and styles.
- Build skills for analysing contemporary texts.

Learning Outcomes: After the completion of this course, the students will be able to:

- Explain major themes and figures in modern Arabic literature.
- Analyse modern works within their contexts.
- Assess modernity's impact on Arabic literary forms.
- Apply critical methods to interpret contemporary texts.

Unit-1: Modern Arabic Literature: Introduction

- Literary Renaissance
- Major Figures
- Major Literary Works

Unit-2: Modern Arabic Prose

- Essays
- Drama
- Novel

Unit-3: Modern Arabic Poetry

- Neo-Classicism
- Romanticism
- Realism

Unit-4: Notable Literary Figures

- Taha Hussain, Aqqad
- Barudi, Ahmad Shawqi
- Khalil Mutran
- Adonis

Suggested Readings:

- Hassan, Wail S., and Julia Bray, editors. *Approaches to Teaching the Arabic Novel*. Modern Language Association, 2008.
- Neuwirth, Angelika, et al., editors. *Arabic Literature: Postmodern Perspectives*. Saqi Books, 2012.

- Allen, Roger. *The Arabic Novel: An Historical and Critical Introduction*. Cambridge University Press, 2000.
- El-Enany, Rasheed. *Naguib Mahfouz: His Life and Times*. Syracuse University Press, 2006.
- Snir, Reuven. *Modern Arabic Literature: A Theoretical Framework*. Cambridge University Press, 2010.

Course Objectives: The Course aims to:

- Learn the evolution and features of the Arabic short story.
- Explore key authors and themes in the tradition.
- Analyse narrative structure, characters, and style.
- Interpret cultural and social contexts in stories.

Learning Outcomes: After the completion of this course, the students will be able to:

- Explain the development and traits of Arabic short stories.
- Identify major authors and thematic trends.
- Analyse narrative techniques and character development.
- Interpret cultural and social meanings in classical and modern stories.

Unit-1: Story

- Al-Qissah(Lughatan wa Istilaahan)
- Nash'atuhu fi al-Lughah al-Arabiyyah
- Al-Qissatul-Arabiyyah fi al-Asr al-jaahili

Unit-2: Short Story

- Al-Qissah al-Qasirah: Ta'rif wa Khasais
- 'Anasiru al-Qissah al-Qasirah
- Nash'atul Qissah al-Qasirah wa Tatawwuruha fi al-'Asr Al- Hadith

Unit-3: Pioneers of Short Story

- Ra'idul Qissah al-Qasirah: Mahmud Taymur
- Ba'adh 'Aalam al Qissah al Qasirah al- Arabiyyah
 - Mustafa Lutfi al- Manfaluti
 - Jubran Khalil Jubran

Unit-4: Study of a Short Story

- Al-Qissah al Qasirah al-Fanniyyah al-Uola
- Fi-al-Qitar: Dirasah

Suggested Readings:

- Allen, Roger, and Salma Jayyusi, editors. *Modern Arabic Drama: An Anthology*. Indiana University Press, 1995.

- Armbrust, Walter. *Mass Culture and Modernism in Egypt*. Cambridge University Press, 1996.
- Badawi, Muhammad Mustafa. *Modern Arabic Drama in Egypt*. Cambridge University Press, 2005.
- Al-Hakim, Tawfiq. *Return of the Spirit*. Translated by William Maynard Hutchins, Lynne Rienner Publishers, 2012.

◀ العدوي، علي نجيب *تطور القصة اللبنانية*. دار الآفاق الجديدة، بيروت، 1982م.

◀ شلبي، عبد العاطي *فن النشر الحديث*. المكتب الجامعي الحديث، الإسكندرية، مصر، 2009.

◀ غراب، سعيد أحمد *قراءة في الأدب العربي الحديث*. العلم والإيمان للنشر والتوزيع، 2016م.

Semester-IV

Course Title: Children Literature in Arabic

Course Code: BAALL403MJ

L=3, T=0, P=1, S=0

Credits: 04

Max. Marks: 100

Course Objectives: The Course aims to:

- Explore the history and evolution of Arabic children's literature.
- Identify themes and stories that engage young readers.
- Study how language and illustrations shape values.
- Examine modern trends and global influence on the genre.

Learning Outcomes: After the completion of this course, the students will be able to:

- Explain the development and importance of Arabic children's literature.
- Identify key themes, authors, and stories in the tradition.
- Analyse linguistic, thematic, and visual elements in children's texts.
- Assess global and translation influences on modern Arabic children's stories.

Unit-1: Introduction to Children Literature:

- Ta'reef Adab Al-Atfal
- Ahmiyat ul Adab il Atfal
- Al-Tarikh Al-Mujazz li Adab Al-Atfal

Unit-2: Classical Text

- Al-Ghurab wa Al-Tha'ban (Kalila wa Dimna)
- Al-Sindibad Al- Bahri
- Alaa Ud-Din wa Al-Misbah Al-Sihri

Unit-3: Modern Text

- Al-Ghaba Al- Khadra (Kamil Keelani)
- Mughamarat Ali Baba (Abd Tawwab Yusuf)
- Tair Al-Layl (Zakariya Tamir)

Unit-4: Masterpieces of Shakespeare

- Tajir Al-Bunduqiya (Shakespeare)
 - Al-Fasl Al-Awwal
 - Al-Fasl Al-Thani
 - Al-Fasl Al-Thalith

Suggested Readings:

- Ibn al-Muqaffa'. *Kalila wa Dimna*. Translated by Michael Fishbein, Harvard University Press, 1998.
- Anonymous. *Sindbad the Sailor*. Translated by Husain Haddawy, Penguin Classics, 1995.
- Anonymous. *Aladdin and the Magic Lamp*. Translated by Yasmine Seale, Everyman's Library, 2013.
- Keelani, Kamil. *Al-Ghaba Al-Khadra*. Dar al-Hikma, 2011.
- Yusuf, Abd Tawwab. *Ali Baba and the Forty Thieves*. Translated by Denys Johnson-Davies, The American University in Cairo Press, 1999.
- amir, Zakariya. *Tair Al-Layl (The Nightbird)*. Translated by Perween Richards, Saqi Books, 2000.
- Shakespeare, William. *The Merchant of Venice*. Translated by Kamil Keelani, Maktaba Ihsan, Lucknow, 2005.

Semester-IV

Course Title: Literature in Diaspora

Course Code: BAALL404MJ

L=3, T=1, P=0, S=0

Credits: 04

Max. Marks: 100

Course Objectives: The Course aims to:

- Understand key themes like identity and migration in diaspora literature.
- Explore works by Arab writers living abroad.
- Discuss belonging and cultural change in texts.
- Build skills in literary analysis and interpretation.

Learning Outcomes: After the completion of this course, the students will be able to:

- Explain the development and themes of Arabic diaspora literature.
- Identify major diaspora writers and their works.
- Analyse portrayals of identity, migration, and belonging.
- Use critical methods to interpret diaspora literature across regions.

Unit-1: Introduction:

- Mahjar Literature: Introduction
- Brief History of Mahjar Literature
- Main themes of Mahjar Literature

Unit-2: Mahjari Literature in North America:

- Prominent Mahjar Writers in North America
- Selections from Prose: Essays and Stories
- Selections from Poetry

Unit-3: Mahjari Literature in South America:

- Prominent Mahjar Writers in South America
- Selections from Prose: Essays and Stories
- Selections from Poetry

Unit-4: Diaspora Literature in India:

- Arabic Literature in the Indian Diaspora
- Prominent Writers and Poets
- Selections from Prose and Poetry.

Suggested Readings:

◀ جبران، جبران خليل. *المجموعة الكاملة لمؤلفات جبران العربية*، مكتبة الهلال، مصر، 2015.

