

**Open Elective**  
**Moral & Spiritual Studies II**

Course Code	Course Title	Credits	Type of course	Max. Marks
CCSo2E	Moral & Spiritual Studies II	2	General	50

**Unit I: Ethics and Disposition:**

1. Moral Intelligence, Manners and Etiquettes
2. Personality Development: Patience, Good Deeds, Principles of Leadership
3. Good Principles: God fearing (*Taqwa*), Piety (*Tazkiyah*), Faithfulness, Gratefulness, Chastity, Modesty

**Unit II: Tassawuf (Sufism):**

1. Sufi Orders: **Qadiriyyah, Suhrawardiyah, Naqshbandiyah, Kubrawiyah.**
2. Renowned Sufi Leaders: *Ali ibn al Talib, Owais Qarni, Hasan al Basri, Sufyan Thawri, Rabia al Basri, Sayyid Abdul Qadir Jeelani, Baha ud Din Ahmad e Bubra, Shah e Hamadan, Shaikh ul alam, Mahboob ul Alam*

**Open Elective Multidisciplinary Course**  
**Spiritual Heritage of Kashmir-II**

Course Code	Course Title	Credits	Type of Course	Max. Marks
SS-MD-04	Spiritual Heritage of Kashmir-II	3	Multidisciplinary Open Elective	75

**Course Objectives:**

The course is designed to further enhance students' understanding of the mystical heritage of Kashmir. In this part, the students will learn about the key figures and their contributions to mysticism in Kashmir. In Unit I, students will explore the lives and mystic teachings of prominent figures such as Lal Ded and Shaykh Nūruddīn, delving into their *Vākhs* and *Shruks* respectively. They will also study the mystic thought of Bābā Sakhi Zaynuddīn Rīshī and Bābā Hyder (Hardih) Rīshī, gaining insights into the *Rishi* tradition. In Unit II, students will focus on prominent Ṣūfīs and scholars of Kashmir, including Mīr Sayyid ‘Alī Hamadānī, Shaykh Ḥamzah Makhdūm, Shaykh Yaqūb Ṣarfī, and Maulānā Qasim Shāh Bukhārī, examining their lives and the impact of their Ṣūfī thought and scholarly works. By the end of this course, students will have a comprehensive understanding of the mystical and scholarly heritage of Kashmir, as well as the diverse perspectives and contributions of these remarkable figures.

**Unit I: Spiritual Personalities of Kashmir**

1. Lal Ded: Life and her mystic *Vākhs*
2. Shaykh Nūruddīn:<sup>RA</sup> Life and his spiritual *Shruks*
3. Bābā Sakhi Zaynuddīn Rīshī:<sup>RA</sup> Life and spiritual thought
4. Bābā Hyder (Hardih) Rīshī:<sup>RA</sup> Life and spiritual thought

**Unit II: Contribution of Prominent Scholars and Ṣūfīs in Kashmir**

1. Mīr Sayyid ‘Alī Hamadānī<sup>RA</sup> (Life and *Ṣūfī* Thought)
2. Shaykh Ḥamzah Makhdūm<sup>RA</sup> (Life and *Ṣūfī* Thought)
3. Shaykh Yaqūb Ṣarfī<sup>RA</sup> (Life and Works)
4. Maulānā Qasim Shāh Bukhārī (Life and Works)

**Unit III: Visit to Religio-Historical Places**

1. Visit to: shrine of Shaykh Nūruddīn<sup>RA</sup> and shrine of Sayyid ‘Alī Balkhi, Pakharpūra
2. Visit to: shrine of Bābā Daryauddin Khalmulla, shrine of Bābā Shukuruddīn, Watlab, temple of Khir Bhawani-Tulmulla, Hazratbal shrine
3. Visit to: shrine of Shaykh Yaqūb Sarfī, shrine Shaykh Humza Makhdūm, Hariparbat fort, Gurudwara Shatti padshahi, Mazar-i-Salātīn, Bulbul Lankar, shrine of Khawaja Muinuddin Naqshband, M.A. Road Church
4. Visit to: ancient temple Parihaspūra, Pattan, and shrine of Bābā Payāmuddin

