



ISLAMIC STUDIES — SYLLABUS



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INTERIM JOINT MATRICULATION BOARD (IJMBE) ISLAMIC STUDIES SYLLABUS (REVISED 2012)

Introduction

The IJMB Islamic Studies syllabus consists of three papers as follows:

Paper I: Historical background and Islamic civilization; **Paper II:** Qur'an and Hadith; and **Paper III:** Theology, Religious Movements and Contemporary issues. This course leads the students to have deep knowledge in Islamic Studies that will enable them to gain admission into Nigerian Universities through Direct Entry (at 200 – level). Candidates who undergo this course are expected to have better understanding of Islam, how to practise it and how to relate with one another in the society.

Objective:

The basic objective of this syllabus is to provide the students with a general background of Islamic studies which will produce students with average knowledge of Islam that gives them the opportunity to gain admission into the University system.

Structure of the Examination:

Students are expected to write exams in three papers. Each paper is divided into two sections A and B. The papers consist of eight questions each and students are required to answer four (4) questions in each paper. One (1) question must be attempted in each section. The total marks for each paper is 80% and the duration for each paper is three (3) hours. The continuous assessment constitutes 20%.

FIRST SEMESTER

PAPER ONE: HISTORICAL BACKGROUND AND ISLAMIC CIVILIZATION

S/N	TOPICS AND CONTENTS	ACTIVITIES	DURATION
1	<p>ARABIA BEFORE ISLAM</p> <p>(a) Geographical Features</p> <p>(b) Political Life of the Arabs</p> <p>(c) Socio-cultural Life of the Arabs</p> <p>(d) Economic Life of the Arabs</p> <p>(e) Religious Life of the Arabs</p>	<p>Teacher explains the geographical, political, social, economic and religious life of the Arabs.</p>	1 week/ 6 hours
2	<p>ADVENT OF ISLAM</p> <p>(a) Life of the Prophet</p> <p>(i) His Early Life</p> <p>(ii) His Adulthood</p> <p>(iii) His Message</p> <p>(b) The Makkan Period and Hijrah.</p> <p>(c) The Madinan Period</p> <p>(d) His last Days</p>	<p>Teacher explains the life of the Prophet (SAW) from his early life to his last days.</p>	1 week/ 6 hours
3	<p>TAHARAH (PURIFICATION AND ACT OF WORSHIP)</p> <p>WAL-IBADAH</p> <p>a. Al-Istinja wal-istjjar</p> <p>b. Al-Wudu (ablution in Islam)</p> <p>c. At-Tayammum (Dry Ablution)</p> <p>d. Ghusul (Ritual Bath)</p> <p>e. Salat (prayer)</p> <p>i. Awqat-al-salat</p> <p>ii. Shurut Schalt al-salat</p> <p>iii. Types of salat.</p> <p>f. Siyam (fasting)</p> <p>g. Zakka</p> <p>h. Hajj</p>	<p>Teacher explains to students the importance and significance of Tahara.</p> <p>Teacher explains items used in purification.</p> <p>Teacher demonstrates the acts of purification</p> <p>Teacher explains to students how to perform ablution.</p> <p>Teacher explains and demonstrates how to perform Tayammum.</p> <p>Teacher explains the concept, times, conditions, and types of Salat.</p> <p>Teacher explains the concept, importance and types of Fasting.</p> <p>Teacher explains the concept, importance,</p>	2 weeks/ 12hours

		conditions, types and beneficiaries of Zakat. Teacher explains the concept, importance, conditions and types of Hajj.	
4	SOURCES OF ISLAMIC LAW (i) Qur'an (ii) Hadith/Sunnah (iii) Ijtihad of the Scholars of Ahl al- Sunnah	Teacher explains the Qur'an, Hadith and Ijtihad as sources of Islamic Law.	1 week/ 6hours

PAPER II: QURAN AND HADITH

5	REVELATION, COMPILATION AND ARRANGEMENT OF THE GLORIOUS QUR'AN a. The Concept of Revelation b. Compilation of the Glorious Qur'an. c. Structural arrangement of the Glorious Qur'an.	Teacher explains the concept of Revelation Teacher explains stages involved in the Compilation of the Glorious Qur'an. Teacher explains the structural arrangement of the Glorious Qur'an	2 weeks/ 12 hours
6	THE MAKKAN AND MADINAH SUWAR	Teacher explains the meaning of Makkan and Madinan Suwar. Teacher explains the characteristics of Makkan and Madinan Suwar	1 week/ 6 hours
7	ASBAB AL- NUZUL (CAUSES OF REVELATION)	Teacher explains the meaning of Asbab al- Nuzul. Teacher gives examples of Asbab al- Nuzul. Teacher explains the importance of the knowledge of Asbab al- Nuzul.	1 week/ 6 hours
8	CONCEPT OF AN-NASIKH	Teacher explains the meaning of Nasikh and Mansukh. Teacher explains the philosophy of Nasikh and	1 week/ 6 hours