◀ نعيمة، ميخائيل. *الغريال*. دار صادر، بيروت، 2015م

- ◀ نعيمة، ميخائيل. *المجموعة الكاملة*. دار العلم للملايين، بيروت، 1970م.
- ◀ صيدح، جورج. *أدبنا وأدباؤنا في المهجر الأمريكية*. دار المعارف، مصر، 1956م
- ◀ ديب، وديع أمين. *الشعر العربي في المهجر الأمريكي*. بيروت، 1955م
- Menocal, Maria Rosa. *The Ornament of the World: How Muslims, Jews, and Christians Created a Culture of Tolerance in Medieval Spain*. Back Bay Books, 2002.
- Jayyusi, Salma Khadra, editor. *The Legacy of Muslim Spain*. Brill, 1992.
- Arberry, A. J. *The Moorish Poetry: A Translation of Andalusian Arabic Verse*. George Allen & Unwin, 1956.

Course Title: Selections from Arabic Poetry
Course Code: BAALL501MJ
L=3, T=1, P=0, S=0

Credits: 04
Max. Marks: 100

Course Objectives: The Course aims to:

- Understand the chronological development of Arabic poetry.
- Learn major poetic genres across eras.
- Get familiar with key poets and stylistic traditions.
- Connect poetic expression to wider cultural themes.

Learning Outcomes: After the completion of this course, the students will be able to:

- Outline major periods and movements in Arabic poetry.
- Identify key poetic genres and forms.
- Recognize continuity and innovation in poetic styles.
- Relate poetry to its cultural and philosophical contexts.

Unit I – The Pre-Islamic and Islamic Tradition (5th–7th c.)

- The qaṣīdah structure and early poetic consciousness.
- Fakhr (boast), Madīḥ (praise), Rithā' (elegy), Hijā' (satire), Waṣf (description), Ḥamāsah (heroic verse).
- Imru' al-Qays – 5 lines from Mu'allaqah (nasīb section); Zuhayr ibn Abī Sulmā – moral reflection verses from Mu'allaqah; 'Antarah ibn Shaddād – war and pride verses; Al-Khansā' – elegy for her brother Ṣakhr; Ḥassān ibn Thābit – early Islamic madīḥ nabawī (Prophetic praise).
- Shi'r al-Niqā'id: al-Akḥṭal -Qaṣīdatun fī Madḥi Banī Umayyah (al-Khamriyyah al-Mashhūrah), al-Farazdaq - Mu'allaqat al-Farazdaq fī Hijā' Jarīr, al-Jarīr - Qaṣīdat al-Hijā' al-Shahīrah li-l-Farazdaq
- The qaṣīdah as tripartite form; desert landscape; oral performance; transition from tribal to Islamic ethos.

Unit II – The 'Abbāsīd Age and the Expansion of Aesthetic Vision (8th–12th c.)

- Urbanization, intellectualization, and refinement of poetic form.
- Zuhdiyyāt (ascetic verse), Khamriyyāt (wine poetry), Tardiyyat (Hunting Poem)
- Abū Nuwās – 5 verses from Khamriyyāt; Abū al-'Atāhiyah – ascetic and moral verse; Al-Mutanabbī – madīḥ with philosophical overtones; Abū Tammām – Ḥamāsah anthology excerpt; Al-Buḥturī – waṣf of spring or palace scene, Ibn al-Mu'atiz (Tardiyyah-Hunting Poem)

- Shift from Bedouin simplicity to urban sophistication; interplay of intellect and imagination; poetic ego and power.

Unit III – Andalusian and Post-Classical Traditions (10th–18th c.)

- Nature, refinement, and new lyricism; continuity through decline and diaspora.
- Waṣf (nature description), Gazal (love lyric), Muwashshah and Zajal (innovative strophic forms).
- Ibn Zaydūn – 5 lines from his Nūniyyah (love and exile); Ibn Khafājah – Wardiyyāt (rose poems); Lisān al-Dīn Ibn al-Khaṭīb – Muwashshah; ‘Abd al-Ghanī al-Nābulusī – spiritual zuḥdiyyah; Al-Būṣīrī – lines from Qaṣīdat al-Burda.
- Poetic cosmopolitanism; blending of sensual and spiritual; music, imagery, and intellectual polish.

Unit IV – The Modern and Contemporary Poetic Voice (19th–21st c.)

- Renewal, resistance, and re-imagination of form and language.
- Neo-classicism (al-Iḥyā’ al-Adabī), Romanticism and Symbolism, Free Verse and Modernism, Contemporary Voices.
- Aḥmad Shawqī – Nashīd al-Jamāl (on nature); Iliyā Abū Māḍī – 'Al-Ṭalāsm' (The Enigma); Nāzik al-Malā’ikah – 'The Moonlight Night' (excerpt); Badr Shākir al-Sayyāb – 'Rain Song' (opening verses); Maḥmūd Darwīsh – 'Identity Card' (verses 1–5).
- Transition from classical to free verse; poetic self and nation; resistance, exile, and ecological imagination in modern Arabic poetics.

Suggested Supplementary Readings

- Arberry, A. J. *Arabic Poetry: A Primer for Students*. Cambridge: Cambridge University Press, 1965.
- Nicholson, Reynold A. *A Literary History of the Arabs*. Cambridge: Cambridge University Press, 1966. (Often reprinted in later editions, but the influential Cambridge edition is from 1966.)
- Ḍayf, Shawqī. *Tārikh al-Adab al-‘Arabī*. al-Qāhirah: Dār al-Ma‘ārif, 1980.
- Stetkevych, Suzanne Pinckney. *The Mute Immortals Speak: Pre-Islamic Poetry and Poetics of Ritual*. Ithaca: Cornell University Press, 1993.
- Janyusi, Salma Khadra, editor. *Modern Arabic Poetry: An Anthology*. New York: Columbia University Press, 198

Course Title: Arabic Drama

Credits: 04

Course Code: BAALL502MJ

Max. Marks: 100

L=3, T=0, P=1, S=0

Course Objectives: The Course aims to:

- Introduce the origins and core concepts of Arabic drama.
- Explain key structures of dramatic writing and performance.
- Build skills in analysing Arabic plays in context.
- Highlight major Arab dramatists and their influence.

Learning Outcomes: After the completion of this course, the students will be able to:

- Define Arabic drama and its historical development.
- Identify and analyse major dramatic forms and features.
- Interpret dramatic texts and their artistic elements.
- Evaluate contributions of leading Arab playwrights.

Unit-I: The Concept of Drama:

- Meaning and Emergence of Drama
- Development of Arabic Drama
- Arabic Drama in the Modern Age

Unit-II: The Structure of Arabic Drama

- The Essential Elements of Theatrical Performance
- Types of Drama:
 - Classification According to Theme and Purpose
 - Classification According to Language

Unit-III: Applied Study:

- A Scene from the Play *Abu Dlamah*
- The Artistic Construction of the Play *Abu Dlamah*
- Analysis of the Play *The Message*
- Sources and Concept of the Play
- Characters and Conflict

Unit-IV: Notable Figures in Arabic Drama:

- Tawfiq al-Hakim – Biography and Theatrical Vision

- Saadallah Wannous – Biography and Artistic Experience
- First Phase: The Beginnings of the Theatrical Experience
- Second Phase: The Visionary Theatre and the Search for a New Dramatic Form
- Third Phase: Reflection and Re-evaluation
- The Stage of Brilliance and Decline

Suggested Readings:

- علي أحمد باكثير، أبو دلالة، مكتبة مصر، 1950م.
- شايش النعيمي، مسرحية "الرسالة"، 1996م.
- د. محمد يوسف نجم، المسرحية في الأدب العربي الحديث، دار صادر، بيروت، 1999م.
- Allen, Roger, and Salma Jayyusi, editors. *Modern Arabic Drama: An Anthology*. Indiana University Press, 1995.
- Armbrust, Walter. *Mass Culture and Modernism in Egypt*. Cambridge University Press, 1996.
- Badawi, Muhammad Mustafa. *Modern Arabic Drama in Egypt*. Cambridge University Press, 2005.
- Al-Hakim, Tawfiq. *Return of the Spirit*. Translated by William Maynard Hutchins, Lynne Rienner Publishers, 2012.