**Suggested Readings**

1. Abdul Qaiyum Rafiqi, *Sufism in Kashmir: Fourteenth to the Sixteenth Century*, New Delhi: Bharatiya Publishing House, 1977.
2. Ghulam Nabi Gauhar, *Sheikh Nūr al-Dīn Wali: Nund Rīshī*, [trans. Doctor Majeed Muzmar], New Delhi: Sahitya Academy, 1996.
3. Ghulam Mohammad Shad, *Kalam-e-Sheikh-ul-Alam*, Srinagar: Ali Mohammad and Sons, 2021.
4. Jay Lāl Kaul, *Lal Ded*, New Delhi: Sahitya Academy, 1973.

## Open Elective Multidisciplinary Course

### Early *Ṣūfī* Works: An Introduction

Course Code	Course Title	Credits	Type of Course	Max. Marks
SS-MD-06	Early <i>Ṣūfī</i> Works: An Introduction	2	Multidisciplinary Open Elective	50

#### Course Objectives:

In this course, our aim is to introduce and explore the major *ṣūfī* works that have significantly shaped the landscape of *ṣūfī* thought and practice. Through critical analysis and contextual understanding, we will unravel the profound insights, spiritual wisdom, and philosophical nuances encapsulated within these seminal texts. Unit I will guide us through foundational *ṣūfī* writings, while Unit II will delve deeper into advanced *ṣūfī* literature. By the end of this course, students will not only grasp the essence of *Ṣūfīsm* as portrayed in these works but will also gain a holistic understanding of the spiritual and transformative dimensions of *ṣūfī* tradition, fostering a profound appreciation for its enduring influence within the Islamic world and beyond.

#### Unit I: Major Selected *Ṣūfī* Works-I

1. *Adāb al-Ṣuhba*
2. *Al-Risālah al-Qushayriyyah*
3. *Kashf al-Mahjūb*
4. *Kīmiyāi Sa'ādat*

#### Unit II: Major Selected *Ṣūfī* Works-II

1. *Futūḥ al-Ghayb*
2. *'Awārif al-Ma'ārif*
3. *Fawā'id al-Fuād*
4. *Maktubāt-i-'Imām-i-Rabbānī*<sup>RA</sup>

#### Suggested Readings

1. 'Abd al-Qādir al-Jīlānī, *Futūḥ al-Ghayb*. Revelations of the Unseen: A Collection of Seventy-eight Discourses, University of Virginia: Al-Baz Pub, 1992.
2. Abdulwahhab Ash-sha'rani, *Etiquettes of Companionship: An English Translation of Adab As-suhbah*, Muhammad Tahir Mahmood Kiani (Translator), US: Createspace Independent Pub, 2016.
3. Abū 'Abd al-Raḥmān al-Sulamī, *Adab al-Ṣuhba*.
4. Abu al-Qasim al-Qushayri, *Al-Risālah al-Qushayriyyah*, Alexander Knysh, *Al Qushayri's Epistle on Sufism* (Translation), Delhi: Maktaba Islamia, 2023.
5. Abū Ḥāmid Muḥammad al-Ġazzālī, *Kīmiyāi Sa'ādat. The Alchemy of Happiness*, Claud Field, (Translator), UK: Ingram, 2017.
6. 'Alī al-Hujwirī, *Kashf al-Mahjūb*, R. A. Nicholson (Translator), Delhi: Cosmo Publications, 2010.
7. Nizāmuddin Awliyā, *Fawā'id al-Fu'ād*. Bruce B. Lawrence (Translator), *Nizam ad-Din Awliya: Morals for the Heart*, US: Paulist Press International, 1991.
8. Shaykh Aḥmad Sirhindī, *Maktubāt-i-'Imām-i-Rabbānī*. Ghulam Mustafa Hān, (tr. ed.), 2 Vols. Karachi, 1972.
9. Shahab al-Din Suhrawardi, *'Awārif al-Ma'ārif*. Clarke H. Wilberforce (Translator), Delhi: Taj Publishers, 1999.

