



**Master of Islamic Studies (MIS)**

**Fully Accredited**

**NQF level 9**

**Credits: 180**

**SAQA Qualification ID: 119862**

## **HANDBOOK FOR MASTER'S DEGREE STUDENTS**

### **Madina Institute South Africa**

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## Contents

<b>1. PURPOSE OF THE PROGRAMME</b> .....	6
<b>2. LEARNING OUTCOMES</b> .....	8
ASSOCIATED ASSESSMENT CRITERIA.....	10
<b>3. ADMISSION REQUIREMENTS</b> .....	10
<b>4. DURATION</b> .....	11
<b>5. REQUIRED DOCUMENTATION</b> .....	11
<b>6. RECOGNITION OF PRIOR LEARNING (RPL)</b> .....	11
<b>7. MODE OF DELIVERY</b> .....	13
<b>8. TEACHING AND LEARNING APPROACH (STRATEGY)</b> .....	13
7.1 LEARNING CONTRACTS.....	14
7.2 DISCUSSION.....	14
7.3 LECTURE.....	14
7.4 SELF-DIRECTED LEARNING.....	15
7.5 MENTORSHIP.....	15
7.6 SMALL GROUP WORK.....	15
7.7 PROJECT.....	16
7.8 COLLABORATIVE LEARNING.....	16
7.9 CASE STUDY.....	16
7.10 SYMPOSIUM.....	17
<b>9. THE STRUCTURED COURSE</b> .....	18
<b>10. THE SEQUENCE OF THE MODULES AND ELECTIVES</b> .....	18
<b>11. MODULE DESCRIPTORS</b> .....	19
A. CORE MODULES.....	19
MODULE NAME: FIQH (ISLAMIC JURISPRUDENCE (CREDITS 20)).....	19
MODULE NAME: ISLAMIC THEOLOGY AND PHILOSOPHY (CREDITS 20)..	20
MODULE NAME: RESEARCH METHODOLOGY (CREDITS 20).....	21
<b>B. OPTIONAL MODULES</b> .....	22
MODULE NAME: HADITH (PROPHETIC TRADITIONS) (CREDITS 20).....	22
MODULE NAME: IHSAN (SUFISM) (CREDITS 20).....	23
MODULE NAME: EDUCATIONAL TECHNOLOGY.....	24
MODULE NAME: TAWHID.....	25
MODULE NAME: AQIDAH (ISLAMIC THEOLOGY.....	27
MODULE NAME: TAFSIR.....	28

<b>12. THE RESEARCH PROPOSAL GUIDE.....</b>	<b>29</b>
<b>13. TUITION TIMETABLES.....</b>	<b>31</b>
YEAR 1: SEMESTER 1.....	31
YEAR 1: SEMESTER 2.....	32
<b>14. INDIVIDUAL MEETINGS WITH SUPERVISORS.....</b>	<b>32</b>
YEAR 2.....	33
<b>15. GUIDANCE ON FORMATIVE ASSESSMENT OF THE MINOR DISSERTATION BEFORE EXTERNAL MODERATION (RUBRIC).....</b>	<b>33</b>
<b>16. SUMMARY OF NOTIONAL HOURS.....</b>	<b>34</b>
<b>17. RESEARCH DEVELOPMENT (INDUCTION) PROGRAMME FOR MASTER'S DEGREE STUDENTS.....</b>	<b>34</b>
<b>18. WORKSHOP SCHEDULE.....</b>	<b>36</b>
<b>19. THE ASSESSMENT STRATEGY.....</b>	<b>38</b>
<b>20. YEAR 1: FORMATIVE AND SUMMATIVE ASSESSMENT / CASS (STRUCTURED DESIGN, FINAL).....</b>	<b>39</b>
<b>21. INTERNAL AND EXTERNAL MODERATION/CASS (PORTFOLIO OF EVIDENCE).....</b>	<b>41</b>
<b>22. SUPERVISION OF THE MINOR DISSERTATION TO ENABLE STUDENTS TO UNDERTAKE INDEPENDENT RESEARCH AND OTHER SCHOLARLY ACTIVITIES.....</b>	<b>43</b>
<b>23. THE CRITERIA FOR THE SELECTION AND APPOINTMENT OF SUPERVISORS.....</b>	<b>44</b>
<b>24. SELECTION OF SUPERVISORS.....</b>	<b>45</b>
<b>25. APPOINTMENT OF SUPERVISORS.....</b>	<b>46</b>
<b>26. NATURE OF THE SUPERVISION.....</b>	<b>46</b>
<b>27. NUMBER OF STUDENTS.....</b>	<b>46</b>
<b>28. AVAILABILITY OF THE SUPERVISOR.....</b>	<b>46</b>
<b>29. CO-SUPERVISOR.....</b>	<b>47</b>
<b>30. RESPONSIBILITIES OF THE STUDENT.....</b>	<b>47</b>
<b>31. QUALITY PROCESSES OF THE MINOR DISSERTATION ACCORDING TO THE INSTITUTION'S RULES, REGULATIONS, AND POLICIES.....</b>	<b>50</b>
<b>32. THE PROCESSES TO PROVIDE FEEDBACK TO STUDENTS ON THE RESEARCH.....</b>	<b>51</b>
<b>33. STUDENTS WITH DISABILITIES/UNIQUE NEEDS.....</b>	<b>53</b>
<b>34. AT-RISK STUDENTS.....</b>	<b>53</b>

<b>35. POSTGRADUATE POLICIES, PROCEDURES, AND REGULATIONS.....</b>	<b>53</b>
35.1 INTERNAL EVALUATION.....	54
<b>36. EXTERNAL EXAMINATION: APPROVAL FOR SUBMISSION.....</b>	<b>55</b>
36.1 OFFICIAL DOCUMENTATION.....	56
36.2 MINOR-DISSERTATION.....	56
<b>37. POLICIES AND PROCEDURES IN PLACE TO DEAL WITH STUDENT COMPLAINTS, GRIEVANCES, PLAGIARISM, RE-MARKING, ETC.....</b>	<b>57</b>
<b>38. THE ASSESSMENT PROCEDURE FOR MINOR DISSERTATIONS.....</b>	<b>58</b>
<b>39. RESOLVING CONFLICTING RESULTS RECOMMENDED BY THE ASSESSORS.....</b>	<b>60</b>
<b>40. LIBRARY RESOURCES – DATA BASES FOR STUDENT ACCESS AND READING LISTS.....</b>	<b>60</b>
MODULE 1: FIQH (ISLAMIC JURISPRUDENCE).....	60
MODULE 2: ISLAMIC THEOLOGY AND PHILOSOPHY.....	62
MODULE 3: RESEARCH METHODOLOGY.....	64
MODULE 4: HADITH (PROPHETIC TRADITIONS).....	67
<b>Al-Kutub Al-Sittah.....</b>	<b>68</b>
<b>Primary Hadith Collections [aka. Original Collections].....</b>	<b>68</b>
<b>Hadith studies &amp; Terminologies.....</b>	<b>69</b>
MODULE 5: IHSAN (SUFISM).....	70
MODULE 6: EDUCATIONAL TECHNOLOGY.....	71
<i>HIGHER EDUCATION IN THE DIGITAL AGE: UPDATED EDITION (THE WILLIAM G. BOWEN SERIES) PAPERBACK.....</i>	<i>72</i>
<b>EXPLORING THE WEB.....</b>	<b>72</b>
MODULE 7: TAWHID.....	75
MODULE 8: AQIDAH.....	76
MODULE 9: TAFSIR.....	78
<b>RESEARCH GUIDES.....</b>	<b>80</b>
<b>ORGANIZING YOUR SOCIAL SCIENCES RESEARCH PAPER: WRITING A RESEARCH PROPOSAL....</b>	<b>80</b>
<b>41. ADDITIONAL ACCESS TO RELEVANT ONLINE DATABASES.....</b>	<b>80</b>
<b>HARVARD REFERENCE GUIDE.....</b>	<b>84</b>
<b>INTRODUCTION.....</b>	<b>84</b>
WHAT IS PLAGIARISM?.....	84
WHEN TO REFERENCE?.....	84
<b>DEFINITIONS.....</b>	<b>85</b>
<b>BOOKS REFERENCING RULES.....</b>	<b>86</b>
<b>***ABBREVIATIONS***.....</b>	<b>87</b>
<b>1. BOOKS &amp; OTHER PRINTED MATERIALS.....</b>	<b>88</b>

1.1 SINGLE AUTHOR.....	88
1.2 TWO AUTHORS.....	88
1.3 MORE THAN TWO AUTHORS.....	89
1.4 EDITOR.....	89
1.5 AUTHOR/ EDITOR UNKNOWN.....	90
1.6 BOOKS WITHOUT PUBLICATION DATE.....	90
1.7 CHAPTER IN A BOOK.....	91
1.8 CORPORATE AUTHOR.....	91
1.9 SECONDARY AUTHOR.....	92
1.10 REPORTS.....	92
1.11 STUDY GUIDES/ LECTURER NOTES.....	93
1.12 STANDARDS.....	93
1.13 THESES/DISSERTATIONS.....	94
<b>2. MEDIA.....</b>	<b>94</b>
2.1 VIDEOS.....	94
2.2 ONLINE VIDEOS (I.E., YOUTUBE VIDEOS).....	95
2.3 RADIO/TV PROGRAMMES.....	95
2.4 NEWSPAPERS.....	96
<b>3. JOURNALS.....</b>	<b>96</b>
3.1 JOURNAL ARTICLE.....	96
3.2 JOURNAL ARTICLE WITHOUT AN AUTHOR.....	97
3.3 JOURNAL ARTICLE WITHOUT A VOLUME/ NUMBER.....	97
<b>4. LAWS/ACTS &amp; GAZETTES.....</b>	<b>98</b>
4.1 LAWS/ACTS.....	98
4.2 GAZETTES.....	98
<b>5. INTERNET SOURCES.....</b>	<b>99</b>
5.1 INTERNET SOURCE WITH AUTHOR.....	99
5.2 INTERNET SOURCE WITHOUT AUTHOR.....	99
5.3 INTERNET SOURCE WITHOUT A DATE.....	100
5.4 E-MAILS.....	100
5.5 SOCIAL NETWORKS (FACEBOOK, TWITTER, ETC.).....	100
<b>6. LETTERS AND INTERVIEWS.....</b>	<b>101</b>
6.1 INTERVIEWS.....	101
6.2 LETTER.....	101

<b>SOURCES CONSULTED TO COMPILE THIS GUIDE.....</b>	<b>101</b>
<b>EXAMPLE OF A BIBLIOGRAPHIC LIST.....</b>	<b>102</b>

## 1. PURPOSE OF THE PROGRAMME

The purpose of the programme is to provide students with advanced study and research of knowledge, examine the sources and origins of Islamic thought and practice, in particular the Qur'an and Sunnah, together with a knowledge and understanding of the life of the Prophet Muhammad and its contemporary significance. The programme equips learners who are keen in pursuing the breadth and depth of Islamic Studies so that they are adequately qualified and competent at absorbing and delivering specialised disciplinary content knowledge and professional knowledge of Islamic Studies. The degree requires a high level of theoretical engagement and intellectual independence, as well as demonstration of the ability to conduct research using quantitative, qualitative, and mixed methods approaches in data collection, analysis and interpretation and dissemination of results. The overall goal of the qualification is to comprehend the religious influence on social contexts throughout the world. In addition, it offers a wide range of optional modules that will prepare students to contextualise Islamic scholarship and be able to critically analyse contemporary debates and issues concerning Islam and Muslims. The degree offers students the opportunity to concentrate on Classical Islamic texts, the opportunity to continue, further and enhance their understanding and knowledge of Islam, pursue higher postgraduate degrees, as well as training in the translation of Islamic religious material. The programme employs a critical and analytical approach to the study of Islam and contemporary Muslim society with the hope of and contributing meaningfully to the transformation agenda of South Africa whilst playing part in the global Muslim affairs aimed to advance peace and social justice.