Course Title: Literature and Environment

Credits: 04

Course Code: BAALL503MJ

Max. Marks: 100

L=3, T=1, P=0, S=0

Course Objectives: The Course aims to:

- Introduce key ideas of eco-criticism in simple literary terms.
- Examine nature and environmental change in Arabic, Urdu, and English literature.
- Train students to read imagery and setting as ecological signals.
- Link literary imagination to modern environmental awareness.
- Encourage reflection on human responsibility toward nature.

Learning Outcomes: After the completion of this course, the students will be able to:

- Identify literary representations of nature and ecological values.
- Read texts as reflections of human–earth relationships.
- Recognize environmental themes across Arabic, Urdu, and English works.
- Reflect on ethical responsibility and harmony with creation through literature.

Unit I – Understanding Nature in Literature: Key Ideas and Early Voices

- Human–Nature Relationship and Ecological Harmony
- Ecocriticism: Literature as Voice of Nature
- Nature Imagery in Arabic and English Poetry:
 - Ibn Khafājah – Wardiyyāt (rose poems)
 - Ibn Zaydūn – garden imagery in Nūniyyah
 - William Wordsworth – 'Lines Written in Early Spring'
- Romantic Nature Poetry and Spiritual Balance:
 - Qur'ānic excerpts: Sūrat al-Raḥmān (verses on balance in creation).

Unit II – Landscape, Memory, and Identity

- Landscape, Identity and the Self
- Nostalgia, Exile, and Environmental Memory
- Moral Ecology of Simplicity and Peace
- Nature and Homeland in Arabic and Urdu Poetry:
 - Maḥmūd Darwīsh – 'The Earth is Closing on Us'
 - Faiz Aḥmad Faiz – 'Gulon meñ rang bhare'
 - Parveen Shakir – 'Barish'
 - Wendell Berry – 'The Peace of Wild Things'.

Unit III – Storying the Earth: Fiction, Ethics, and Change

- Human Interaction with Land, Village, and City
- Industrialization and the Decline of Nature
- Environmental Ethics in Character and Setting
- Storytelling and Ecological Consciousness
- Indicative Readings:
 - Prem Chand – 'Panch Parmeshwar'
 - Qurratulain Hyder – 'Sita Haran' (excerpt)
 - Intizār Husain – Shehr-e-Afsos (excerpt)
 - Rachel Carson – Silent Spring (selected pages).

Unit IV – Renewal and Responsibility: Contemporary Reflections

- Environment and the Moral Imagination in Modern Poetry
- Human Stewardship (Istikhlāf) and Responsibility
- Ecological Awareness as Spiritual Insight
- Literature as Renewal and Ecological Vision
- Indicative Readings:
 - Maḥmūd Darwīsh – 'On This Earth'
 - Naomi Shihab Nye – 'Kindness'
 - Zehra Nigah – 'Darya'
 - Mary Oliver – 'The Summer Day'
 - Amitav Ghosh – The Great Derangement (short excerpt).

Suggested Supplementary Readings:

- Glotfelty, Cheryll, and Harold Fromm (eds.). *The Ecocriticism Reader: Landmarks in Literary Ecology*. University of Georgia Press, 1996.
- Abdul-Raof, Hussein. *Arabic Stylistics: A Pragmatic Analysis*. Routledge, 2006.
- Rūmī, Jalāl al-Dīn. *The Masnavi*. Various classical compositions, 13th century; commonly used English translation by Reynold A. Nicholson, published by Luzac & Co., 1925–1940 (multi-volume).
- Munīf, ‘Abd al-Raḥmān. *Cities of Salt*. Translated by Peter Theroux, Vintage International, 1989. (Original Arabic edition published 1984.)

Pedagogical Emphasis

- Reading before theory: Each concept is introduced through a text, not vice-versa.
- Cross-linguistic comparison: Arabic–Urdu–English to show shared ecological feeling.
- Reflective discussion: Students connect literary scenes to real environmental issue

Course Title: Education System in Ancient India

Credits: 04

Course Code: BAALL504MJ

Max. Marks: 100

L=3, T=1, P=0, S=0

Course Objectives: The Course aims to:

- Introduce foundations of ancient Indian education.
- Examine pedagogical ideals in Indian and Arabic texts.
- Understand Indian–Arabic educational interactions.
- Highlight cross-cultural parallels in knowledge and ethics.

Learning Outcomes: After the completion of this course, the students will be able to:

- Outline key features of ancient Indian education.
- Identify shared educational values in Arabic literature.
- Analyze Indian–Arabic influences in ethics and pedagogy.
- Compare knowledge traditions in India and the Arab world.

Unit I: Philosophical Foundations of Education in Ancient India

- Aims and ideals of education in Vedic and Upanishadic traditions.
- The concept of *Vidya*, *Jnana*, and *Talim*: Knowledge as liberation in Indian and Arabic contexts.
- The teacher–student relationship (*Guru–Shishya* and *Ustad–Talim* ideals).
- Ethical and spiritual dimensions of education in Indian philosophy and parallels in early Arabic wisdom literature.

Unit II: Institutions and Centres of Learning

- The *Gurukula* system – structure, discipline, and modes of instruction.
- Major Indian universities: Takṣaśīlā, Nālandā, Vikramaśīlā, Vallabhi.
- Buddhist *Viharas* and centers of translation.
- Cross-cultural learning: India’s influence on Abbasid intellectual institutions (e.g., Bayt al-Hikmah).

Unit III: Curriculum, Pedagogy, and Knowledge Systems

- Fields of study – Vedas, philosophy, grammar, astronomy, mathematics, medicine, and arts.

- Methods of teaching – oral recitation, dialogue, commentary (*Vyakhya*), and debate (*Shastrartha*).
- Transmission of Indian scientific and philosophical works into Arabic (Panchatantra → *Kalila wa Dimna*, *Siddhanta* → *Sindhind*).
- Text Excerpts from Different Works

Unit IV: Educational Thought and Cultural Transmission

- Educational ideals in Hindu, Buddhist, and Jain traditions.
- Moral and character education in ancient India and early Islamic adab works.
- Role of translation movements and scholars (e.g., Ibn al-Muqaffa', Al-Biruni) in transmitting Indian pedagogical thought.
- Parallels in literary didacticism: *Hitopadesha* and Arabic *Amthal* (proverbs) and ethical narratives.

Suggested Readings

Primary and Classical Sources:

- Mookerji, Radha Kumud. *Ancient Indian Education: Brahmanical and Buddhist*. Motilal Banarsidass, 1947.
- Altekar, A. S. *Education in Ancient India*. Nand Kishore & Bros., 1934.
- Al-Bīrūnī. *Alberuni's India*. Translated by Edward C. Sachau, vols. 1–2, Kegan Paul, Trench, Trübner & Co., 1888.
- Ibn al-Muqaffa'. *Kalila wa Dimna*. Dār al-Ma'ārif, 1956.

Secondary References:

- Mukerjee, R. K. *Ancient Indian Education*. Macmillan & Co., 1947.
- Saliba, George. *Islamic Science and the Making of the European Renaissance*. MIT Press, 2007.
- Habib, Irfan, editor. *India's Interaction with the Islamic World in Science and Learning*. Oxford University Press, 2006.
- Radhakrishnan, S. *Indian Philosophy*. Vol. 1, George Allen & Unwin, 1923.