**Open Elective Multidisciplinary Course**  
**Şūfī Silsilāhs: Organization and Development**

Course Code	Course Title	Credits	Type of Course	Max. Marks
SS-MD-06	Şūfī Silsilāhs: Organization and Development	3	Multidisciplinary Open Elective	75

**Course Objectives:**

The course is designed to provide students with a comprehensive understanding of the prominent *Şūfī Silsilāhs* in Kashmir and India, emphasizing their historical significance and cultural relevance. In Unit I, students will delve into the *Suhrawardīyya*, *Kubrawīyya*, *Qādiriyyah*, and *Naqshbandīyya Silsilāhs* in Kashmir, gaining insights into their origins and doctrines. Unit II extends this exploration to prominent *Şūfī Silsilāhs* in India, including the *Chishtīyya*, *Qādiriyyah*, *Suhrawardīyya*, and *Naqshbandīyya* orders. In Unit III, students will examine the organizational structure of *Şūfī Silsilās*, identify common characteristics among major *Silsilās*, and assess the role and significance of *Khānqāhs* (*Şūfī* hospices) as centers of spiritual learning. Additionally, they will explore the dynamics of the *Pīr-Murīd* (spiritual guide-disciple) relationship, understanding its cultural and spiritual relevance. By the end of the course, students will have a profound appreciation of the rich *Şūfī* heritage in the region and its enduring impact on society.

**Unit I: Şūfī Silsilāhs and Their Organization**

1. Organization of *Şūfī Silsilās*
2. Common Characteristics of Major *Şūfī Silsilās*
3. Role, Significance and Relevance of *Khānqāhs*
4. Significance and Relevance of *Pīr-Murīd* Relationship

**Unit II: Prominent Şūfī Silsilāhs in India**

1. *Chishtīyya*
2. *Qādiriyyah*
3. *Suhrawardīyya*
4. *Naqshbandīyya*

**Unit III: Prominent Şūfī Silsilāhs in Kashmir**

1. *Suhrawardīyya*
2. *Kubrawīyya*
3. *Qādiriyyah*
4. *Naqshbandīyya*

**Suggested Readings**

1. Abd al-Haq Ansari, *Şufism and Shari'ah*, Delhi: Markazi Maktaba Islami Publishers, 2017.
2. Alexander Knysh, *Sufism: A New History of Islamic Mysticism*, Princeton: Princeton University Press, 2017.
3. Annemarie Schimmel, *Mystical Dimensions of Islam*, North Carolina: The University of North Carolina Press, 2011
4. Ashraf Alī Thanwi, *Shariat wa Tariqat*, (Urdu), Deoband: Kutub Khana Thanvi, n.d.
5. Ghulam Yahya Anjum, *Irfān-e-Taşawwuf*, Aligarh: Albarkat Islamic Research and Training Institute, 2019.
6. Maulana Muhammad Ashraf, *Nūr-i-'Irfān*.

## Open Elective Value-Added Courses

### Basic Human Values

Course Code	Course Title	Credits	Type of Course	Max. Marks
SS-VA-03	Basic Human Values	3	Value Added Course	75

#### Course Objectives:

The syllabus on “Basic Human Values” is aimed at fostering a comprehensive understanding of fundamental concepts and their application in various religious and cultural contexts. In Unit I, students will explore the core principles of Basic Human Values (BHVs). They will also delve into the importance of respecting values related to privacy, security of life, status, and environmental conservation. In Unit II, the course focuses on examining how Basic Human Values are integrated into Indic religions like Hinduism, Jainism, Buddhism, and Sikhism, with a comparative analysis to identify commonalities and differences. Unit III extends this exploration to Abrahamic religions offering students the opportunity to study how these faiths uphold and promote human values. By the end of the course, students will have a deeper appreciation for the universal nature of human values and their diverse manifestations across various cultural and religious traditions.