Module Code	Module Title	NQF	Credits	Core/Optional	Assessment
<b>CORE MODULES – TAKE ALL</b>					
X	Minor- dissertation	9	60	Core	100% coursework

X	Fiqh (Islamic Jurisprudence)	9	20	Core	100% coursework
X	Islamic Theology and Philosophy	9	20	Core	100% coursework
X	Research Methodology	9	20	Core	100% coursework
<b>ELECTIVE MODULES – CHOOSE THREE</b>					
X	Hadith (Prophetic Traditions)	9	20	Elective	100% coursework
X	Ihsan (Sufism)	9	20	Elective	100% coursework
X	Educational Technology	9	20	Elective	100% coursework
X	Tawhid	9	20	Elective	100% coursework
X	Aqidah	9	20	Elective	100% coursework
X	Tafseer	9	20	Elective	100% coursework
<b>Total credits at NQF level 9</b>					180
<b>Total credits with three electives</b>					180

## LECTURERS FOR THE MASTER OF ISLAMIC STUDIES (MIS)

Name	Qualifications	Years Teaching Experience	Areas of expertise
Prof, Dr. Shaykh M Ninowy	Distinguished Islamic Scholar, Imam, Researcher, Medical Doctor. PhD in Hadith Sciences. Islamic sciences, including Aqidah (Islamic theology), Fiqh (Islamic jurisprudence), Hadith (Prophetic tradition) and Ihsan (Sufism), with ijazah's (certificate to teach). He particularly specializes in the fields of Hadith, Tawhid, and Sufism.	33	Dr. Al-Ninowy is a Muhaddith – a scholar of Hadith sciences. He has authored books in theology, hadith, usul, and Sufi sciences. ... He is the author of Non-violence: A Fundamental Islamic Principle and established a school for Non-violence and Peace Studies based on Islamic Principles. Professor of Physiology and Anatomy (University system of Georgia).
Dr A Bayat	Diploma in Arabic, Bachelor of Theology,	18	Arabic, Research, NRF research projects,

	Bachelor of Commerce, M Com, PhD		postgraduate research supervision.
Prof S Dangor	Diploma in Arabic, Bachelor of Arts, Bachelor of Arts (Honours) in Islamic Studies, Master of Arts (Islamic Studies), D.Phil. (Islamic Studies), Higher	35	Islamic Studies, English, Afrikaans, Arabic, Gujarati, Urdu, Zulu, Urdu, German, Dutch.
Prof KC Moloji	Primary Teachers Certificate; BA (Education & Sociology); B Ed (Education Management); B Ed (Specialisation); FEd (Education Management); M Ed (Education Management); Masters Dip HRM; DEd (Education Management) Qualitative Research Methods Certificate; Leadership Development Certificate	51	Research methodology, student supervision, leadership & management, change management & learning organisations
Prof A Egal	BSc, MPA, PhD (Public Health Nutrition)	19	Research. Arabic, supervision Physical science, public health nutrition and statistics; English, French, Italian, Dutch, Somali and some German, Kiswahili.
Dr CC Chitumwa	BSc	32	Educational Technology

## 2. LEARNING OUTCOMES

On completion of the qualification the student will be able to:

- Apply sound and grounded knowledge in dealing with contemporary theological, social, and cultural issues behind the Muslim belief.
- Comprehend and analyse the Islamic religion, while shedding light upon the religious practice and culture immediately connected with it.
- Address the role Muslims play in understanding and providing solutions to pressing issues in South Africa and the contemporary world.



- Enjoy a strong interdisciplinary and multidisciplinary graduate education that will enable a specialisation in one of the several important areas within Islamic scholarship.
- Acquire exceptional knowledge of Islam and critical thinking skills for teaching in any of the specialisation areas.
- Examine traditional Islamic knowledge and place such knowledge in the context of the challenges faced by modern society.
- Develop a feeling for why Islamic societies have developed the way they did and being part of an active citizenship that plays a fundamental and transformative role in community and nation building processes for better living.
- Develop graduates who can practice the values of moderation and contribute to social cohesion within communities and the wider world.

On completion of the degree the student should demonstrate the following **Exit Level Outcomes and Associated Criteria:**

<b>NQF LEVEL 9 DESCRIPTORS</b>	<b>ALIGNMENT OF COMPETENCES EXPECTED COMPETENCES IN THE PROGRAMME</b>
Prepares students for research-based further postgraduate studies (Doctorate).	The programme will develop competence in preparing and presenting summaries of preliminary readings related to Islamic Legal Texts in Arabic, Islamic Texts, Aqeedah, Tafseer, Sufism Early and Classical Qur’anic Exegesis: Literature and Thought, Arabic Morphology, Medieval Arabic Thought.
Consolidates and deepens expertise in an area/field of specialisation in Islamic Studies.	The programme develops expertise in consolidating and deepening understanding of the research traditions in Islamic Studies, concepts, theories and principles linked to students’ research foci.
Demands a high level of theoretical engagement and intellectual independence.	Students develop an understanding of the difference between a literature review and theoretical/conceptual frameworks by learning how to identify concepts and principles implied in the literature and use them to construct a conceptual framework for their research studies.
Develops research capacity in the methodology and techniques of a higher education area/field of specialisation.	Students develop an understanding of research design, processes, and forms of reporting research findings under supervision by employing methodologies

	and techniques that are relevant to the designs they have chosen for conducting their research projects.
Advanced reflection and development by means of a systematic examination of Classical Islamic thought, practice, and research methods in an area of specialisation within Islamic Studies.	Students develop how to introduce systematically their 'own voice' in relation to theories in their areas of specialisation and use this to anchor and support conceptually a nuanced understanding of research methodology.

### Associated Assessment Criteria

- Demonstrate an appropriate understanding of the discipline.
- Demonstrate a thorough knowledge of the general field of study through breadth and depth.
- Demonstrate a grasp of the theoretical and conceptual frameworks, epistemological and ontological positioning, and philosophical underpinnings and foundations of the area of study, as well contemporary positional debates within the area of the study.
- Demonstrate disciplinary competence and mastery of specific subject areas in the programme.
- Demonstrate an understanding of systems perspective and feedback loops in the various areas of the field of knowledge.
- Demonstrate mastery at acquiring information from a substantial body of knowledge, analytical skills to synthesise, compare, evaluate, and summarise the knowledge (using ICTs where applicable).
- Demonstrate the ability to acquire, process, analyse, interpret, and evaluate data (using ICTs where applicable).
- Demonstrate advanced research skills, ability to develop an argument, support claims, and provide solutions.
- Demonstrate the ability to provide practical solutions to problems.
- Demonstrate the ability to contextualise the field of study, with a social, cultural, and political relevance to the South African context.
- Demonstrate a theoretically grounded understanding of the historical and contemporary issues in the disciplinary areas of the study.
- Demonstrate the ability to understand, explore, use as resources the diverse social and cultural settings of South Africa.
- Demonstrate the capacity to work in isolation and in a group efficiently.
- Demonstrate the ability to carry out advanced independent research project in the field of study.

### 3. ADMISSION REQUIREMENTS

The admission requirements to the Master of Islamic Studies, is an honours BA or BSc degree or an appropriate postgraduate diploma, or a 480-credit bachelor's

degree with a minimum of 96 credits, NQF Level 8 in Islamic Studies or a related field.

## 4. DURATION

2 Years Full Time and 4 Years Part Time

**The modules are offered in two semesters of the first academic year.**

- **Three compulsory modules, together with three electives are offered in the first year of study.**
- **The research proposal is submitted in the second semester of the first academic year.**

**In the second year of study students will be guided by individual Supervisors for the Minor dissertation to be submitted for examination at the end of the year.**

- **Prerequisites for electives**

None

## 5. REQUIRED DOCUMENTATION

- A certified academic record and a certified copy of the highest qualification obtained.
- An updated and detailed CV.
- Proof of work experience.

The international equivalence of qualifications will be specified in the Prospectus.

## 6. RECOGNITION OF PRIOR LEARNING (RPL)

Madina Institute accepts recognition of prior Learning (RPL) as an integral part of education and academic practice. For RPL in the Master of Islamic Studies programme, the Faculty acknowledges that all learning has value and thus, RPL is the comparison of previous learning and experience of a student, however obtained, against the learning outcomes required for a specific qualification and the acceptance of such learning for purposes of qualification of that which meets the requirements (SAQA Regulation 452, No. 18787. March 1998:5). The RPL process allows or alternative access to the Master of Islamic Studies. Applying, using the RPL method means that you should prepare materials, completion of various exercises and sometimes taking

admission tests towards entry into the Master in Islamic Studies. Specific requirements will be determined by Madina Institute academic staff members, in particular scholars in the various fields of Islamic Studies. These requirements will be determined, on an individual basis, regarding the knowledge and skills of prospective students who apply for RPL to pursue the master's degree. When you apply for RPL you must indicate whether you are applying for (i) access to a programme, (ii) credits obtained through work experience, or (iii) advanced standing.

You can apply for RPL, if you have developed skills and knowledge through work experience. Learning from experience refers to work experience training, self-study, or life experience, such as voluntary or community work. RPL is a process to recognise relevant knowledge and skills that can lead to access to the Master of Islamic Studies at Madina Institute or to obtain credits based on work experience for a module in the programme. Applying for RPL does not mean that you will be accepted for study in the programme of your choice, but it does ensure that a broad range of your knowledge and skills will be considered when considering your application.

Applying for direct access to the Master of Islamic Studies programme means that:

- You do not have a prerequisite degree (i.e., you might have an incomplete honours or master's degree) but you do not have considerable relevant experience in the field).
- The qualification you already have, when coupled with your relevant experience in the field must meet the SAQA-level outcomes specified for a master's student, as well as those laid down for entry into the master's degree.
- In deciding on the Master of Islamic Studies, consider your previous work experience, relevant prior learning, and research experience in the field.
- You need to meet the formal admission requirements for the master's degree, and you should follow the traditional route to apply for a student number and admission.

In utilising the RPL method for admission to the Master of Islamic Studies, at Madina Institute you need to:

- Find out what the entry requirements are. To do this look up the programme details on the Madina Institute website or download a student prospectus.
- You can make an appointment with the Administrative Personnel to get more clarity where required. Please send an email to: [madinaadministration@madinainstitute.ac.za](mailto:madinaadministration@madinainstitute.ac.za) or call them at (021) 421 9027/8. Website: <https://www.madimnainstitute.ac.za>
- Compile all the documentation about your current education qualifications and identify on which grounds you do not currently qualify for admission requirements into the Master of Islamic Studies.
- Write a 2-3-page letter of motivation which outlines:
  1. A profile of yourself.
  2. Why you are interested in the particular course of study.
  3. In what way your work or life experiences or community/volunteer work have prepared you for this course of study.
  4. Contact the relevant person to clarify whether there are particular entry requirements, and the steps you need to follow.