Course Title: Arabic Novel

Credits: 04

Course Code: BAALL601MJ

Max. Marks: 100

L=3, T=0, P=1, S=0

Course Objectives: The Course aims to:

- Introduce the concept, form, and structure of the novel.
- Trace the rise and development of the Arabic novel.
- Build analytical skills for reading narrative texts.
- Understand thematic, cultural, and stylistic aspects of Arabic novels.

Learning Outcomes: After the completion of this course, the students will be able to:

- Define the novel and its main narrative elements.
- Identify major figures and trends in the Arabic novel.
- Analyse theme, plot, character, and technique in selected texts.
- Critically evaluate the artistic and cultural value of Arabic fiction.

Unit-I: Novel and its Development:

- The Meaning of the Novel
- The Structure of the Novel
- Origin and Development of Arabic Novel

Unit-II: Pioneers of the Arabic Novel:

- Naguib Mahfouz
- Yusuf Idris
- Abdul Rahman Munif
- Emile Habiby
- Tayeb Salih

Unit-III: Applied Study:

- *A Text from "The Broken Wings"*
- *The Broken Wings* and Gibran Khalil Gibran
- The Central Idea, Theme, and Vision of the Novel
- Analysis of the Artistic Structure of the Novel

Unit-IV: Analytical Study:

- "*Hārīb min al-ayyām*" by Tharwat Abaza

- Summary of the Novel's Events
- Analysis of the Artistic Structure of the Novel
 - Time and Place
 - Narrative Technique and Language
 - Plot
 - Narrative Dialogue
 - Theme
- Critical Perspective on *Hārīb min al-ayyām*

Suggested Readings:

- شتاينغارت، غاري مفهوم الرواية. ترجمة عربية، دار الفكر العربي، القاهرة، 1995م.
- الغيطاني، جمال. الرواية العربية: تطورها وتحليلها. الهيئة المصرية العامة للكتاب، القاهرة، 1985م.
- إيسلين، مارتن نظريات الرواية. ترجمة عربية، دار الشؤون الثقافية العامة، بغداد، 1986م.
- موريسون، توني مقدمة إلى الأدب الروائي. ترجمة عربية، دار المدى، دمشق، 2000م.
- بو، إدغار آلن التحليل الأدبي للرواية. ترجمة عربية، دار المعرفة، القاهرة، 1979م.
- الجندي، أنور. الرواية العربية المعاصرة. دار الاعتصام، القاهرة، 1981م.
- ضيف، شوقي. الأدب العربي المعاصر في مصر. دار المعارف، القاهرة، 1961م.
- السعافين، إبراهيم. تطور الرواية العربية الحديثة في بلاد الشام. دار المناهل، بيروت، 1987م.
- العدوي، علي. نجيب تطور فن القصة اللبنانية. دار الأفاق الجديدة، بيروت، 1982م.
- باغي، عبد الرحمن. في الجهود الروائية من سليم البستاني إلى نجيب محفوظ. دار الفارابي، بيروت، 1988م.
- الراعي، علي. دراسات في الرواية المصرية. دار الهلال، القاهرة، 1990م.

- Al-Ghitani, Gamal. *Zayni Barakat*. Cairo: The American University in Cairo Press, 2010.
- Mahfouz, Naguib. *Three Novels of Ancient Egypt: Khufu's Wisdom, Rhadopis of Nubia, and Thebes at War*. Translated by Raymond Stock, Humphrey Davies, and Nadine Gordimer. New York: Alfred A. Knopf, 2007.

Course Title: Arabic Balaghah

Credits: 04

Course Code: BAALL602MJ

Max. Marks: 100

L=3, T=1, P=0, S=0

Course Objectives: The Course aims to:

- Introduce the concept and historical development of Balāghah.
- Clarify the roles of Ma‘ānī, Bayān, and Badī‘ in Arabic expression.
- Train students to identify rhetorical features in Arabic texts.
- Build a base for advanced study in Arabic stylistics.

Learning Outcomes: After the completion of this course, the students will be able to:

- Define Balāghah and its three branches.
- Analyze texts using rhetorical terms and concepts.
- Distinguish literal and figurative usage with context.
- Identify and explain rhetorical figures in prose and poetry.
- Appreciate the aesthetic and communicative power of eloquent Arabic discourse.

Unit I – Foundations of Balāghah: Meaning, Function, and Components

- Definition of faṣāḥah and balāghah
- Historical development and major contributors
- The principle of muṭābaqāt al-kalām li-muqtaḍā al-ḥāl
- Overview of the three branches: Ma‘ānī, Bayān, Badī‘

Unit II – ‘Ilm al-Ma‘ānī: Rhetoric of Sentence and Contextual Appropriateness

- Sentence types: khabar and inshā‘
- Degrees of khabar according to listener awareness
- Ellipsis (ḥadhf), mention (dhikr), and contextual necessity
- Brevity (ījāz), elaboration (itnāb), and balance (musāwāt)

Unit III – ‘Ilm al-Bayān: Rhetoric of Representation and Imagery

- Tashbīh (simile): pillars, types, and effects
- Isti‘ārah (metaphor): explicit (ṣariḥah) and implied (makniyyah)
- Kināyah (metonymy): indication of meaning through association
- Qur’ānic and poetic examples of Bayānī devices

Unit IV – ‘Ilm al-Badī’: Rhetoric of Ornamentation and Harmony

- Sound-based embellishments: jinās (paronomasia), saj‘ (rhymed prose), tibāq (antithesis)
- Meaning-based embellishments: muqābalah, mubālaghah, tauriyah, taḍmīn
- The role of Badī‘ in maintaining unity and rhythm of discourse

Suggested Readings:

- ◀ الجارم، علي، ومصطفى أمين. *البلاغة الواضحة في البيان والمعاني والبديع*. دار المعارف، القاهرة، 1951م.
- ◀ الجرجاني، عبد القاهر. *دلائل الإعجاز*. تحقيق محمود محمد شاكر، مكتبة الخانجي، القاهرة، 1984م.
- ◀ الجرجاني، عبد القاهر. *أسرار البلاغة*. تحقيق محمود محمد شاكر، مكتبة الخانجي، القاهرة، 1981م.
- ◀ القزويني، جلال الدين. *الإيضاح في علوم البلاغة*. دار الكتب العلمية، بيروت، 2003م.
- ◀ السكاكي، يوسف بن أبي بكر. *مفتاح العلوم*. دار الكتب العلمية، بيروت، 1987م.
- ◀ الخفاجي، محمد. *البلاغة وفنون الأدب*. دار الفكر العربي، القاهرة، 1969م.
- ◀ أيوب، عبد الرحمن. *البلاغة العربية: بيان، معانٍ، بديع*. دار غريب للطباعة والنشر، القاهرة، 2002م.

Semester-VI

Course Title: Indo-Arabic Astronomy (IKS)

Credits: 04

Course Code: BAALL603MJ

Max. Marks: 100

L=3, T=1, P=0, S=0

Course Objectives: The Course aims to:

- Trace the development of astronomy in India and the Arab world and their interactions.
- Introduce key principles, instruments, and texts of Indo-Arabic astronomy.
- Examine cross-cultural translation and transmission in astronomical science.
- Highlight India's leading role in shaping Indo-Arabic astronomical knowledge.

Learning Outcomes: After the completion of this course, the students will be able to:

- Understand the historical foundations of Indo-Arabic astronomy.
- Identify major astronomers, texts, and instruments from both traditions.
- Analyze the impact of Indo-Arabic scientific exchange on global astronomy.
- Assess language, transmission, and cross-cultural dynamics in scientific development.