		Mansukh.	
		Teacher gives examples of abrogated verses in the Glorious Qur'an.	
9	CENTRAL SURVEY OF THE CENTRAL THEMES OF THE GLORIOUS QUR'AN (a) Faith (b) Inqad (c) History of Prophets (d) Mu'amalat (e) Day of Judgment etc	Teacher identifies and explains the central themes of the Glorious Qur'an.	1 week/ 6 hours
10	MIRACULOUS NATURE OF THE QUR'AN	Teacher identifies and explains some of the Miraculous nature of the Glorious Qur'an.	1 week/ 6 hours
11	PRACTICAL READING AND TEXTUAL STUDY OF SELECTED VERSES OF THE GLORIOUS QUR'AN a. Surat-al-Mumin V-1-II b. Suratin-Nur verses 1-10; 31 c. Surat al-Ahzab verses 33 & 59 d. Surat al-Hujurat verses 9-13 N.B. Emphasis should be on moral and ethical lessons taught by the verses.	Teacher reads the selected verses of the Glorious Qur'an. Students read the selected verses of the Glorious Qur'an. Teacher explains the selected verses based on the content of their teachings	2 weeks/ 12 hours

PAPER III: THEOLOGY, RELIGIOUS MOVEMENT AND MODERN ISSUES

12	IMAN Iman: Faith/belief - Belief in Allah and His attributes - Belief in His Angels; books; Prophets/Messengers; Day of Judgment and Destiny. Note: Each point discussed is backed up by evidences from Qur'an and Sunnah.	Teacher explains Iman (Faith/belief) in relation to belief in Allah and His Attributes, belief in His Angels, Books, Prophets, Day of Judgment and destiny	1 week/ 6 hours
13	CONCEPT OF ALLAH i. Allah - His real Name. ii. His Existence. iii. His Oneness.	Teacher explains the concept of Allah in relation to His real Name, His Existence and His Oneness.	2 weeks/ 12hours
14	AL- GHAIB i. Angels ii. Jinns iii. Souls	Teacher explains the concept of Al-Ghaib in relation to Angels, Jinns and Souls.	2 weeks/12h ours
15	SHIRK AND SHAFI'AH	Teacher explains the concepts of Shirk and Shafa'ah and their	1 week/6ho

		implications on Muslims	urs
16	<p>ISLAMIC REFORM MOVEMENTS</p> <ul style="list-style-type: none"> a. Salafiyyah Movement b. Neo- Sufism c. Modern Reformers d. Jihad e. Sokoto Jihad Movement 	<p>Teacher explains the origin and development of Salafiyyah Movement.</p> <p>Teacher explains the contributions of Ibn Abdulwahwab, Ibn Taymiyyah and Ibn al- Qayyim in the activities of Salafiyyah movement.</p> <p>Teacher explains the concept of Sufism, its rise and development as movement e.g. Tijjaniyyah Qadiriyyah.</p> <p>Teacher gives the biography and contributions of the following as modern reformers: Jamal al- Din Al- Afghani, Muhammad Abduh, Rashid al- Ridha, Hassan al- Banna and Abul-Ala al- Mawdudi.</p> <p>Teacher explains the concept, types and importance of Jihad.</p> <p>Teacher gives the origin, rise and development of the Sokoto Jihad.</p> <p>Teacher explains the condition of the Hausa land before the Sokoto Jihad</p> <p>Teacher gives the biography of the following pioneers of the Sokoto Jihad bearing in mind their educational carrier, teachings and preaching: Sheikh Uthman bin Fodio, Abdullahi bin Fodio and Muhammad Bello</p>	<p>3weeks/ 18 hours</p>
TOTAL			144 Hours