In determining an applicant's competence against the relevant exit-level outcomes, the RPL panel will do the following:

- Verify the standard/quality of an applicant's prior *qualifications*.
- Ask for and assess a *portfolio* containing examples of the applicant's work in the field.
- Conduct individual *interviews* with applicants to discuss the results of the evidence collection process.

## **7. MODE OF DELIVERY**

Contact and remote learning.

## **8. TEACHING AND LEARNING APPROACH (STRATEGY)**

The Master of Islamic Studies will be offered through contact and through remote learning where required. The teaching and learning strategy include face-to-face

lectures, online lectures, tutorials, directed independent study, reading of primary sources in Arabic as well as in translation, student presentations, guest lectures. The MA is a postgraduate course that requires a considerable amount of preparation and reading prior to attending the classes and seminars. Our teaching and learning approach, encourages learners to be: (i) confident, (ii) understand complex social, religious and/or philosophical concepts, (iii) expressing views, opinions, and judgements around these, (iv) recognise the complexity and sensitivity of issues that give rise to religious debate, (v) be reflective, (vi) consider the diversity of views (including personal ones) and the ways in which they are supported and justified.

Learning facilitation will be carried out by knowledgeable teachers paying particular attention to the different learning styles of diverse students and the learning material will be designed in a manner that caters for a combination of different learning styles. The teachers will design activities that provide multiple modes of learning to provide significant experiences for each class participant in the programme and adopt multiple instructional strategies.

A range of interactive teaching and learning methodologies will be adopted.

### **7.1 Learning contracts**

A learning contract is a negotiated learning goals and outcomes document. Learning contracts connect educational needs to individual student needs. This bridge is useful when there is diversity in learner needs and interests in a class. A learning contract is an agreement, written by the learner, that details what will be learned, how the learning will be accomplished, the period involved, and the specific evaluation criteria to be used in judging the completion of the learning. Learning contracts help the teacher and the learner to share the responsibility for learning.

### **7.2 Discussion**

Group discussions will also be utilised because they encourage learners to analyse alternative ways of thinking and acting. Through this, learners will explore their own experiences to become better critical and analytical thinkers, global skills required to survive in the Fourth and Fifth Industrial Revolutions.

### **7.3 Lecture**

The teachers will place lecture notes, with links to related resources and other Web sites embedded in them, on a web page for the students to review. Package notes together and either link for download, distributed through the bookstore, or sent via snail mail will be made available to students. Teachers will also present lectures via audio or video over the Internet.

### **7.4 Self-directed learning**

At a master's degree level self-directed learning is pivotal. Self-directed learning is learner-initiated and may also be called self-paced, independent, individualised learning, or self-instruction. Self-directed learning places the responsibility for learning directly on the learner, particularly in the second year of study, dealing with the minor dissertation. Supports for self-directed will be provided to pursue individualised, self-paced learning activities in both the first year and second year of study. The first-year learning activities will assist students to build up momentum in dealing with the research project in the second year of study where most of the learning process will be individualised.

### **7.5 Mentorship**

Through collaboration with other higher education institutions nationally and internationally as well as with academics in Islamic organisations, Madina Institute will provide mentorship to students registered in the Master of Islamic Studies programme. The mentors will include subject teachers, supervisors, co-researchers, academics in Islamic centres and research associates from other institutions. These mentorships are intended to promote learner development drawing out and giving form to what the student already knows. The mentors will serve as guides rather than providers of knowledge and they will also serve the function of introducing students to the new world of Islamic research, interpreting it for them, and helping them to learn what they need to know to function in it. Mentors teach by interpreting the environment and modelling expected Islamic behaviours and practice.

### **7.6 Small group work**

There are several distinct benefits for small group work. First, they allow small groups to work independently while still having access to the teacher. Where it is



difficult for all members of an online class to meet synchronously, the teachers will organise small groups according to their time zones, making it possible to find a convenient time to meet synchronously because we hope to get students from various countries of the globe. Larger groups can benefit by communicating asynchronously via conferencing programmes. A second benefit of online environments for group work is that they equalise control among participants. Factors such as geography, gender or disabilities do not disadvantage learners in this environment.

## **7.7 Project**

Projects give students opportunities to pursue special interests individually or within groups. Projects also provide students with practical experience and a sense of accomplishment. Using projects in a learning activity makes the learning more relevant to the learners. Products can be shared with others in the class and critiqued or by the teacher/facilitator alone. By sharing individual projects with other participants, the learner obtains more diverse viewpoints and feedback. As with individual projects, projects for participants in groups should receive peer feedback to expose them to diverse viewpoints. With independent and group projects learners pursue special interests, write, or create for an Islamic audience, and publish or present their findings and conclusions via the Internet or even presents findings at a conference. The Internet provides the potential of receiving feedback from experts or interested peers outside the course by accessing the project online.

## **7.8 Collaborative learning**

Collaborative learning is the process of getting two or more students to work together to learn. Compose small groups' participants of differing ability levels and use a variety of learning activities to master material initially developed by an instructor or construct knowledge on substantive issues. Each member of the team is responsible for learning what is taught and for helping teammates learn. Collaborative learning methods are used in nearly two-thirds of higher education courses, according to a recent survey conducted by UCLA's Higher Education Research Institute. Employers want workers with collaborative skills and are looking for graduates of educational programs that teach these skills. Collaborative learning can be more effective than interpersonal competitive and individualistic efforts in

promoting cognitive development, self-esteem, and positive student-student relationships.

## **7.9 Case study**

Case studies will also be used for facilitating learning and they are an effective way of engaging students in critical thinking. The advantage of using the case study method of learning facilitation is that it requires learners to draw upon their experience, it is participatory and has action components that are links to future experience. The key to a successful case study is the selection of an appropriate problem situation which is relevant both to the interests and experience level of learners and to the concepts being taught. The case report will include facts regarding the problem, the environmental context and the characters of the people involved in the case. It must be factual, but also contain the opinions and views of the people involved. Learners should have access to the problem solution, but not until they have reached their own conclusions and can then compare their results with the actual decision taken to resolve the problem.

## **7.10 Symposium**

The teachers will organise one symposium per year which will involve a series of presentations given by two to five people different aspects of the same theme or closely related themes in Islamic Studies. Although the symposium is formal in nature, questions from the audience are encouraged following the presentations. An obvious benefit of the symposium is that it gives learners exposure to a variety of experts' viewpoints and offers an opportunity for the audience to ask questions. Given that the online environment facilitates group communication, a symposium it is ideal for the types of information exchange typical in forums. In fact, the forum can be more convenient and effective in the online environment than in the traditional classroom because speakers, experts and moderators can participate without having to travel or even be available at a particular time. Both synchronous and asynchronous communication can be utilised to support online learning forums.

## 9. THE STRUCTURED COURSE

THE STRUCTURED COURSE CONSISTS OF THREE CORE MODULES AND THREE ELECTIVES MODULES:

Module Code	Module Title	NQF	Credits	Core/Optional	Assessment
<b>CORE MODULES – TAKE ALL</b>					
X	Minor- dissertation	9	60	Core	100% coursework
X	Fiqh (Islamic Jurisprudence)	9	20	Core	100% coursework
X	Islamic Theology and Philosophy	9	20	Core	100% coursework
X	Research Methodology	9	20	Core	100% coursework
<b>ELECTIVE MODULES – CHOOSE TWO</b>					
X	Hadith (Prophetic Traditions)	9	20	Elective	100% coursework
X	Ihsan (Sufism)	9	20	Elective	100% coursework
X	Educational Technology	9	20	Elective	100% coursework
X	Tawhid	9	20	Elective	100% coursework
X	Aqidah	9	20	Elective	100% coursework
X	Tafseer	9	20	Elective	100% coursework
<b>Total credits at NQF level 9</b>					180
<b>Total credits with three electives</b>					180

## 10. THE SEQUENCE OF THE MODULES AND ELECTIVES

Sequence means an approved progression of units, which develop a coherent academic theme within a course.

**NB: To undertake the minor dissertation research in the second academic year, all other six modules of the first year MUST be passed.**

## **11. MODULE DESCRIPTORS**

### **A. CORE MODULES**

#### **MODULE NAME: FIQH (ISLAMIC JURISPRUDENCE (CREDITS 20)**

**Purpose of the module:** The module intends to equip students with a comprehensive grasp and understanding of the details regarding the technical and historical significance of the study of the Principles of Islamic Jurisprudence with specific reference to the Qur'an and the Sunnah and how Muslim jurists utilise these in the legislative process of fiqh.

**Content of the module:** This module delves deep into the principles that govern the formulation of Islamic law and discuss how differences of opinion about jurisprudential concepts, and not merely on textual sources, also affect the judgement of jurists in their final decision to issue a fatwa. The module explores basic concepts and principles within Islamic law as well as the broader historical context of its formation, focusing primarily on the ritual law of the Ḥanafī school of law (madhhab). Through the comprehensive study of the ritual law sections of a classical legal text, the Mukhtār of al-Mawṣilī (d. 683/1284), together with secondary sources in English, this module resents students with the opportunity to develop foundational knowledge and skills in a central field of study in classical and contemporary Islamic studies, as well as an understanding of its significance and historical development. The course focuses on the rulings of Shariah and its sources of evidence, in order to provide a better understanding of obligations and prohibitions upon individuals in a given circumstance. Due to its centrality to Muslim learning through the ages, Islamic law is arguably the primary discipline among the Islamic religious sciences. A strong grounding in Islamic law will enable students to understand references to Islamic legal thought that pervade Islamic writings from.

The module covers the following key areas:

- Major hermeneutical principles discussed in *usul al-fiqh*.
- Speculative (*zanni*) and definitive (*qat'i*).
- Manifest (*zahir*) and explicit (*nass*).

- General (*'amm*) and specific (*khass*).
- Literal (*haqiqi*) and metaphorical (*majazi*).
- Implications (*dalalah*) of a given text.
- *Ijtihad*.
- Primary and secondary sources of Islamic law: Qur'an, Sunna, Consensus and Intellect and the extent of their authority.
- The value of solitary reports (*khabar al-wahid*) in legal judgements and how to deal with conflicting reports.
- Juristic preference (*istihsan*) and utility (*maslahah*).
- Methods of deduction in the absence of sources: principle of presumption of continuity (*istishab*), principle of precaution (*ihtiyat*), principle of non-obligation (*bara'ah*).

**Assessments:** Assignment Essays: 30%; Case studies: 30%; Critique of texts: 15%; Presentations 15%; Portfolio of Evidence 10%.

#### **MODULE NAME: ISLAMIC THEOLOGY AND PHILOSOPHY (CREDITS 20)**

**Purpose of the module:** The aim of this module is to introduce some of the central views and arguments of classical Islamic philosophy and to explore and critically assess them in light of recent philosophical commentary. Together with these other disciplines, *Islamic theology* is concerned with ascertaining the facts and context of the *Islamic* revelation and with understanding its meaning and implications as to what Muslims should believe and do after the revelation had ceased and the *Islamic* community had to chart its own way.