Unit I: Origins and Early Development of Astronomy:

- Early Indian cosmology – Vedic and Siddhāntic astronomy (Āryabhaṭa, Varāhamihira).
- Pre-Islamic and early Islamic conceptions of the cosmos.
- Translation and transmission – from Sanskrit to Arabic (Sindhind, Brahmasiddhānta).
- Key classical astronomical terminology.

Unit II: Arab Astronomical Advancements and their Indian Parallels:

- Al-Khwārizmī
- Al-Battānī, Al-Sūfī, and the planetary and stellar models.
- Development and diffusion of astronomical instruments (astrolabe, quadrant, armillary sphere).
- Indian responses and parallel developments: use of yantras and local observational practices.

Unit III: Indo-Arabic Synthesis in the Medieval Period:

- Al-Bīrūnī in India: *Kitāb al-Hind* and comparative astronomical studies.
- Indian *Zīj* traditions: Ulugh Beg, Jai Singh, and the adaptation of Arabic methods.
- Observatories in India: Maragha, Delhi, and Jaipur – continuity and innovation.

Unit IV: Legacy, Modern Impact, and Preservation:

- Indo-Islamic observatories and their contribution to modern astronomy.
- Calendrical systems, timekeeping, and navigation in Indo-Arabic traditions.
- Decline, colonial encounters, and revival of interest in Indo-Arabic science.
- Modern preservation, digitization, and research on Arabic and Persian manuscripts in Indian libraries.

Suggested Readings

- Al-Bīrūnī. *Kitāb al-Hind (Alberuni's India)*. Translated by Edward C. Sachau, vols. 1–2, Kegan Paul, Trench, Trübner & Co., 1888.
- Sarma, K. V. *A History of Indian Astronomy*. Indian National Science Academy, 1985.
- King, David A. *In Synchrony with the Heavens: Studies in Islamic Astronomy*. Brill, 2004.
- Sarma, S. R. *Indian Astronomical and Mathematical Instruments*. Manohar Publishers, 2008.
- Saliba, George. *Islamic Science and the Making of the European Renaissance*. MIT Press, 2007.
- Habib, Irfan, editor. *India's Interaction with the Islamic World in Science and Technology*. Oxford University Press, 2006.
- Mishra, Anuj. *Learning with Spheres: The Golādhyāya in Nityānanda's Sarvasiddhāntarāja*. Routledge, 2023.

Semester - VII

Course Title: Arabic Literature in Al- Andalus

Credits: 04

Course Code: BAALL701MJ

Max. Marks: 100

L=3, T=1, P=0, S=0

Course Objectives: The Course aims to:

- Introduce students to the historical and cultural setting of Al-Andalus.
- Familiarize them with major Andalusian literary genres.
- Highlight key poets, writers, and scholars of Al-Andalus.
- Develop appreciation of Andalusian stylistic features and literary innovations.

Learning Outcomes: After successful completion of the course, the students will be able to:

- Understand the socio-cultural context of Andalusian literature.
- Identify major Andalusian literary figures and their contributions.
- Analyze selected Andalusian poetry and prose in context.
- Recognize key tropes and stylistic traits of Andalusian literature.

Unit I: Historical and Cultural Background:

- Emergence of Arabic literature in Al-Andalus (8th–15th centuries).
- Socio-political and cultural factors in shaping Andalusian literature.
- Patronage of literature in Al-Andalus.

Unit II: Andalusian Poetry:

- *Muwashibat, Zajal*, descriptive and nature poetry.
- Prominent poets: Ibn Hani, Ibn Zaydūn, Lisan al-Dīn Ibn al-Khatīb.

Unit III: Andalusian Prose:

- Prose styles: historical writings, philosophy, maqāmāt, letters.
- Contribution of Ibn Hazm (*Tawqul-Hamāmah*), Ibn ‘Abd Rabbih (*al-Iqdul-Farīd*), and Ibn Khaldūn (*al-Muqaddimah*).
- Scientific and philosophical writings: (Ibn Rushd, Ibn Ṭufayl).

Unit IV: Selections from Andalusian Literature:

- فنون العلم from al-Iqdul Farid
- معرفة النفس بغيرها وجهلها بذاتها from Rasa'el Ibn Hazm
- جادك الغيث إذ الغيث همى (Five verses of Muwashihat il-Khatib)
- سل أجمات الأسد ما فعل الأسد (Five verses of Ibn Hani)

Suggested Readings:

الكتب المقررة :

- الركابي، جودت في الأدب الأندلسي. دار الفكر، دمشق، 1981م.
- ابن حزم الأندلسي طوق الحمامة في الألفة والألاف. دار الآفاق الجديدة، بيروت، 1980م.
- الربيع، محمد عبد الرحمن. الأدب العربي وتاريخه: للسنة الثانية الثانوية. وزارة التربية والتعليم، القاهرة، 1995م.
- ابن عبد ربه الأندلسي. العقد الفريد. دار الكتب العلمية، بيروت، 2003م.
- ابن شهيد الأندلسي. رسالة التوابع والزوابع. تحقيق بطرس البستاني، دار صادر، بيروت، 1964م.
- هيكمل، أحمد. الأدب الأندلسي من الفتح إلى سقوط الخلافة. دار المعارف، القاهرة، 1967م.
- السعيد، محمد مجيد. الشعر في عهد المرابطين والموحدين بالأندلس. منشورات وزارة الثقافة والإعلام، دار الرشيد للنشر، بغداد، 1981م.
- لسان الدين بن الخطيب. ديوان لسان الدين بن الخطيب. تحقيق محمد مفتاح، دار الثقافة، الدار البيضاء، 1989م.
- ابن هانئ الأندلسي. ديوان ابن هانئ الأندلسي. دار بيروت، بيروت، 1980م.
- ابن حزم الأندلسي. رسائل ابن حزم الأندلسي. تحقيق إحسان عباس، دار الآفاق الجديدة، بيروت، 1980م.

الكتب المقترحة :

- المقرئ، أحمد بن محمد التلمساني. نفح الطيب من غصن الأندلس الرطيب. تحقيق إحسان عباس، دار صادر، بيروت، 1968م.
- عنائي، محمد زكريا. الموشحات الأندلسية. دار المعارف، القاهرة، 1975م.
- السامرائي، خليل إبراهيم، وآخرون. تاريخ العرب وحضارتهم في الأندلس. دار الرشيد للنشر، بغداد، 1980م.
- عباس، إحسان. تاريخ الأدب الأندلسي. دار الثقافة، بيروت، 1973م.
- الفاخوري، حنا. الجامع في تاريخ الأدب العربي. دار العلم للملايين، بيروت، 1986م.
- القيسي، فايز. دراسات في الأدب الأندلسي. دار الشؤون الثقافية العامة، بغداد، 1988م.
- عباس، محمد. الموشحات والأزجال الأندلسية وأثرها في شعر التروبادور. دار الفكر العربي، القاهرة، 1991م.
- الداية، محمد رضوان. في الأدب الأندلسي. دار الفكر، دمشق، 1990م.
- دياب، علي، وآخرون. الأدب العربي في الأندلس والمغرب. دار الفكر العربي، القاهرة، 1995م.

Course Title: Travelogue

Credits: 04

Course Code: BAALL702MJ

Max. Marks: 100

L=3, T=1, P=0, S=0

Course Objectives: The Course aims to:

- Introduce Arabic travel writing.
- Study travelogues as cultural and historical sources.
- Engage with classical and modern Arabic travel texts.
- Build skills in reading, analysis, and translation of travel literature.

Learning Outcomes: After the completion of the course, the students will be able to:

- Identify formative travel texts in literature.
- Explain the cultural and historical significance of Arabic travelogues.
- Translate and interpret selected Arabic passages from travelogues.
- Analyze the literary style and thematic concerns of Arabic travelogues.