#### Unit I: Fundamental Concepts of Basic Human Values

1. Social justice
2. Economic justice
3. General BHVs-I: righteousness, fraternity, peace, tolerance and communal harmony
4. General BHVs-II (regard and respect for):
  - a) Privacy
  - b) Security of life
  - c) Status
  - d) Conservation of the environment

#### Unit II: Basic Human Values in Indic Religions

1. Human values in Hinduism
2. Human values in Jainism and Buddhism
3. Human values in Sikhism
4. Comparative study of Human Values in Indic religions

#### Unit III: Basic Human Values in Abrahamic Religions

1. Human values in Islam
2. Human values in Judaism
3. Human values in Christianity
4. Comparative study of human values in Abrahamic religions

#### Suggested Readings

1. Kuldeep S. Sharma and Sarveen Kaur Sachdeva, *Universal Human Values*, New Delhi: Books Clinic, 2023.
2. Stephen Green, *The Human Odyssey: East, West and the Search for Universal Values*, Great Britain: SPCK, 2019.
3. M. Sayyid Abul Ala, *Islamī Tahzīb Aur Uskay 'Usūl-o-Mubādī*.
4. Syed Jalaluddin Umri, *Islam Insānī Huqūq Kā Pāsbān*.
5. Zāhid al-Rashidī, *Islam aur Insānī Huqūq*, Lahore: Alsharia Academy, 2011.
6. Promilla Kapur, *Value Education: Based on All the Religions of The World*, Delhi: Kalpaz Publications, 2008.

## Open Elective Value-Added Courses

### Bioethics

Course Code	Course Title	Credits	Type of Course	Max. Marks
SS-VA-04	Bio Ethics	3	Value Added Course	75

#### Course Objectives:

The objectives of the Bioethics course are to equip students with a profound understanding of ethical principles as they pertain to the life sciences. This includes fostering the ability to define and recognize the evolution and significance of bioethics, as well as comprehending and applying the foundational principles of autonomy, beneficence, nonmaleficence, and justice. Furthermore, the course aims to cultivate ethical perspectives on crucial topics such as blood donation, organ transplantation, assisted reproductive technologies, abortion, euthanasia, management of biological waste, cloning, AIDS, and genetic engineering, empowering students to engage in informed ethical discussions and decision-making within the realm of bioethics.

#### Unit I: Introduction to Bioethics

1. Definition of bioethics
2. Evolution of bioethics
3. Significance of bioethics
4. Principles of bioethics (autonomy, beneficence, nonmaleficence, justice)

#### Unit II: Ethical Perspectives on

1. Blood Donation and Transfusion
2. Organ transplantation
3. Assisted reproductive technologies (ARTs) and abortion
4. Euthanasia (physician-assisted suicide)

#### Unit III: Ethical Perspectives on

1. Management and disposal of biological waste (degradable and non-degradable)
2. Cloning
3. AIDS
4. Genetic engineering

#### Suggested Readings

1. Abdulaziz Sachedina, *Islamic Biomedical Ethics: Principles and Application*, New York: Oxford University Press, 2009.
2. Dariusch Atighetchi, *Islamic Bioethics: Problems and Perspectives*, Netherlands: Springer, 2007.
3. Alireza Bagheri, Khalid Abdulla Al-Ali, *Islamic Bioethics: Current Issues and Challenges*, Singapore: World Scientific Publishing Company, 2017.
4. David Smith, *Caring Well: Religion, Narrative and Health Care Ethics*,
5. Amy Silverstein, *Sick Girl*, Grove Press, 2008.
6. Bonnie Steinbock, *The Oxford Handbook of Bioethics*, Oxford: OUP, 2007.
7. Mark Cherry, *Religious Perspectives on Bioethics*, London: Taylor & Francis, 2013.
8. Ted Peters, *Science, Theology, and Ethics*, London: Taylor & Francis, 2017.

## Skill Enhancement Course

### Spoken Persian

Course Code	Course Title	Credits	Type of Course	Max. Marks
SS-SE-02	Spoken Persian	3	Skill Enhancement Course	75

#### Course Objectives:

In this course, students will embark on a journey to get a basic understanding of the Persian language. Beginning with an introduction to the Persian alphabet, nouns, pronouns, and verbs in Unit I, they will progressively build their language proficiency in Unit II by exploring adjectives, prepositions, singular and plural forms, and numbers. Unit III will emphasize practical application, enabling students to engage in translation exercises and discussions from a prescribed text.