**Content of the module:** The module is a core Islamic Studies and lays the foundation for more advanced study of the subject in Islamic Theology where the focus shifts to understanding detailed rational proofs which classical theologians have made in support of Islamic doctrines. The module introduces the student to Islamic Theology, looking at key elements of Islamic doctrine as well as the discipline of *'ilm al-kalām*. It explores key theological terms, paradigms, ideas and concepts, as well as the historical development of key theological ideas within various traditions and schools of thought. Using a primer made from a selection of classical theological texts in Arabic, together with secondary sources in English, this module presents students with the opportunity to develop foundational knowledge and skills

in a central field of study in classical and contemporary Islamic Studies, as well as an understanding of its significance and historical development. The classical Islamic tradition played a central role in transmitting and transforming philosophical thought from the Ancient Greeks to the Early Moderns. The module thus provides a rich tradition of Islamic philosophy, or 'falsafa' and focuses on the classical period of the Islamic Golden Age, from Al-Kindi, via Ibn Sina (also known as Avicenna), to Ibn Rushd (also known as Averroes). To enable students to reflect and explore key concepts in Islamic philosophy and mysticism to develop the self and societies. Key areas include:

- Theology in the Qur'an and Sunna.
- Early theological disputes.
- Mu'tazili Theology and the development of Kalam.
- The Early Ash'aris and Hanbalis.
- Later Ash'aris and the Maturidis.
- Ibn Taymiyya and Ibn Qayyim al-Jawziyya.
- Islamic Philosophy.
- Theosophical Sufism.
- Later Developments.

**Assessments:** Assignment Essays: 30%; Case studies: 30%; Critique of texts: 15%; Presentations 15%; Portfolio of Evidence 10%.

### **MODULE NAME: RESEARCH METHODOLOGY (Credits 20)**

**Purpose of the module:** The research methodology enables the student to systematically solve a research problem. The student will know and understand the research methodology is disciplined inquiry, a science of studying how research is done scientifically. Research and research methods might be studied for a variety of reasons such as understanding research reports, academic research projects and management tool. The module shows students that research methodology is essentially the procedure by which the researchers go about their work of describing, evaluating and predicting phenomena they are studying. It aims to give the work plan of research.

**Content of the module:** This module aims to equip students with qualitative, quantitative and mixed methods approaches in undertaking their research projects within specific fields of Islamic Studies in. This module addresses debates surrounding research paradigms, design, methods, ethical conduct and evaluation of research in Islamic Studies. It prepares the student to carry out independent research and to critically assess others' research across a wide spectrum of approaches. Through studying the learning and research methodologies embodied in the first year Modules, students are provided the necessary analytical tools for understanding and evaluating Islamic debates and views within their intellectual and theoretical frameworks. Islamic Studies paradigm is centered on the message of the Quran, Sunnah and other instruments of knowledge align with the spirit and objectives of the Islamic Shariah. Research methodology skills are essential for the student throughout their career as an academic and researcher. The module will train students on how to investigate and design a research problem from start to finish using appropriate methodology and how to present their research outcome effectively. Students are provided with the opportunity to apply their learning to a subject matter of their own choice in the field of Islamic studies, while increasing awareness about various types of resources that will be of use during the course of their studies.

**Assessments:** Assignment Essays: 30%; Case studies: 30%; Critique of texts: 15%; Presentations 15%; Portfolio of Evidence 10%.

## **B. OPTIONAL MODULES**

### **MODULE NAME: HADITH (PROPHETIC TRADITIONS) (CREDITS 20)**

**Purpose of the module:** The purpose of the Hadith of Rasulullah (sallallahu alayhi wasallam) is practical application in our daily life. The objective of Hadith is not assignment to the kutub (books) after subjection to academic argument and elaboration. In normal everyday life, the commands, prohibitions, advice and admonition of Rasulullah (sallallahu alayhi wasallam) have to be incumbently implemented by Muslims.

**Content of the module:** Hadith is the next important source of Islamic Law or Shariah ruling evidence after the Quran. The module focuses on the circumstances

in which the earliest Hadīth collections were compiled; classical and modern disputes about their role and significance; and the contentious question of their authenticity. The also module looks at different dimensions of the science of Prophetic tradition (Hadith), what role Hadith plays in Shariah rulings, how Hadith was preserved, compiled and transmitted through generation after generation, and what are the principles of correct understanding of this science. Students will learn about the different types and status of Hadith and the conditions that give hadith the status of Authentic, Hasan, Weak or Fabricated. It is widely observed that many Muslims are unaware of how the Hadiths are studied and classified into various categories. In this module, the studies of hadith that lead to their classification into various grades of authenticity will be discussed briefly. The Hadith studies are considered to be one of the most essential subjects within Usul ul Din as well as the most difficult by the scholars. Knowledge of Hadith studies should be learned and understood in every Muslim's life. So the Hadith studies are one of the pre-requisites that must be learned in order to understand the Usul ul Din as a whole.

**Assessments:** Assignment Essays: 30%; Case studies: 30%; Critique of texts: 15%; Presentations 15%; Portfolio of Evidence 10%.

### **MODULE NAME: IHSAN (SUFISM) (CREDITS 20)**

**Purpose of the module:** The purpose of Sufism is to purify the inner or spirit to highest maximum level and prepare yourself to be very close to God (Allah). According to sufi system, one has to select a spiritual teacher called Shaikh or Peer who will lead and guide him throughout all the way. Sufis have been characterized by their asceticism, especially by their attachment to *dhikr*, the practice of remembrance of God, often performed after prayers.

**Content of the module:** This module invites students to a thematic examination of major classical texts in Sufism through an analytical and textual approach to medieval Sufism. It concentrates on, and contextualises, key figures, doctrines, practices and institutional structures, and introduces primary texts representing a range of literary genres. Attention is given to controversies and debates that surrounded specific figures or doctrines. The student will learn that during the earlier period of Islam's inception, Sufism emerged as a spiritual revolution which aimed at reforming the nafs (the appetitive soul, corporeal self), disciplining it and purifying it



of its vices and imbuing it with virtues in order to attain complete iman (faith) and the rank of ihsan and working towards the spiritual requirements of the Hereafter. It was a religious movement whose legitimacy was grounded in its religiosity and in its derivation from the fundamental and founding Islamic references, the Holy Qur'an and the Prophet's Sunnah, which call for zuhd (asceticism) in the corporeal world, piety in one's devotion to God and salvation in His worship. Some of the themes to be covered include:

- The Sacred Sources of Islam: The Prophet Muhammad and the Qur'an.
- Pillars and Rites of Islam: Classical Theory and Contemporary Practice.
- The Philosophy and Practice of Prayer in Islam.
- The Theology of Fasting, Ethics of Eating and Practise of Pilgrimage.
- Charity and Almsgiving in the Qur'an and Classical Sufism.
- An Overview of Islamic Philosophical Ethics, Religious and Sufi Ethics.
- Classical *Adab* in Islam and Sufism.
- Islamic Musical Devotional Practices: *Sama* in Sufism.

**Assessments:** Assignment Essays: 30%; Case studies: 30%; Critique of texts: 15%; Presentations 15%; Portfolio of Evidence 10%.

## **MODULE NAME: EDUCATIONAL TECHNOLOGY (CREDITS 20)**

**Purpose of the module:** By integrating technology into education, educators aim to engender pedagogical change and address fundamental issues that affect learners with special needs. Technology can therefore be seen as both a tool and a catalyst for change. It facilitates an in-depth understanding of the fundamentals of technology and its operations. There is a range of objectives of educational technology in order to help the teaching-learning process yield the best possible results in an efficient and economical way.

**Content of the module:** Educational Technology is a system of 5M's in education in which machines, material, men, media and methods are interrelated and work together for the fulfilment of specific educational objectives. The module exposes the student to the different ways of integrating technology throughout the curriculum. What you do need to know is how to effectively integrate technology to motivate your digital learners. The student will know how to use technology so as to capture the interest of their own students and increase their motivation and ownership of the

learning process. The module provides an adequate knowledge of theory and practice of educational technology and how their proper use would enable the student to understand and effectively discharge his or her new roles in the educational system in the age of 'information explosion', 'knowledge explosion' and 'expectation explosion. Given that the MA in Islamic Studies is offered online, this module is essential. The module provides the student an understanding of how to apply scientific principles to education. The student will grasp the understanding that educational technology:

- lays stress on the development of methods and techniques for effective teaching-learning.
- emphasises the designing of measuring instruments for testing learning outcomes.
- involves input, output and process aspect of education.
- Educational Technology should not be taken as a synonym to audio-visual aids in education.
- Educational Technology is a comprehensive term that includes instructional technology, teaching technology, programmed learning, micro teaching and system, for example.

**Assessments:** Assignment Essays: 30%; Case studies: 30%; Critique of texts: 15%; Presentations 15%; Portfolio of Evidence 10%.

### **MODULE NAME: TAWHID (CREDITS 20)**

**Purpose of the module:** *Tawhid* of cognition and affirmation is the *tawhid* of the Oneness of the Creator and the *tawhid* of His Names and Attributes [i.e. He is Unique in His being the only Creator and the only One with His names and attributes]. *Tawhid* of purpose and deeds is *tawhid* of His Lordship or that none should be worshipped except Allah (i.e., He is the only One worthy of worship).

**Content of the module:** Tawhid is the defining doctrine of Islam. It declares absolute monotheism—the unity and uniqueness of God as creator and sustainer of the universe. Used by Islamic reformers and activists as an organising principle for human society and the basis of religious knowledge, history, metaphysics,

aesthetics, and ethics, as well as social, economic, and world order. This module offers participants a deeper insight into the purposes of creation and existence of Mankind according to the Quran and the deeds of Prophet Muhammad (Peace be upon him). Participants will also acquire basic understanding of Islamic creed (tenets of faith). **The focus is on Belief in one God (Tawhid)** – This means having absolute faith in the oneness of God. Allah is simply the Arabic word for God and is not the name of any other being. Muslims believe that nothing can be likened to Allah. It is important to note that Allah has no plural in Arabic, showing the belief in the oneness of God. The module will also provide an overview of the dimension of *iman*, or faith, regarding the doctrine of *tawhid*, or Unity of God, that is universal to all revealed religions and highlights one's debt to God that binds one to Him from the Islamic point of view. The module will expose the student to the relationship between *din*, *dayn*, and God's Unity as the central Divine Attribute from which all others flow from the Islamic point of view. During the classical period, discussions of tawhid focused on philosophical considerations about God's essence and attributes and the validity of the political institution of the caliphate. The thirteenth century Hanbali jurist Ibn Taymiyyah shifted the emphasis of tawhid to socio-moral issues. He interpreted tawhid as a declaration that God is the sole creator, ruler, and judge of the world, rendering human beings responsible for submitting to and carrying out His revealed will through religious practice, ritual, and actions. True faith is expressed in both individual and collective virtuous behaviour, linking the private and public (i.e., spiritual, and political) spheres. Social organisation is to be guided by religion. The module will deal with:

- The Creator and His Attributes.
- Elaboration on the prophetic revelation.
- Faith in matters of the unseen.
- Divine guidance.
- Roadmap to self-purification.
- Mission of the Prophets (Peace be upon them).
- The Creator and the creation.
- Concept of *Tawhid*.
- Freedom and responsibility.
- Significance of the Opening Chapter in the Quran (Al-Fatihah).

- The Aimmah (A)

**Assessments:** Assignment Essays: 30%; Case studies: 30%; Critique of texts: 15%; Presentations 15%; Portfolio of Evidence 10%.