Unit I: Introduction to Travel Literature:

- Concept, scope, and importance of Travel Literature.
- Travel and knowledge in Arab-Islamic civilization.
- Types of travel: pilgrimage, trade, exploration, diplomacy, and cultural encounters.
- Methodological approaches to studying travelogues.

Unit II: Major Arabic Travelogues:

- Ibn Jubayr (رحلة ابن جبير) – description of pilgrimage and Mediterranean lands.
- Ibn Baṭṭūṭa (رحلة ابن بطوطة) – journeys across India, China, Africa, and the Islamic world.
- Al-Idrīsī – geographical contributions and mapping the world.
- Selected passages in Arabic (with translation and commentary).

Unit III: Travelogues in India:

- Arab travellers in the Indian subcontinent: Suleiman Attar & Al-Biruni
- Depictions of Indian society, culture, and religion in Arabic travelogues.
- Ibn Baṭṭūṭa as Qāḍī in Delhi – his experiences in India.

Unit IV: Modern Arabic Travelogues:

- Rifāʿa al-Ṭaḥṭāwī (تخليص الإبريز في تلخيص باريز) – Europe through Arab eyes.
- Travelogues of Mohammad Nasir Al-Abodi in India
- A case study of: سياحة في كشمير للعبودي

Suggested Readings:

الكتب المقررة:

- ابن بطوطة، محمد *تحفة النظار في غرائب الألبصار وعجائب الأسفار*. تحقيق عز الدين المصري، دار الفكر، القاهرة، 1982م.
- العبودي، محمد بن ناصر *سياحة في كشمير*. دار الكتب العلمية، بيروت، 1975م.
- الطهطاوي، رفاعة *تخليص الإبريز في تلخيص باريز*. دار المعارف، القاهرة، 1960م.
- البيروني، أبو الريحان محمد بن أحمد *ما للهند من مقولة مقبولة في العقل أو مرزولة*. تحقيق محمود شاكر، دار الكتب العلمية، بيروت، 1966م.

الكتب المقترحة:

- ابن جبير الأندلسي، محمد بن أحمد بن تذكرة *بالأخبار عن اتفاقات الأسفار*. تحقيق عبد اللطيف الفاسي، دار الفكر، القاهرة، 1970م.
- اليعقوبي، أحمد بن إسحاق *كتاب البلدان*. دار الكتب العلمية، بيروت، 1967م.
- يعقوت الحموي، جمال الدين *معجم البلدان*. دار صادر، بيروت، 1965م.
- قنديل، فؤاد *أدب الرحلات في التراث العربي*. دار الفكر العربي، القاهرة، 1980م.
- الموافي، ناصر عبد الرزاق *الرحلة في الأدب العربي (حتى نهاية القرن الرابع الهجري)*. (دار الثقافة، بيروت، 1985م.
- أحمد، أحمد رمضان *الرحلة والرحالة المسلمون*. دار المعارف، القاهرة، 1990م.

Course Objectives: The Course aims to:

- Understand key principles of language pedagogy for Arabic.
- Apply modern methods for effective Arabic teaching.
- Prepare learners to teach Arabic for modern professional fields.
- Use tools, materials, and digital resources in Arabic instruction.
- Build skills in evaluation, innovation, and research in Arabic teaching.

Learning Outcomes: After the completion of this course, the students will be able to:

- Explain language learning vs. acquisition and major pedagogy theories.
- Apply communicative and task-based methods in Arabic teaching.
- Design and use teaching aids, lesson plans, and digital tools.
- Develop and assess evaluation methods with innovative, research-based practices.

Unit-1: Fundamentals of Language Teaching and Learning

- Distinction between language learning and acquisition
- Overview of classical and modern teaching methodologies
- Teacher and learner roles in the Arabic classroom
- Role of Arabic in India's multilingual and cultural context.

Unit-2: Approaches and Methods in Teaching Arabic

- Language Acquisition Theories: 3 Major Theories
- Communicative and Task-Based Language Teaching (TBLT)
- Integration of the four skills (LSRW) in Arabic teaching
- Lesson planning for beginner-level Arabic courses

Unit-3: Tools, Techniques, and Materials in Arabic Teaching

- Use of ICT and digital platforms in Arabic pedagogy
- Classroom activities: role-play, storytelling, group work
- Techniques for teaching grammar, vocabulary, and pronunciation
- Designing teaching aids and instructional materials

Unit-4: Evaluation, Innovation, and Research in Arabic Teaching

- Types and principles of language testing and evaluation
- Designing quizzes, oral tests, and project-based assessments

- Innovations: blended learning, flipped classrooms, multilingual integration
- Introduction to action research and teacher development

Suggested Readings:

- Ryding, Karin C. *Teaching and Learning Arabic as a Foreign Language: A Guide for Teachers*. Georgetown University Press, 2013.
- Al-Batal, Mahmoud. *The Teaching of Arabic as a Foreign Language: Issues and Directions*. ProQuest Dissertations Publishing, 2007.
- Brustad, Kristen, Mahmoud Al-Batal, and Abbas Al-Tonsi. *Al-Kitaab fii Ta'allum al-'Arabiyya*. Georgetown University Press, 1995.

- الركابي، جودت. *طرائق تدريس اللغة العربية*. دار الفكر المعاصر، 2011.
- الموسوي، أحمد عبد المحسن. *قراءات منهجية في طرائق تدريس اللغة العربية*. الدار المنهجية للنشر والتوزيع، 2017.
- زاير، سعد علي، وإيمان إسماعيل عايز. *اللغة العربية: مناهجها وطرائق تدريسها*. 2018.

Course Objectives: The Course aims to:

- Introduce the origins and significance of Mahjari literature.
- Explain the cultural background of Arab immigrants and their writings.
- Highlight major Mahjari literary associations.
- Examine themes and stylistic features of Mahjari works.
- Foster critical appreciation of selected Mahjari texts.

Learning Outcomes: After the completion of this course, the students will be able to:

- Understand the background of Mahjar literature.
- Identify key Mahjari associations and their roles.
- Analyze themes and techniques in Mahjari writing.
- Appreciate major Mahjari writers and their influence.
- Develop comparative insights with other literary traditions.

Unit- I: Introduction to Mahjar Literature

- Definition and scope of Mahjar Literature.
- A brief historical background of the Mahjar literary movement.
- Distinctive features and characteristics of Mahjar Literature.
- Prominent Mahjari writers: Jibran Khalil Jibran, Mikhail Nuaima, Ilya Abu Madi, Ilyas Farhat.

Unit- II: Geographical and Institutional Dimensions

- Mahjar Literature in North America.
- Mahjar Literature in South America.
- Literary associations: *الرابطة القلمية* (Al-Rabita al-Qalamiyya) and *العصبة الأندلسية* (Al-'Usba al-Andalusiyya)

Unit III: Mahjari Poetry

- An introduction to Mahjari poetry.
- Major themes and artistic features of Mahjari poetic expression.
- Selected text: Mikhail Nuaima, *سقف بيتي شديد* ("My Roof Is Strong")

Unit IV: Mahjari Prose

- An outline and development of Mahjari prose.

- Pioneering figures of Mahjari prose.
- Selected text: Jibran Khalil Jibran, *الأرملة وابنها* ("The Widow and Her Son")
- Mahjari Journalism: *الفنون* (Al-Funun) and *السائح* (Al-Sā'ih)

Suggested Readings:

الكتب المقررة:

- جبران، خليل خليل. *الأرملة وابنها*. دار المعارف، بيروت، 1955م.
- ميخائيل نعيمة. *سقف بيتي شديد*. دار المعارف، بيروت، 1960م.
- أبو ماضي، إيليا. *ديوان إيليا أبو ماضي*. دار المعارف، بيروت، 1962م.
- ميخائيل نعيمة. *الغريبال*. دار المعارف، بيروت، 1965م.