#### Unit I:

1. Introduction to the Persian alphabet
2. Nouns (Definition, Names of Plants, Animals, Fruits, Vegetables, Food items)
3. Pronouns (Conjugation and usage)
4. Verbs (Conjugation and usage)

#### Unit II:

1. Adjectives (Introduction and usage)
2. Prepositions (Introduction and usage)
3. Singular and plural (Illustrations and Usage)
4. Numbers (Counting from 1 to 100)

#### Unit III:

1. Self-introduction (Question-and-Answer Form)
2. Translation of Chapter 1 from *Āmozish-e-Zabān-i-Fārsī* (Vol-I)
3. Translation of Chapter 2 from *Āmozish-e-Zabān-i-Fārsī* (Vol-I)
4. Translation of Chapter 3 from *Āmozish-e-Zabān-i-Fārsī* (Vol-I)

#### Suggested Readings

1. Yadullāh Samra, *Āmozish-e-Zabān-i-Fārsī*, New Delhi: Intesharaat Khana-e-Farhang Iran, 1997.
2. Abdi Rafiee, *Colloquial Persian: The Complete Course for Beginners*, London: Routledge, 2015.
3. Narguess Farzad, *Teach Yourself Complete Persian (Farsi)*, London: McGraw-Hill, 2010.
4. Saeid Atoofi, *Farsi (Persian) for Beginners: Mastering Conversational Farsi*, Tuttle Publishing, 2015.

## Skill Enhancement Course

### Spoken Hindi

Course Code	Course Title	Credits	Type of Course	Max. Marks
SS-SE-04	Spoken Hindi	3	Skill Enhancement Course	75

#### Course Objectives:

The course objectives for this syllabus on Spoken Hindi are designed to provide students with a structured and practical introduction to the Hindi language. In Unit I, students will start with an introduction to the Hindi alphabet, mastering its pronunciation and script. They will then delve into the study of nouns, pronouns, and verbs, including conjugation and usage, thereby building a foundation for effective communication. Unit II extends this learning to cover adjectives, prepositions, singular and plural forms, and numbers, enhancing vocabulary and language skills. In Unit III, students will practice self-introduction in a question-and-answer format, enabling them to engage in basic conversations. They will also focus on translation skills by working through selected units from the textbook *Colloquial Hindi*, thereby gaining practical experience in understanding and expressing ideas in spoken Hindi. By the end of the course, students will have acquired a strong foundation in spoken Hindi, empowering them to communicate effectively and engage with the language in various contexts.

#### Unit I:

1. Introduction to the Hindi alphabet
2. Nouns (Definition, Names of Plants, Animals, Fruits, Vegetables, Food items)
3. Pronouns (Conjugation and usage)
4. Verbs (Conjugation and usage)

#### Unit II:

1. Adjectives (Introduction and usage)
5. Prepositions (Introduction and usage)
2. Singular and plural (Illustrations and Usage)
3. Numbers (Counting from 1 to 100)

#### Unit III:

1. Self-introduction in Question-and-Answer Form (Asking and answering)
2. Translation of Unit 1 from *Colloquial Hindi*
3. Translation of Unit 2 from *Colloquial Hindi*
4. Translation of Unit 3 from *Colloquial Hindi*

#### Suggested Readings

1. Tej K Bhatia, *Colloquial Hindi: The Complete Course for Beginners*, London: Routledge, 2015.
2. Pustak Mahal Editorial Board, *Rapidex Hindi Speaking Course*.
3. Krishna Gopal Vikal, *Learn Hindi in 30 Days Through English*.
4. R. K. Gupta, *Spoken Hindi for Foreigners*.
5. Namrata Rai, *Conversational Hindi: A Complete Course for Beginners*.
6. Dinesh Chander Kapoor, *Learn Hindi Through English*.