## **MODULE NAME: AQIDAH (ISLAMIC THEOLOGY (CREDITS 20))**

**Purpose of the module:** The purpose of Islam is to develop exceptional human beings based on Aqidah. Those with faith will have good life and will, in turn, have a positive influence on people around them. Aqidah forms the basis of Islamic education. Its main objective is to produce students who have God consciousness in all aspects of life.

**Content of the module:** The module focuses on correct belief in Allah (all praise and glory is only for Him), while giving a clear description of the Day of Judgement and life after death in general. It also outlines the clear boundaries of faith and disbelief and its consequences in the Hereafter. The reality that is the end of time is an integral component of the Islamic belief and one of the key tenets of the pillars of Iman. Similarly, the Quran and Ahadith vividly highlighted the signs of the coming of time and belief in these imminent portents becomes a crucial part of the belief in the Last Day. The module will provide a detailed study of the core tenets of Ahlul Sunnah wal Jamaa'ah supplemented by in-depth research and class presentations on the Names and Attributes of Allah throughout the year. Students will understand their creed and those of deviant groups and where the line is drawn between correct and incorrect belief. To module will enable participants to understand the principles of correct Islamic belief and the prerequisites for a believer and to acquire a clear understanding of life after death and its eternal reward/punishment with detailed descriptions. The module shows that Islamic 'Aqeedah is not a theoretical and philosophical method; rather, action is an essential part of this 'Aqeedah. Hence the Ahl al-Sunnah are agreed that eeman (faith) consists of both words and deeds, or speaking with the tongue, believing in the heart and acting with the physical faculties. The module brings in clear understanding of this immensely important branch of knowledge and covers the fundamentals of belief and creed of Islam as follows:

- Theology proper – The study of the character of God.
- Angelology – The study of angels.
- Qur'anic theology – The study of theology in the Qur'an.
- Muhammadology – The study of the personality of Prophet Muhammad.

- Meschitology/ Ecclesiology – The theology as applied to the nature, structure, and role of the Mosque in Islam.
- Eschatology – The study of the end times.
- Hamartiology – The study of error, evil-doing, and sin.
- Soteriology – The study of salvation.
- Theological anthropology – The study of the nature of humanity.

**Assessments:** Assignment Essays: 30%; Case studies: 30%; Critique of texts: 15%; Presentations 15%; Portfolio of Evidence 10%.

### **MODULE NAME: TAFSIR (CREDITS 20)**

**Purpose of the module:** The sole objective is to help people connect to Allah and to equip teachers and students with tools of studying the Qur'an which will give them insight into its diverse interpretations in Islamic traditions, introduces students to the issues surrounding the history of the Qur'anic text, highlights the significance of the Qur'an in the life of Muslims and study approaches to various issues related to the Qur'an.

**Content of the module:** The module provides the understanding that the Qur'an is a Message from Allah that was transmitted to humanity in a chain starting from the Almighty Himself (all praise and glory is for Him only). This message was given to the Prophet (may peace and blessings be upon him) in pieces over a period spanning approximately 23 years (610 CE to 632 CE). Tafsir addresses the actual step-by-step methodology of interpreting the Qur'an to ensure that interpretations are not merely the result of human whims and fancies. *The Qur'an and Its Interpretations* engages students in a study of selected facets of the Qur'an, beginning with its revelation in the seventh century, and leading into its diverse interpretations and expressions in Muslim history. The contents of the Qur'an are presented from historical and contextual perspectives. Among the themes and concepts examined are revelation, authority and guidance; faith, ethics and social justice; and creation, spiritual quest, and the hereafter. Students will understand revelation, the authenticity, preservation, and miraculous nature of the Book of Allah, and build a stronger relationship with the Qur'an. This course introduces students to the theory and application of Qur'anic Tafsir. Initially the students will learn the various concepts developed in what is referred to as Qur'anic sciences (Ulum

al-Qur'an) regarding the compilation of the Qur'an, the modes of reading, the language of the Qur'an. It will also look at various methodologies developed by different scholars in different generation to the contemporary periods. The module will enable students to worship Allah, inculcate within the students love for the Qur'an, to demonstrate how applicable lessons can be derived from the verses of the Qur'an, to appreciate the comprehensive nature and magnitude of the Qur'an and to provide a feeling for the importance of *tafsir* as an Islamic discipline. The module will show how students will be prepared to serve their communities as educators, youth directors, assistant imams, and other capacities. Students will learn the following:

- Ta'leem: Sacred knowledge.
- Tarbiya: Training and personal development.
- Suhba: Good companionship.

**Assessments:** Assignment Essays: 30%; Case studies: 30%; Critique of texts: 15%; Presentations 15%; Portfolio of Evidence 10%.

## 12. THE RESEARCH PROPOSAL GUIDE

The research proposal will be structured according to all the steps in the research processes namely, (i): background and context; (ii) research philosophy; (iii) research purposes; (iv) research questions, (v) delimitation on and assumptions , (vi) literature review; (vii) research methodology; strategy design, procedure and methods; \*viii) data collection and analysis (ix) ethical considerations; (x) validity and reliability. The proposal will be developed, under the supervision of different lecturers /supervisors facilitating in the programme.

Supervision courses are *also classified based upon the amount of faculty instructional time required per week*, but the instructional time is one-to-one with each student, not as groups in the classroom.

### TABLE OF CONTENTS

1	INTRODUCTION.....	
2	LITERATURE REVIEW.....	
2.1	SUB-HEADING.....	
2.1.1	Sub-subheading.....	

2.1.2	Sub-subheading.....	
2.2	SUB-HEADING.....	
2.2.1	Sub-subheading.....	
2.2.2	Sub-subheading.....	
2.3	SUB-HEADING.....	
2.3.1	Sub-subheading.....	
2.3.2	Sub-subheading.....	
3	HYPOTHESES/RESEARCH QUESTIONS.....	
4	IMPORTANCE / BENEFITS OF THE STUDY.....	
5	METHODOLOGY.....	
5.1	RESEARCH DESIGN AND METHODOLOGY.....	
5.2	SAMPLING.....	
5.2.1	Target population.....	
5.2.2	Sampling method.....	
5.2.3	Sample size.....	
5.3	DATA COLLECTION.....	
5.3.1	Survey method.....	
5.4	DATA ANALYSIS.....	
6	NATURE AND FORM OF RESULTS.....	
7	BUDGET & PROJECT TIMELINE.....	
7.1	PROJECT TIMELINE.....	
7.2	PROJECT BUDGET.....	<b>ERROR! BOOKMARK NOT DEFINED.</b>
8	REFERENCES.....	

### RUBRIC FOR FORMATIVE ASSESSMENT OF THE RESEARCH PROPOSAL

Task	Weighting	Learning Outcomes Assessed
Contextualization	10	What is the research expected to accomplish, if completed successfully and on time? Why is the research being undertaken? What are the reasons behind it? What is the research underlying rationale? How is the research to be implemented? What work is necessary to achieve the objectives?
Understanding of the difference between a <b><i>literature review and theoretical/conceptual frameworks.</i></b>	10	Arguments are superior. <b><i>Mastery of theories and concepts</i></b> in the field demonstrated in problem statement and literature review. <b><i>Objectives</i></b> are well defined. Exhibits mature, refined critical



Identify concepts and principles implied in the literature and use them to construct a conceptual framework for their research studies.		thinking skills. Reflects <b>mastery of subject matter and associated literature</b> . Demonstrates mastery of theoretical concepts. Documentation is excellent. Generates well-reasoned and well supported hypotheses.
Understanding of <b>research design, processes</b> .	20	Mastery of methods of inquiry. Who is primarily responsible for the research implementation and management? Who are the intended beneficiaries, the target group, who are expected to benefit from the research? Within what period is the project to be carried out and are the objectives to be attained? What resources are necessary to achieve the objectives? What external factors are necessary for research success?
Data collection	20	Explanation of <b>methodological approaches to inquiry</b> . Description of <b>methods</b> of data collection.
Data analysis	20	Description of <b>methods</b> of <i>analysis</i> . Evaluation and justification of <b>methodological choices</b> .
Forms of reporting research findings	10	Quality of writing
Research report writing	10	Originality and potential for contribution to discipline

### 13. TUITION TIMETABLES

#### YEAR 1: SEMESTER 1

Dates: February - June

#### Friday

Period	Week 1	Week 2	Week 3	Week 4
Time	3pm-6pm	3pm-6pm	3pm-6pm	3pm-6pm
Module	Fiqh (Islamic Jurisprudence)	Islamic Theology and Philosophy	Research Methodology	Research proposal
Lecturer	Dr A Shuayb	Prof, Dr. Shaykh Ninowy	Prof, Dr. Moloji	All Lecturers

#### Summary of hours per month

Prof Dr Shaikh M Ninowy	6	Research Proposal & Module	Full-Time
Prof KC Moloji	6	Research Proposal & Module	Full-Time

Dr Shaikh Shoayb Ahmed	6	Research Proposal & Module	Part-Time
Dr I Etbaigha	3	Research Proposal	Full-Time
Dr CC Chitumwa	3	Research Proposal	Part-Time
Mr Shaykh T. Baker	3	Research Proposal	Full-Time
Mr Shaikh A. Mukhtar	3	Research Proposal	Full-Time

## YEAR 1: SEMESTER 2

Dates: July – December

### Friday

Period	Week 1	Week 2	Week 3	Week 4
Time	3pm-6pm	3pm-6pm	3pm-6pm	3pm-6pm
Module	Hadith (Prophetic Traditions)/ OR Ihsan (Sufism)	Educational Technology/  OR Tawhid	Aqidah/  OR Tafseer	Research proposal
Lecturer	Mr Shaykh T. Baker	Dr CC Chitumwa	Mr Shaikh A. Mukhtar	

### Summary of hours per month

Prof Dr Shaikh M Ninowy	3	Research Proposal	Full-Time
Prof KC Moloji	3	Research Proposal	Full-Time
Dr Shaikh Shoayb Ahmed	3	Research Proposal	Part-Time
Dr I Etbaigha	3	Research Proposal	Full-Time
Dr CC Chitumwa	6	Research Proposal & Module	Part-Time
Mr Shaykh T. Baker	6	Research Proposal & Module	Full-Time
Mr Shaikh A. Mukhtar	6	Research Proposal & Module	Full-Time

## 14. INDIVIDUAL MEETINGS WITH SUPERVISORS

In line with the Madina Institute policy, procedures, and regulations for student supervision, after the proposal has been successfully completed under the guidance of the Supervisor, the proposal is circulated among departmental members for critical evaluation and recommendations for improvement where applicable, before being submitted to the Faculty Research Committee (FRC).