الكتب المقترحة:

- عباس، إحسان. *تاريخ الأدب العربي الحديث*. دار الثقافة، بيروت، 1978م.
- نجم، محمد يوسف. *التيارات الأدبية بين المهجر والمشرق*. دار المعارف، القاهرة، 1985م.
- الدقاق، عمر. *الأدب المهجري*. دار الفكر العربي، القاهرة، 1980م.
- البابطين، عبد العزيز سعود. *معجم البابطين للشعراء المهجريين*. دار صادر، بيروت، 1992م.

References (in English):

- Antonius, George. *The Arab Awakening*. H. Holt, 1938.
- Bushrui, Suheil, and Joe Jenkins. *Kahlil Gibran: Man and Poet*. Olive Branch Press, 1998.
- Khouri, Mounah. *Poetry and the Arabic Literary Tradition*. Cambridge University Press, 1986.
- Moosa, Matti. *The Origins of Modern Arabic Fiction*. Lynne Rienner Publishers, 1983.
- Hassan, Wail. *Immigrant Narratives: Orientalism and Cultural Translation in Arab American and Arab British Literature*. University of Toronto Press, 2006.

Semester - VIII
(UG Hons.)

Course Title: Arabic Literature in India

Credits: 04

Course Code: BAALL801MJ

Max. Marks: 100

L=3, T=1, P=0, S=0

Course Objectives: The Course aims to:

- Introduce historical and cultural ties between India and the Arab world.
- Outline the development of Arabic prose and poetry in India.
- Highlight key Indian scholars and poets writing in Arabic.
- Build skills in studying, translating, and analyzing Indian-Arabic texts.

Learning Outcomes: After the completion of this course, the students will be able to:

- Understand India–Arab historical connections.
- Explain Islam’s role in Arabic studies in India.
- Identify major Indian Arabic writers and their works.
- Translate and analyze selected Indian-Arabic texts.
- Appreciate India’s contribution to Arabic literary heritage.

Unit I: Historical and Cultural Foundations:

- The multifaceted relationship between India and the Arab world.
- The advent and spread of Islam in India.
- The status and role of the Arabic language and its literature in Indian intellectual life.

Unit II: Arabic Prose in India:

- Shah Wali Allah al-Dihlawi (1703–1762 CE / 1114–1176 AH)
- ‘Abd al-Ḥayy al-Ḥasanī (d. 1923 CE / 1341 AH)
- ‘Abd al-‘Azīz al-Maimunī (1888–1978 CE)
- Abū al-Ḥasan ‘Alī al-Nadwī (1914–1999 CE)

Unit III: Arabic Poetry in India:

- Qāḍī ‘Abd al-Muqtadir al-Sha‘rāwī (703–791 AH / 1303–1388 CE)
- Mir Ghulam Ali Azad al-Bilgrami (1704–1786 CE)
- Fadl al-Haqq al-Khayrabadi (1212–1278 AH / 1797–1861 CE)
- Anwar Shah al-Kashmiri (1292–1352 AH / 1857–1933 CE)
- Mohammad Nazim al-Nadwi (1914–2000 CE)

Unit IV: Study of Pioneers and Text:

- Selected poetic excerpts from *Nuzhat al-Khawātir*.
- Key themes of Shāh Walī Allāh's *Hujjatullāh al-Bālighah*.
- Essential biographies from *Nuzhat al-Khawātir*.
- Cultural insights from *Shubhat al-Marjān* and *Rijāl al-Fikr wa al-Da'wah*.

Suggested Readings:

- al-Dihlawi, Shah Wali Allah. *Hujjat Allah al-Baligha*. Dar al-Kitab al-Arabi, Cairo, 1978.
- al-Hasani, Abd al-Hayy. *Subhat al-Marjan fi Athar Hindustan*. Idarah-i Adabiyat-i Diniyyah, Delhi, 1985.
- al-Shirahi, Abd al-Muqtadir. *Lamiyyat al-Hind (Nuzhat al-Khawātir)*. Idarah-i Adabiyat-i Diniyyah, Delhi, 1988.
- al-Bilgrami, Mir Ghulam Ali Azad. *Selected Poems (Nuzhat al-Khawātir)*. Idarah-i Adabiyat-i Diniyyah, Delhi, 1990.
- al-Khayrabadi, Fadl al-Haqq. *Selected Poems (Nuzhat al-Khawātir)*. Idarah-i Adabiyat-i Diniyyah, Delhi, 1992.
- al-Kashmiri, Anwar Shah. *Qasidah in Praise of Rashid Ahmad Gangohi (Nuzhat al-Khawātir)*. Idarah-i Adabiyat-i Diniyyah, Delhi, 1995.

- الندوي، أبو الحسن علي. رجال الفكر والدعوة في الإسلام. دار الفكر، القاهرة، 1973م.
- الزركلي، خير الدين. الأعلام. دار العلم للملايين، بيروت، 1980م.
- نجم، محمد يوسف. تاريخ الأدب العربي الحديث في الهند. دار المعارف، القاهرة، 1985م.

Course Objectives: The Course aims to:

- Introduce the concept and scope of Arabic stylistics.
- Explore Qur'anic rhetorical and semantic styles.
- Analyze declarative and non-declarative structures in the Qur'an.
- Develop skills in stylistic interpretation of Qur'anic discourse.

Learning Outcomes: After the completion of this course, the students will be able to:

- Understand key principles of Qur'anic stylistics.
- Identify and analyze major rhetorical devices in the Qur'an.
- Distinguish declarative vs. non-declarative forms and their functions.
- Interpret Qur'anic styles in narrative, argument, and dialogue.

Unit-I: An Introduction to the Style.

- Definition of Stylistics.
- Characteristics of Stylistics.
- Quranic Stylistics .
- Prominent studies on notable figures .

Unit-II: The rhetorical style of the Qur'an.

- Simile.
- Metaphor.
- Metonymy.

Unit-III: Semantics, The Declarative and Non-Declarative :

- Declarative Sentence.
- Kinds of Declarative Sentences
- Non-Declarative Sentence.
- Imperative , Prohibitive , Interrogative , A Wish and Vocative .

Unit-IV . The Semantic Style in Qur'an .

- Narrative Style in Qur'an

- Argumentative Style in Qur`an .
- Dialogue in Qur`anic Narratives :
- Samples of Qur`anic Verses .

Suggested Readings:

- ◀ السامرائي، فاضل صالح. أسلوب القرآن الكريم. دار المعارف، بغداد، 1982م.
- ◀ السامرائي، فاضل صالح. معاني الأبنية في العربية. دار الثقافة، بغداد، 1985م.
- ◀ عبد الرحمن، عائشة. التفسير البياني للقرآن الكريم. دار المعارف، القاهرة، 1979م.
- ◀ عضيمة، محمد عبد الخالق. إعجاز البيان في القرآن. دار الفكر العربي، القاهرة، 1986م.
- ◀ الخالدي، صلاح. التعبير القرآني. دار الكتب العلمية، بيروت، 1988م.
- ◀ أبو موسى، محمد دراسات لأسلوب القرآن الكريم. دار الفكر العربي، القاهرة، 1990م.
- ◀ الجرجاني، عبد القاهر بيان في إعجاز القرآن. تحقيق محمود شاكر، دار الكتب العلمية، بيروت، 1967م.

Course Objectives: The Course aims to:

- Introduce the concept and fundamentals of research.
- Familiarize students with key components of a research study.
- Develop understanding of major research methods and tools.
- Train students in citation practices, research ethics, and academic writing.