**2ND SEMESTER
PAPER I**

1	<p>THE FOUR RIGHTLY GUIDED CALIPHS</p> <ul style="list-style-type: none"> i. Abubakar (R.A.) ii. Umar bin Khattab (R.A.) iii. Uthman bin Affan (R.A.) iv. Ali bin Abi Talib (R.A.) 	<p>Teacher identifies and explains the history of the Caliphs in relation to their conversion to Islam, selection as Caliphs and contributions to Islam.</p>	2 weeks/ 12 hours
2	<p>SPREAD OF ISLAM IN WEST AFRICA.</p> <ul style="list-style-type: none"> a. The factors responsible for the spread of Islam in West Africa. b. The impacts of Islam on the people of Western African. 	<p>Teacher explains identifies and explains the factors responsible for the spread of Islam in West Africa. Teacher identifies and explains the impacts of Islam on the people of West Africa</p>	1 week/ 6 hours
3	<p>STUDY ON ISLAMIC IDEALS</p> <ul style="list-style-type: none"> (a) Social Concept in Islam <ul style="list-style-type: none"> i. Unity of Mankind ii. Equality of Mankind iii. Brotherhood of Mankind iv. Mutual Responsibility (b) Political Concept in Islam <ul style="list-style-type: none"> i. Khilafa ii. Shurah iii. Bay'ah iv. Ul al- Amr v. Dar al- Islam vi. Dar al-Kufr (c) Economic Concept in Islam <ul style="list-style-type: none"> i. Halal and Haram ii. Earning a a living iii. Ribah iv. Hoarding 	<p>Teacher identifies and explains some of the Social, Political and Economic concepts in Islam.</p>	1 week/ 6 hours
4	<p>EDUCATIONAL SYSTEM IN ISLAM</p> <ul style="list-style-type: none"> (a) Importance and Objectives of Education in Islam (b) Types of Education in Islam (c) Methods <ul style="list-style-type: none"> i. Al- Maktab/Makarntan Allo and Ilm Schools ii. Mosques iii. Ijaza iv. Friday Sermons etc 	<p>Teacher explains the importance and objectives of Education in Islam Teacher explains types of Education in Islam Teacher identifies and explains methods or mediums of imparting Education in Islam</p>	1 week/ 6 hours
5	<p>ISLAM AND SCIENCE</p> <ul style="list-style-type: none"> a. Concept and importance of Science in Islam b. Relationship between Science and Islam c. Contribution of Muslims to 	<p>Teacher explains the concept of Science in Islam Teacher explains the Relationship between Science and Islam.</p>	1 week/ 6 hours

Teacher identifies and explains the Contributions of some Muslim Scholars to Science.

PAPER II:

S/N	TOPICS AND CONTENTS	ACTIVITIES	DURATION
6	HADITH DEFINITION OF HADITH AND SUNNAH AND THEIR RELATIONSHIP WITH THE QUR'AN a. Definition of Hadith and Sunnah b. Relationship between Hadith/Sunnah and the Glorious Qur'an.	Teacher explains Hadith Sunnah relationship explains the relationship between Hadith/Sunnah and the Glorious Qur'an	1 week/ 6 hours
7	HADITH AL-QUDUSI AND AN-NABAWI	Teacher explains Hadith al-Qudusi and Nabawi. Teacher identifies and explains the differences between Hadith al-Qudusi and Nabawi	1 week/ 6 hours
8	HISTORY OF HADITH DOCUMENTATION DURING THE PERIOD OF THE PROPHET (S.A.W.) AND THE SAHABAH	Teacher explains the history of documentation of Hadith in the days of the Prophet (SAW) with relevant authentic Ahadith.	1 week/ 6 hours
9	TRANSMISSION OF HADITH DURING THE PERIOD OF THE PROPHET (S.A.W.) AND SAHABAH	Teacher explains the various methods used in the transmission of Hadith during the time of the Prophet (SAW)	1 week/ 6 hours
10	CONTRIBUTIONS OF SOME SAHABA TO HADITH a. Abu-Hurairah (RA) b. Abdullahi bn Umar (RA) c. A'isha (RA) d. Ummu Salma (RA)	Teacher identifies and gives a brief history of each of the selected Sahaba and explains his contributions to Hadith.	2 weeks/ 12 hours
11	SCIENCE OF HADITH: CRITERIA FOR ACCEPTING HADITH	Teacher explains the concept of Science of Hadith Teacher identifies and explains criteria for accepting a Hadith as authentic.	1 week/ 6 hours
12	TEXTUAL STUDY OF FIVE AHADITH SELECTED FROM AN-NAWAWI The selection will be decided on yearly	Teacher explains the major teachings of the selected Ahadith.	2 weeks/ 12 hours