## YEAR 2

### Semester 1 & 2:

Dates: February – December

### Minor Dissertation Research Supervision/Co-Supervision

Lecturer	Hours	Task	F/T
Prof Dr Shaikh M Ninowy	1	Minor dissertation	Full-Time
Dr Shaikh Shoayb Ahmed	1	Minor dissertation	Part-Time
Prof KC Moloji	1	Minor dissertation	Full-Time
Dr I Etbaigha	1	Minor dissertation	Full-Time
Dr CC Chitumwa	1	Minor dissertation	Part-Time
Mr Shaykh T. Baker	1	Minor dissertation	Full-Time
Mr Shaikh A. Mukhtar	1	Minor dissertation	Full-Time

## 15. GUIDANCE ON FORMATIVE ASSESSMENT OF THE MINOR DISSERTATION BEFORE EXTERNAL MODERATION (RUBRIC)

Task	Weighting	Learning Outcomes Assessed
Contextualization	10	What is the research expected to accomplish, if completed successfully and on time? Why is the research being undertaken? What are the reasons behind it? What is the research underlying rationale? How is the research to be implemented? What work is necessary to achieve the objectives?
Understanding of the difference between a <b><i>literature review and theoretical/conceptual frameworks</i></b> . Identify concepts and principles implied in the literature and use them to construct a conceptual framework for their research studies.	10	Arguments are superior. <b><i>Mastery of theories and concepts</i></b> in the field demonstrated in problem statement and literature review. <b><i>Objectives</i></b> are well defined. Exhibits mature, refined critical thinking skills. Reflects <b><i>mastery of subject matter and associated literature</i></b> . Demonstrates mastery of theoretical concepts. Documentation is excellent. Generates well-reasoned and well supported hypotheses.
Understanding of <b><i>research design, processes</i></b> .	20	Mastery of methods of inquiry. Who is primarily responsible for the research implementation and management? Who are the intended beneficiaries, the target

		group, who are expected to benefit from the research? Within what period is the project to be carried out and are the objectives to be attained? What resources are necessary to achieve the objectives? What external factors are necessary for research success?
Data collection	20	Explanation of <b>methodological approaches to inquiry</b> . Description of <b>methods</b> of data collection.
Data analysis	20	Description of <b>methods</b> of <i>analysis</i> . Evaluation and justification of <b>methodological choices</b> .
Forms of reporting research findings	10	Quality of writing
Research report writing	10	Originality and potential for contribution to discipline

## 16. SUMMARY OF NOTIONAL HOURS

NQF level 9

Course Credit: 180

Notional Hours: 1800

Totals		<u>Hours</u>	<u>Notional Hours</u>
6-hour instruction per week x 10 months	60 hours instruction <i>plus</i>	<b>60</b>	<b>600</b>
3 x 6 modules assignments and tasks per week	45 hours additional student work for that course -research work	<b>45</b>	<b>450</b>
Information search	30 hours	<b>30</b>	<b>300</b>
Independent work, consultation with Supervisor and group discussions	45 hours	<b>45</b>	<b>450</b>
<b><u>Total Hours &amp; Notional</u></b>		<b>180</b>	<b>1800</b>

**180 hours =1800 Notional Hours**

## 17. RESEARCH DEVELOPMENT (INDUCTION) PROGRAMME FOR MASTER'S DEGREE STUDENTS

The Researcher Development Programme (RDP) (Induction) is designed to equip al Postgraduate Research students with a full range of skills. this includes full time and

part time students. it is also pertinent for early career researchers (staff) It improves your effectiveness as a researcher and ensures that by the end of your research project, you are both highly qualified and employable in a variety of careers. The training workshops are *interdisciplinary*, and they should be accommodative to Honors with a research component in their modules.

The main objectives of the Master's Research Training Programme are to:

- Familiarise postgraduate students with the Madina Institute research environment and research ethics.
- Provide information about the research process, the functions, and components of the research proposal.
- Develop skills to utilise research resources such as the library and available research technologies.
- Develop an understanding of meta-theories, theories, concepts, models, and trends within and beyond subject disciplines.
- Provide postgraduate students with strategies on how to gain an understanding and access to their scientific community.
- Introduce postgraduate students to the concept of *graduateness* and the meaning of making “an *original research contribution*” (for future PhD students).
- Present and discuss their informed research ideas/projects under the guidance of facilitators.
- Be assisted to interlink their research ideas to relevant theories, concepts, models, trends, and empirical findings in their fields.
- Be trained in research methods and the available electronic resources on research methodology and data analysis technology available at Madina Institute (SPSS & Atlas.ti for instance).
- Be introduced to descriptive and inferential statistics; as well as to basic and complex model testing using statistics.
- Introduction of Madina's structure and its research-related policies/
- Library training as the foundation of the research process.

The research proposal: components and structure:

- Academic writing skills (Writing style and structure).

- Conceptualising research: Formulating Research problems/ research questions/hypothesis.
- Reviewing scholarship (Literature Review).
- Library training: References.
- Academic writing.
- Ethics and Academic integrity.
- Meta-theories, theories, concepts, models, and trends.
- Theoretical and conceptual frameworks.
- Philosophical and foundational Assumptions: Ontology, Epistemology & Axiology.
- Research methodologies/methods.
- Introduction to Quantitative/Qualitative research methods.
- Introduction to mixed methods research.
- Sampling techniques.
- Research ethics and procedures: ethical clearance.
- Evaluation of the research proposal: research evaluation tools.
- Advanced research design.
- Multi-inter, and transdisciplinary research.
- Multimethod: Triangulations vs mixed methods.
- Research paradigms: positivism, constructivism, transformative, pragmatic, Indigenous.
- Putting together a research report: chapters.
- Understanding similarity checking software (e.g., Turnitin).
- Understanding data analysis software's (SPSS & Atlas t i).

These workshops are recorded, and the edited version may be accessed on the YouTube channel: [Madina Institute South Africa](#).

## 18. WORKSHOP SCHEDULE

No	Date	Time	Intervention	Target	Activity	Facilitator	Link to join
1.	Friday	3pm-6pm	Research Training Workshop	Master's	Orientation	Prof Dr Shaikh M Ninowy, KC Moloji, I Etbaigha, A Mukhtar,	Link to join

						Shaikh T Baker	
The workshop is aimed at exposing students to claiming Madina login. The login details will give PG Students access to <b>myMadina</b> (teaching and learning system and the <b>Madina Library</b> ). Also, a demonstration of the updated interface (NeoLMS) will be conducted to show students how they access their study material, submit assignments etc.							
2.	Friday	3pm-6 pm	Research Training Workshop	Masters	Academic Writing Skills	Prof Khan	Link to join
The workshop is aimed at exposing and familiarising Honors students with library resources. The library has online resources (journal articles, e-books, dissertations, and thesis) including the subject databases to be used when conducting the literature review. After attending the workshop, students will be familiar with navigating the library website and other hosts of online peer-reviewed material to be used for research purposes.							
3.	Friday	3pm-6 pm	Research Training Workshop	Masters	Qualitative Research Designs	Prof Bayat, KC Moloji, I Etbaigha, Dr A Isabirye	Link to join
The aim of the workshop is to introduce postgraduate students to fundamental concepts of qualitative research; the process of conducting qualitative research; different qualitative research designs; as well as the methods associated with this approach. <ul style="list-style-type: none"> <li>• Fundamental concepts of qualitative research</li> <li>• Qualitative research process</li> <li>• Different types of qualitative research designs</li> <li>• Qualitative research methods</li> <li>• Threats to trustworthiness of the different designs</li> </ul>							
4.	Friday	3pm-6 pm	Data Analysis Research Training Workshop	Masters	Qualitative Research Designs	Dr Isabirye\KC Moloji, I Etbaigha	Link to join
5.	Friday	3pm-6 pm	Research Training Workshop	Masters	Quantitative Research Approaches	Prof C Mafini, KC Moloji & I Etbaigha, A Mukhtar, Shaikh T Baker	Link to join
Honors students will be introduced to the characteristics of quantitative approaches. Also, the Sampling in qualitative approaches will be discussed as well as some qualitative data collection techniques, Qualitative data analysis and the Strengths and Weaknesses.							
6.	Friday	3pm-6 pm	Research Training Workshop	Masters	Turnitin	Muneeb,	Link to join
Honors students will be introduced to the Turnitin Programme. Access including steps on how to log in, uploading of assignments, retrieve as well as understand and interpretation of the similarity reports will be discussed.							
7.	Friday	3pm-6 pm	Research Training Workshop	Masters	Quantitative Research Approaches (1)	Prof C Mafini	Link to join
Honors students will be introduced to the characteristics of quantitative approaches. Also, the Sampling in quantitative approaches will be discussed as well as some qualitative data, collection techniques. Quantitative data analysis and the Strengths and Weaknesses.							



8.	Friday	3pm-6 pm	Research Training Workshop	Masters	Quantitative Research Approaches (2)	Prof C Mafini	Link to join
Honors students will be introduced to the characteristics of quantitative approaches. Also, the Sampling in quantitative approaches will be discussed as well as some qualitative data collection techniques, Quantitative data analysis and the Strengths and Weaknesses.							
9.	Friday	3pm-6 pm	Research Training Workshop	Masters	Turnitin	Muneeb, Mogammad Noordien, Liyaqat Mujenker	Link to join
10	Friday	3pm-6 pm	Research Training Workshop	Masters	Introduction to quantitative research methods	KC Moloi & I Etbaigha, A Bayat, A Mukhtar, Shaikh T Baker	Link to join
Honors students will be introduced to research methods and approaches in the Social Sciences. The workshop will cover research designs including sampling, instruments for collecting data and analysis as well as ethical considerations.							
11	Friday	3pm-6 pm	Research Training Workshop	Masters	What examiners expect in a dissertation and thesis	KC Moloi & I Etbaigha A Bayat	Link to join
12	Friday	3pm-6 pm	Research Training Workshop	Masters	Library training on research methodology	KC Moloi & I Etbaigha, A Mukhtar, Shaikh T Baker, Librarian	Link to join
The focus of this library training will be on online resources to be utilised by postgraduate students for the methodology section/chapter. Scholarly tools to unpack population and sampling techniques, research designs will be discussed.							

## 19. THE ASSESSMENT STRATEGY

The assessment procedures within the Master of Islamic Studies programme are governed by the Academic Regulations of the Madina Institute South Africa and take place in accordance with the institution's assessment policy. In general, assessment is based on presentations, written assignments, and the portfolio of evidence. Passing the mini- dissertation is a prerequisite for graduation from the Master of Islamic Studies programme. In line with the NQF Level 9 descriptors, alignment of competences and expected competences in the programme, assessments through formative and summative procedures and strategies will be employed to serve multiple purposes for student learning in the Master of Islamic Studies programme. The assessment strategies include monitoring students' learning progress (through *assessment of learning* and *assessment for learning*), determining the competence

of students through learning contracts, lectures, small group discussion tasks, written assignments, case studies, problem-solving/critique assignments, competence in preparing and presenting summaries of preliminary readings related to Islamic Legal Texts in Arabic, assessment of expertise in consolidating and deepening understanding of the research traditions in Islamic Studies, concepts, theories and principles linked to students' research foci, understanding of the difference between a literature review and theoretical/conceptual frameworks **and the Portfolio of Evidence (POE) that will be submitted in June and at the end of the first year of study. The Research Proposal will be submitted at the end of the year together with the POE for the second semester. The summative assessment for the master's programme will be a completed *minor dissertation* under a suitably qualified Supervisor, which will be submitted at the end of the second year of study.**

**NB: THERE ARE NO WRITTEN EXAMINATIONS in the Master of Islamic Studies programme.**

Both formative and summative assessment practices will be adopted to evaluate assessment of learning (AOL) and assessment for learning (AFL).