Learning Outcomes: After the completion of this course, the students will be able to:

- Understand core principles and processes of research.
- Formulate research problems, objectives, and hypotheses.
- Apply suitable research methodologies and analytical tools.
- Use proper citation styles and follow academic documentation standards.

Unit-I: Essentials of Research:

- Definition and Importance.
- Pre-requisites of Research
- Qualities of a Good Researcher
- Types of Research

Unit-II: Significance and Scope of Research:

- Introduction and Significance
- Problems and Objectives
- Hypotheses
- Scope of the Research

Unit-III: Research Methodologies:

- Historical Method
- Descriptive Method
- Analytical Method
- Comparative Method

Research Tools / Instruments:

- References and Sources
- Observation

- Questionnaire

Unit-IV: Quotation and Citation in Research:

- Definition and Rules of Quotation/Citation
- Procedures of Quotation
- Types of Quotation
- Punctuation Marks

Suggested Readings:

- شلبي، أحمد. كيف تكتب بحثاً أدبياً. دار المعارف، القاهرة، 2005م.
- الحمداني، موفق. مناهج البحث العلمي: الكتاب الأول: أساسيات البحث العلمي. جامعة عمان العربية للدراسات العليا، عمان، الأردن، 2019م.
- بني يونس، أسماء عبد المطلب. دليل المبتدئ إلى المناهج العامة في البحث العلمي. دار النفائس، الأردن، 2018م.
- دليو، فضيل. مدخل على منهجية البحث العلمي. منشورات مخير الاستخدام والتلقي، الجزائر، 2024م.
- سرحاني، بلخير. ضوابط إعداد البحوث الجامعية. مركز أثيل للدراسات العلمية والأبحاث الاجتماعية، المملكة المغربية، مارس 2023م.
- مركز البيان للدراسات والتخطيط. خطوات كتابة البحث العلمي في الدراسات الإنسانية. دار الكتب والوثائق العراقية، بغداد، 2017م.
- منظمة المجتمع العلمي العربي. الانتحال العلمي. إصدار خاص، 2020م.
- Folorunsho, M. A. *Arabic Language and Literature Methodology*. Routledge, 2015.
- Mishra, Shanti Bhushan. *Handbook of Research Methodology: A Compendium for Scholars and Researchers*. Sage Publications, 2018.
- Mackey, Alison, and Susan M. Gass. *Second Language Research: Methodology and Design*. 3rd ed., Routledge, Taylor & Francis Group, New York and London, 2016.
- Bhome, Sharddha. *Research Methodology*. Himalaya Publishing House, Mumbai, India, 2017.

Semester - VIII

Course Title: Arabic –English –Arabic Translation

Credits: 04

Course Code: BAALL804MJ

Max. Marks: 100

L=3, T=0, P=1, S=0

Course Objectives: The Course aims to:

- Introduce key concepts and scope of Arabic–English translation.
- Train students to translate literary, media, and technical texts.
- Develop accurate and culturally appropriate translation skills.
- Build critical awareness of translation quality and context.

Learning Outcomes: After the completion of this course, the students will be able to:

- Understand core concepts and history of translation.
- Apply major translation theories effectively.
- Translate Arabic texts into English across various genres.
- Produce an accurate, culturally aware translation project.

Unit I – Foundations of Translation:

- Concept and Scope of Translation
- History and Development
- Basic Skills for Beginners
- Introduction to bilingual dictionaries and resources

Unit II – Major Theories of Translation:

- Eugene Nida's Theory of Translation
- CATT: Cultural Approach to Translation Theory
- Skopos Theory (Reiss and Vermeer)
- Hermeneutic Theory of Translation

Unit III – Practical Translation:

- Education
- Health
- Environment
- Economics

Unit IV – Applied Translation Projects:

- Students will choose a topic of their interest and complete a translation project of approximately 3,500 words.

Suggested Readings:

➤ نجيب، عز الدين محمد. *أسس الترجمة من الإنجليزية إلى العربية والعكس*. مكتبة الساعي للنشر والتوزيع، القاهرة، 2010م.

➤ مؤمن، أكرم أي. *فن الترجمة للطلاب والمبتدئين*. دار الصلانع، بيروت، 2012م.

➤ Hassan, Bahaa-eddin Abulhassan. *Between English and Arabic: A Practical Course in Translation*. Cambridge Scholars Publishing, 2015.

Semester - VIII
(With Research)

Course Title: Advanced Research Methodology

Credits: 04

Course Code: BAALL805MJ

Max. Marks: 100

L=3, T=0,P=1, S=0

Course Objectives: The Course aims to:

- Introduce advanced concepts and philosophy of research.
- Develop skills in designing and planning rigorous research studies.
- Familiarize with advanced research methodologies and analytical tools.
- Train in ethical academic writing, citation practices, and scholarly reporting.

Learning Outcomes: After the completion of this course, the students will be able to:

- Understand principles and philosophy of research.
- Formulate research problems, objectives, and hypotheses rigorously.
- Apply appropriate research methods and analytical tools.
- Produce ethically documented research with proper citations and scholarly standards.

Unit I: Foundations of Research:

- Meaning, nature, and scope of research.
- Principles, ethics, and philosophy of research practice.
- Role, skills, and qualities of an effective researcher.
- Types and classifications of research approaches and designs.

Unit II: Research Design and Planning:

- Identification and formulation of the research problem.
- Setting objectives, hypotheses, and defining study scope.
- Structuring research framework, variables, and sampling design.
- Preparation and presentation of a comprehensive research proposal.

Unit III: Research Methodology and Data Handling:

- Overview of research methods: historical, descriptive, analytical, and experimental.
- Tools and instruments of research: observation, interview, questionnaire, and documents.
- Techniques of data collection, processing, and management.
- Data analysis, interpretation, and presentation of findings.

Unit IV: Documentation, Citation, and Presentation:

- Academic writing formats and referencing styles (APA, MLA, Chicago, etc.).
- Quotation and Paraphrasing.
- Plagiarism ethics in Research Writing.
- Use of digital and AI tools for reference management and data visualization.

Suggested Readings:

الكتب المقترحة:

- شلبي، أحمد كيف تكتب بحثاً أدبياً. دار المعارف، القاهرة، 2005م.
- الحمداني، موفق. *مناهج البحث العلمي: الكتاب الأول: أساسيات البحث العلمي*. جامعة عمان العربية للدراسات العليا، عمان، الأردن، 2019م.
- بني يونس، أسماء عبد المطلب. *دليل المبتدئ إلى المناهج العامة في البحث العلمي*. دار النفائس، الأردن، 2018م.
- دليو، فضيل. *مدخل على منهجية البحث العلمي*. منشورات مخير الاستخدام والتلقي، الجزائر، 2024م.
- سرحاني، بلخير. *ضوابط إعداد البحوث الجامعية*. مركز أثيل للدراسات العلمية والأبحاث الاجتماعية، المملكة المغربية، مارس 2023م.
- مركز البيان للدراسات والتخطيط. *خطوات كتابة البحث العلمي في الدراسات الإنسانية*. دار الكتب والوثائق العراقية، بغداد، 2017م.
- منظمة المجتمع العلمي العربي. *الانتحال العلمي*. إصدار خاص، 2020م.

- Folorunsho, M. A. *Arabic Language and Literature Methodology*. Routledge, 2015.
- Mishra, Shanti Bhushan. *Handbook of Research Methodology: A Compendium for Scholars and Researchers*. Sage Publications, 2018.
- Mackey, Alison, and Susan M. Gass. *Second Language Research: Methodology and Design*. 3rd ed., Routledge, Taylor & Francis Group, New York and London, 2016.
- Bhome, Sharaddha. *Research Methodology*. Himalaya Publishing House, Mumbai, India, 2017.