	bases by the Program Managers and be communicated to schools.		
13	A BRIEF OUTLINE OF QUR'ANIC EXEGESIS (TAFSIR) a. Historical Development Tafsir b. Importance of Tafsir in Understanding Islam.	Teacher explains the historical development of Tafsir. Teacher explains the importance of Tafsir in understanding Islam	1 week/ 6 hours
14	SOURCES OF TAFSIR a. Qur'an b. Sunnah c. Ijtihad	Teacher identifies and explains the Sources of Tafsir.	1 week/ 6 hours
15	CLASSIFICATION OF HADITH WITH PARTICULAR REFERENCE TO THE FOLLOWING: a. Authenticity i. Sahih ii. Hassan iii. Daif b. Source of Origin i. Marfu' ii. Mawquf iii. Maqtu' c. Number of its occurrence i. Mutawatir and its hukum ii. Mash-hur and its hukum iii. Ahad and its hukum	Teacher identifies and explains the classification Hadith in relation to its authenticity, source of origin and number of occurrences.	2 weeks/ 12 hours
16	SIHAH SITTA	Teacher identifies and explains the biography and contributions of the six Compilers of Hadith	1 week/ 6 hours

PAPER III:

S/N	TOPICS /CONTENTS	ACTIVITIES	DURATION
17	SOME MAIN SCHOOLS OF THOUGHT. i. Free will and predestination with reference to Qadariyyah and Jabariyyah.	Teacher explains the origin and development of Qadariyyah and Jabariyyah and their opinions on free will and predestination.	1 week/ 6 hours
18	ISLAM AND THE CONTEMPORARY IDEOLOGIES; DEMOCRACY, CAPITALISM, SOCIALISM AND SECULARISM	Teacher identifies and explains each of the contemporary ideologies and their implications on the life of a Muslim.	1 week/ 6 hours
19	CONTEMPORARY ISSUES (a) Peace Education i. The concept of peace in Islam Peaceful co-existence in Islam iii. Religious tolerance iv. Crisis management in Islam	Teacher identifies and explains the following major contemporary issues and their implications on the life of a Muslim: Peace Education, Gender Education, Drug	2 weeks/ 12 hours

<p>v. Importance of Peace Education in a society</p> <p>(b) Gender Education</p> <ol style="list-style-type: none"> i. General perception of Gender Education ii. Gender Education in the light of Western perception and its negative effects. iii. Gender Education in Islam and its position iv. Roles specified by Islam for women in the field for human endeavors <p>(c) Drug Abuse</p> <ol style="list-style-type: none"> i. The meaning of Drug Abuse ii. The effects of Drug Abuse iii. What constitute Drug Abuse in Islam iv. The position of Drug Abuse in Islam v. Control of Drug Abused in Islam vi. Causes of Drug Abuse <p>(d) Cultism</p> <ol style="list-style-type: none"> i. The concept of Cultism ii. Spiritual implication of cultism iii. Islamic position of Cultism iv. Causes of Cultism v. Principles and activities of Cultism vi. Method of avoiding Cultism <p>(e) Corruption</p> <ol style="list-style-type: none"> i. The concept of corruption ii. Types of corruption: Political corruption, economic corruption, social corruption and spiritual corruption. iii. Position of corruption in Islam iv. causes of corruption and ways of eradicating them v. Negative effects of corruption on both the individuals in particular and the society in general vi. The position of Islam on corruption <p>(f) HIV and Family Life Education</p> <ol style="list-style-type: none"> i. Meaning of HIV ii. Causes of HIV iii. Dangers of HIV iv. Solution to HIV v. General understanding of family life education vi. Family life education in Islam vii. Family life education in the West viii. conditions that necessitate family life 	<p>Abuse, Cultism, Corruption, HIV and Family Life and the Concept of Terrorism</p>	
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	education in Islam ix. Condition that necessitate family education in the light of the Western values x. The concept of Terrorism		
TOTAL			144 HOURS

Recommended Texts/Reference Materials:

1. al-Mubahth fi ulum al-Qur'an by Manna' Qattan
2. Usulul-Hadith by Myhammad Ajjaj al-Khatib
3. The Basis of Shari'ah by A.I. Doi.
4. Minhaj al-Muslim by A.J. al-Jaza'iri
5. al-Milal wannihal by Shahrastani
6. Manzumat al-Bayquniyyah

Other Recommended Texts

1. al-Burhan fi ulum al-Qur'an by Imam Zarkhashi
2. Hadith Methodology by M.M. Azami
3. Que'an, Bible and Science by Maurice Bucaille
4. Sirat Ibn Hisham
5. Islamic History by A. Rahim
6. The Intellectual Origin of the Sokoto Jihad by M.A. Kani
7. The lawful and the Prohibited in Islam by Dr. Yusuf al-Qardawi
8. Islam the Misunderstood Religion by Sayyid Qutb
9. at-Tadsir wal-Mufasssirun by Imam az-Zahabi
10. The Holy Qur'an: Test, Translation and Commentary by Yusuf Ali.
11. Pioneers of Islamic Revival by Ali Rahnema