## **20. YEAR 1: FORMATIVE AND SUMMATIVE ASSESSMENT / CASS (STRUCTURED DESIGN, FINAL)**

**The continuous assessment approach (CASS) will be utilised in the first year to evaluate different tasks, with a submission of a portfolio of evidence (POE) at the end the first semester (summative assessment) and at the end of the second semester (summative assessment).** Formative assessment involves methods used to gather feedback on student academic progress and learning needs during the learning process to inform and modify in process teaching and learning activities to improve student learning. All forms of assessments in the **Master of Islamic Studies** are intended to enrich the learning process and to validate that meaningful learning has occurred in the classroom. **This factor is relevant for achieving assessment of learning (AOL) and assessment for learning (AFL). The Master of Islamic Studies coursework programme requires a high level of theoretical engagement, intellectual independence, and demonstration of the ability to relate knowledge to a range of contexts for in-depth understanding of**

**the Qur'an, Hadith, Classical Arabic Texts and the practice of Islam.** The expected learning outcomes will be assessed by the lecturer responsible for a **specific module and the quality of assessment will be ensured through external moderation of the portfolio of evidence (POE) at the end of the first semester and at the end of the second semester in the first year of study.**

The primary purpose of formative assessment in the **Master of Islamic Studies** is to support the learning process through constructive feedback to students. For each Module planned formative assessment, i.e., assessments for learning (AFL) or learning-oriented assessments (LOA) will include planned questions, tasks, or activities to elicit information and curriculum-imbedded formative assessment where the elicited information might be drawn from tasks in various Classical textbooks and/or reading texts.

**YEAR 1: FOR EACH MODULE FORMATIVE ASSESSMENTS WILL TAKE PLACE AS FOLLOWS:**

<b>YEAR 1: For each Module formative assessments will take place as follows: NB: COMPULSORY TO FOLLOW THE WEIGHTINGS IN ALL THE MODULES FOR CONSISTENCY AND COHERENCE</b>		
<b>Task</b>	<b>Weighting</b>	<b>Learning outcomes assessed</b>
Assignments	30%	Assignments will be used writing as a learning tool. As learning tools, writing exercises will be given to help students think critically about course material while encouraging them to grasp, organise, and integrate prior knowledge with new concepts. Assignments will give them the training, the skills, and the enthusiasm for conducting independent study required for individual research projects in the second year through sensible planning and organisation of content. Assignments will indicate evidence of systematic thought and argument or the lack thereof and what interventions could be used to assist the students towards improvement.
Case studies	30%	Case studies will provide evidence of adequate and appropriate background reading based on the texts that students would have consulted. Case studies will also enable the judgement of analytical skills, draw connections amongst ideas,

		differentiate, contrast and the ability to synthesise information. Judgements will also be made on the systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study, or area of professional practice.
Evaluations/ Critique of texts	15%	Exercises on evaluation of academic articles and other texts will enable judgments about the students' competences in appraising, arguing, defending, making judgements, critiquing, justifying a stand or decision as well as observation of conventions of academic discourse. Other skills to be judged include students' ability to provide feedback, determine mastery of content and to assess students' intellectual growth. Through evaluation exercises judgments will be made of the extent to which students have internalised the core of their discipline to a satisfactory degree, and how comfortable they are in acquiring new knowledge and solving problems that they may not have encountered earlier.
Presentations	15%	Student will be required to present summaries of preliminary readings in which sociological and philosophical traditions related to the prescribed and suggested readings are explored. Judgements will be made on the alignment with relevant outcomes for the next stage of a learner's growth, which will be the production of a mini dissertation in the second year. Judgements will be made on how carefully presentation are thought-out and structured (e.g., accurate typing and proof-reading, helpful diagrams, etc.). a clear statement of aims, research questions and relevant selection of content, findings, conclusions and recommendations.
Summative assessment	10%	The judgements to be made on the <b>Portfolio of Evidence (POE)</b> which will be submitted at the end of the first year of study, is to ensure that learning has occurred and that the exit learning outcomes have been achieved.

## 21. INTERNAL AND EXTERNAL MODERATION/CASS (PORTFOLIO OF EVIDENCE)

Internal moderation of the portfolio of evidence will be carried out by the lecturers responsible for the Master of Islamic Studies to check for quality and adherence to the programme's standard of the exit level outcomes.

- a) Only competent assessors will assess students (in accordance with institutional requirements).
- b) The chief assessor (the subject lecturer) may use assistant-assessors under the close supervision of the chief assessor. It is the responsibility of the chief assessor to monitor and manage these assistant assessors.

A minimum of 10% of the portfolios of evidence will be moderated externally by appointed external moderators.

## **YEAR 2: EXTERNAL MODERATION: SUMMATIVE ASSESSMENT FOR THE MINOR DISSERTATION**

Summative assessment involves the evaluation of student learning by comparing it against intended **learning outcomes to quantify achievement**, at the end of the second year of study. Its primary purpose is to produce a **measure that “sums up” student learning**. Within the Master of Islamic Studies summative assessment will be based on a comprehensive understanding of techniques applicable to individual students’ own research or advanced scholarship. Assessment will be based on originality in the application of knowledge, together with a practical understanding of how established techniques of research inquiry are used to create and interpret knowledge in the discipline. Summative assessment will also focus on conceptual understanding that enables the student to evaluate critically current research and advanced scholarship in the discipline and to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses. For the minor dissertation, a panel of external assessors will be appointed in terms of the **Madina Institute Assessment Policy for Post Graduate Assessment**.

The main criteria used in evaluating written work towards the completion of the mini dissertation include:

1. Evidence of adequate and appropriate background reading to the problem being investigated.
2. A clear statement of aims and relevant selection of content.
3. Consolidating and deepening understanding of the research traditions in the fields of Islamic Studies, Qur’an, Hadith, Classical Texts, research methodology and techniques relevant to Islamic Studies for undertaking research.

4. Grasp of philosophical traditions, concepts and principles linked to students' research foci within Islamic Studies.
5. Sensible planning and organisation of the various sections of the research proposal and eventually chapters in the mini dissertation.
6. Evidence of systematic thought and argumentation.
7. Clarity of expression.
8. Careful presentation (e.g., accurate typing and proof-reading, helpful diagrams, etc.)
9. Observation of conventions of academic discourse, including bibliographic information.
10. Observation of length requirements.

## **22. SUPERVISION OF THE MINOR DISSERTATION TO ENABLE STUDENTS TO UNDERTAKE INDEPENDENT RESEARCH AND OTHER SCHOLARLY ACTIVITIES**

Supervisors will provide academic guidance to students to ensure the development of research skills and mastery of the research discipline and the field of specialisation to ensure that these competences are demonstrated in the relevant mini dissertation. The supervisors of the **minor dissertation** are required to provide consultation services to individual students based on their learning needs and/or challenges encountered along the way. This will help in the early identification of potential at-risk students and referral of these students to the senior supervisors for assistance and/or to services and programmes presented by the lecturers and invited guest lecturers on research methodology, theoretical frameworks, and critical analysis of texts for example.

In the **master's** programme different learning activities are incorporated and integrated into the programme structure to enable students to undertake independent research and other scholarly activities. These learning activities include presentations by students on various aspects of the research process at different intervals. Furthermore, a series of activities such as the identification of research problem, conceptualisation of research areas, hypothesis development, are embarked upon and presented by students individually, at group discussion

sessions, so that supervisors and fellow students can listen and provide constructive criticism. The students will further be supported to engage actively in identifying theoretical and conceptual frameworks that underpin their studies. These are also presented and debated during online group discussions. The aim is to cultivate critical and analytical thinking as well as confidence development through scholarly discourses that are intellectually challenging to stretch the minds of the students because research is disciplined inquiry.

The students will also be provided the opportunity to attend compulsory training and development research sessions that are organised online by the faculty. Through continuous research development sessions, subject relevant reading activities that are personal/ group/ student led will be provided to encourage independent self-study of standard texts and references (literature: articles, books, electronic resources etc.). Students will be also encouraged to debate regarding the methods of inquiry selected for their studies, data collection and data management strategies. Students will further be provided the opportunity to present online research papers alongside their supervisors, at symposia and conferences, where their research work may be considered for possible publications.

### **23. THE CRITERIA FOR THE SELECTION AND APPOINTMENT OF SUPERVISORS**

**For supervisors to be able to offer supervision of a high standard on master's level the supervisor must at least hold a doctorate or PhD in a relevant qualification.** Students will have to be willing to offer their full co-operation. This will include the willingness to be guided on the nature of the research.

1. The Madina Institute provides supervision and advice for each graduate research student through the appointment of an experienced supervisor who has successfully supervised a master's and/or Doctoral Degree by research student to completion at this or another recognised tertiary institution.
2. The research advisory committee will not accept applicants for admission unless appropriate supervisory arrangements can be made for the specific field and course of study.

3. Appropriate supervision must be provided and maintained throughout the research period. Formal co-supervision or informal back-up arrangements must be made to cater for the possible absence of the coordinating supervisor. In the case of co-supervision, this arrangement must be approved by FRC or Faculty Board, as appropriate. The co-supervisor or “back up” supervisor must be involved in a meaningful way with the research from the commencement of candidature to ensure that minimal disruption takes place should the coordinating supervisor be unable to continue with the supervision.
4. It is expected that, in conjunction with the Dean/HOD, supervisors undertake fully their responsibilities as outlined in the supervisory descriptive document and the **Madina Institute Policy on Graduate Research Training** to ensure that the supervisor fulfils all academic and administrative requirements promptly and satisfactorily according to the institute’s guidelines.

## **24. SELECTION OF SUPERVISORS**

- Supervisors will normally be appointed from among the staff of the Madina Institute. If the proposed supervisor is not a member of academic staff, then a co-supervisor must be appointed from among the Madina Institute academic staff.
- The supervisor must have the necessary knowledge, time, commitment, and access to resources to undertake the supervision. In cases where the coordinating supervisor has the necessary knowledge, time, commitment, and access to resources but is not an experienced supervisor, an experienced co-supervisor must be appointed. In cases where the proposed supervisor has the necessary knowledge, commitment, and access to resources but not the necessary time to give adequate supervision (e.g., is a DEAN/ HOD, is supervising many research students or has heavy teaching or other commitments), a co-supervisor must be appointed.
- The supervisor must have research expertise and experience relevant to the area of the student’s proposed research and provide evidence of continuing and active involvement in research programmes.
- The supervisors must reasonably expect to hold a university appointment for the duration of the course.



- The supervisor must normally hold a qualification at least one level of qualification being supervised and have an appropriate record of scholarly publications. A member of staff who is also a higher degree by research student enrolled at Madina Institute may not supervise another student at the same level. It is recommended that supervisors who are enrolled students in a PhD and are supervising students for the degree of master by dissertation do not undertake sole supervision of these students.
- Joint supervision from outside the institution (from industry or from another university) is permissible. There is no limit to the number of supervisors a student may have but it must be possible to ensure that all parties are able to meet regularly and agree on the direction of study. Joint supervision differs from joint enrolment. As stated by the criteria stipulated above.
- Where it is appropriate to appoint a supervisor from outside Madina Institute, who has particular expertise unavailable within the institution, an additional supervisor must be appointed by the HDC or Faculty, as appropriate. In cases where the proposed supervisor has not previously supervised a higher degree by research student at Madina Institute South Africa, a curriculum vitae or other supporting material must be provided.

## **25. APPOINTMENT OF SUPERVISORS**

A prospective supervisor is asked to:

- sign the application form to indicate their willingness and availability to supervise; and
- indicate that they recommend to the Dean/HOD that a prospective applicant be accepted to candidature.

It is expected that, where possible, direct consultation between applicant and prospective supervisor has occurred before a prospective supervisor, signs an application form. Approval of an offer of candidature and/or scholarship constitutes approval of the proposed supervisor(s). Applicants are informed about the name(s) of the supervisor(s) when they are made an offer of candidature.

## **26. NATURE OF THE SUPERVISION**

The supervisor shall attempt to offer the appropriate level of supervision for the student, considering the unique demands of specialisation areas in Islamic Studies and research methodology. During the first phases of the research there will be very close interaction between the supervisor and the student. A fixed programme of regular contact will characterise the course of the studies.

## **27. NUMBER OF STUDENTS**

The supervisors shall ensure that the number of master's students registered with them can be managed effectively.

## **28. AVAILABILITY OF THE SUPERVISOR**

The supervisor shall consider his/her availability or presence in the faculty during office hours when a student is accepted as a master's student. The student will be informed if a supervisor is on study leave or will be absent for some other reason in a particular semester or year. If, later, any drastic change occurs concerning the availability of the supervisor, which could affect the research programme of the student, the following arrangements will be made:

- **The Chairperson of FRC will consult the Dean of the Faculty.**
- The student will be notified in writing.
- Alternative arrangements will be made with him/her.

## **29. CO-SUPERVISOR**

In cases where the nature of the subject is such that expertise is required in more than one field of knowledge, or where the research methodology demands this, consideration shall be given to involving a co-supervisor from a different field of knowledge, or an expert in the particular research methodology. The selection will obviously be determined by the availability and the expertise of such a person. If a person from outside the Madina Institute is appointed, the co-supervisor must be an academic at Madina Institute South Africa.

### **30. RESPONSIBILITIES OF THE STUDENT**

Students are responsible for diligently and sincerely exercising the responsibilities listed below, and where appropriate consulting with supervisors to give effect to the responsibilities. Accordingly, supervisors may always reasonably expect students to exercise these responsibilities.

- Students are generally required to consult with supervisors online on a regular basis or as determined by a work schedule.
- Students must submit a work schedule to the supervisor(s) specifying submission dates for the research proposal and components of the research such as questionnaires, chapters and final submission. The parties must finally agree on a realistic schedule.
- Students must adhere to the agreed research schedule.
- Students must source and find relevant literature, extract the relevant information from it and make a synthesis of the information contained therein as may be appropriate for the study.
- Students must prepare all documents required for obtaining ethical clearance (if applicable).
- Students must always adhere to all general academic ethics regarding academic integrity and plagiarism, and ethical requirements relating to the research work.
- Students must maintain regular contact with their supervisors and keep to the agreed work schedule (including the submission of the research proposal). If, for whatever reason, students do not keep to the agreed work schedule, they must liaise with their supervisor and submit a revised work schedule.
- Students must be reasonable in what they require from their supervisors and may not for instance expect supervisors to adhere to unreasonable requests such as asking them to review their work over holidays/weekends or asking for letters of recommendation on short notice.
- Students must inform the supervisor and the Dean in writing of any changes to their contact details.

- Students must complete and submit funding applications (where external funding opportunities are available).
- Students must discuss any fieldwork they may undertake or questionnaires or interviews they may want to use in detail with their supervisors prior to implementation. This cannot be done without ethical clearance.
- Students must engage in any required fieldwork, data gathering, data processing and statistical analyses.
- Where necessary students must purchase items and pay for the services that may be required to complete the production of the dissertation, for example language proofreading and editing.
- Students must submit neatly typed or otherwise legible work to the supervisors as per the agreed work schedule. They must always keep copies of submitted work and keep electronic copies of the work in a safe place. In the case of data collection from humans it is imperative that the data be kept secret in a secure location.
- If medical or other acceptable reasons exist for putting a study in abeyance, the faculty may grant such for a stipulated period, provided that the request by the student is supported by a medical certificate to this effect, as issued by a registered physician, or other applicable documentary proof to substantiate the request. Students who apply for putting their study in abeyance must apply in writing to the supervisor and the faculty officer, who will submit the application to the relevant person/committee/structure for consideration. The faculty will refuse to register students who interrupt their studies without having applied for their studies to be put in abeyance or have reasonable reason for a delay in their studies.
- Students must alert supervisors to any administrative or academic difficulties they encounter in the study programme so that the supervisors may advise in respect of corrective action.
- Students must participate in online seminars, courses, research projects and programmes, including attending and presenting at symposia, seminars and

conferences as determined by the supervisor or as required by the faculty regulations.

- Students must meticulously attend to any corrections, amendments or revisions of the dissertation or articles required by the supervisor(s).
- Students must renew their registration with the Institution annually at the stipulated times until they have completed the relevant qualification.
- Students must type and proofread their work properly before submitting it to their supervisors. Students cannot expect from supervisors to be responsible for proofreading or be generally responsible for the editing of grammar, punctuation, spelling, and formatting. Supervisors may insist on the work being proofread and edited by a professional editor at students' expense.
- Students must liaise with their supervisors in terms of finalising their studies and submitting their mini dissertation for final assessment (examination).
- Students must ensure that all hard copies of the dissertation and / or article(s), as well as other required documents and forms are complete and meticulously prepared when submitting for final assessment purposes.
- Each master's student must submit at least one manuscript based on the mini- dissertation to the supervisor in a format acceptable for the article to be published as an accredited (subsidised) research output. The supervisor will provide appropriate guidance in preparing the accredited output. Faculty regulations may stipulate additional conditions where these are applicable.
- Students must meticulously attend to all corrections and amendments proposed by the assessors under the supervision of their supervisor.
- Students may not contact assessors before the assessment results have been ratified or approved by the Higher Degrees Committee.
- Students must submit finally revised and edited copies of the dissertation (with an electronic copy thereof) and the accompanying documents to the Examination Office as required.

### **31. QUALITY PROCESSES OF THE MINOR DISSERTATION ACCORDING TO THE INSTITUTION'S RULES, REGULATIONS, AND POLICIES**

The Master of Islamic Studies students should have achieved a level of knowledge and understanding, that is theoretically grounded and enables them to integrate knowledge, handle complexity, formulate judgements and communicate their conclusions to the academic audience in their specific field and/or other fields of study. Supervisors should provide the learning resources the students need to accomplish their research projects. **Supervisors should help students to build the knowledge and research skills required to accomplish the proposal and eventually the mini dissertation.** In preparing the first draft of the research proposal it is important to provide students, prior to submitting their proposal, with a clear understanding of the aspects of their proposal deemed most important to their chosen topic. The students must be provided clear and concise feedback on how well their proposal does in meeting the set objectives, at a time when the feedback can be used to improve the final product. The supervisor should encourage conversations among Faculty colleagues about improving graduate student learning outcomes and assessments about the various aspects of the research proposal. Once the research proposal is of a satisfactory level and the quality is appropriate at a master's level, it is submitted internally for critique by colleagues within the faculty. After improvements from the faculty internal moderators, the complete draft of the proposal is submitted to the **Faculty Research Committee (FRIC)** for further scrutiny and suggestions for improvements. Once FRIC is satisfied with the level and quality of the proposal, it is then sent to the **Research Ethics Committee** where further scrutiny and suggestions for improvement are made. **The proposal could also be approved at that level, after which the student can proceed with the development of chapter one and subsequent chapters to the end of the minor dissertation.** Under the guidance of the supervisor, students will conduct research, manage data and write up their research reports for the mini dissertation.

### **32. THE PROCESSES TO PROVIDE FEEDBACK TO STUDENTS ON THE RESEARCH**

Feedback is done electronically by the supervisor according to the agreed upon work schedule by both the student and the supervisor. Feedback to students will

specifically address performance against the **learning outcomes and criteria of the assessment tasks**. Feedback will be provided in a timely manner and no later than three weeks after the day the assessment was submitted, or sooner when the feedback is required to prepare for subsequent assessments. This will also provide opportunity and a safe context for students to discuss problems with their study and get help; as well as the opportunity for dialogue about their work. Comprehensive feedback from the supervisor/s should thus assess the following:

- **Knowledge:** This involves the recall of specifics and universals, the recall of methods and processes, or the recall of a pattern, structure, or setting.
- **Application:** This refers to the use of abstractions and concrete situations in the research project.
- **Analysis:** This represents the breakdown of a communication into its constituent elements or parts such that the relative hierarchy of ideas is made clear and/or the relations between ideas expressed are made explicit.
- **Synthesis:** This involves the putting together of elements and parts to form a whole.
- **Evaluation:** This engenders judgments about the value of material and methods for given purposes.

Discussion sessions between the supervisor and student are carried out to clarify misconceptions and areas of difficulty that may be experienced by the student. Many of the studies illustrate key principles in supporting students through the life cycle of their research studies, as well as the minimum requirements of effective supervision.

Student supervision is an intensive teaching and learning process for both the supervisor and the student. It is also an emotional journey that requires tenacity and emotional maturity on the side of the supervisor. To ensure that a reasonable relationship between the supervisor and the student is established attention should be paid to the following matters:

- Ensure that the partnership is right for the project.
- Get to know the student, their needs, strengths, and weaknesses.
- Establishing reasonable and agreed upon expectations.

- Establish reasonable ground rules, set time frames for the progression of the work.
- Keep a register and notes for scheduled meetings and summaries of discussions.
- Encouraging students to write early and often.
- Initiate regular contact and providing high quality feedback.
- Get students involved in the life of the department where possible.
- Inspire and motivate students to focus.
- Help where possible if academic and personal crises crop up.
- Work with students to establish a strong conceptual structure and research plan.
- Where additional support is needed the supervisor consults experts in the area, to address the challenges identified by the student.

Supervisors should set high standards for themselves and their students. They should provoke their students in ways that develop their critical and independent thinking skills. Supervisors should seek assistance from other members of the academic community where challenges at any level of the research project are experienced. Postgraduate students often experience a sense of isolation academically and socially, supervisors need to create the opportunities for students to become part of the broader scholarly community within the department and the faculty as well as in the broader university space. This can be done through involving students in faculty seminars. Supervisors should also expose their students to externally organised seminars and conferences so that students can meet up with peers and create collaborations and networks. Supervisors are the key intermediaries between students, faculty, institution, and different research committees. Supervisors should be adequately informed about policies that govern research and research ethics.

### **33. STUDENTS WITH DISABILITIES/UNIQUE NEEDS**

The names/details of students with disabilities/unique needs, e.g., sight impairment, are communicated immediately to the Faculty Administrative officer for alternative and supportive arrangements to be made, in consultation with the Dean/HoD.



## 34. AT-RISK STUDENTS

At-risk students are identified after the first assessment and special attention is paid to these students. However, some dedicated lecturers do support at-risk-student during consultation times. In the case of the research component of the programme the study leader, through his/her undertaking with the student, will monitor the progress of the student on a regular basis and report to the **Faculty Research Committee (FRC)** on a regular basis to ensure student retention and success.

## 35. POSTGRADUATE POLICIES, PROCEDURES, AND REGULATIONS

In line with the Madina Institute policy, procedures, and regulations for student supervision, after the proposal has been successfully completed under the guidance of the Supervisor, the proposal is circulated among departmental members for critical evaluation and recommendations for improvement where applicable, before being submitted to the Faculty Research Committee (FRC). Once the Faculty is satisfied with adjustments based on the initial critical evaluation, the proposal is then submitted to FRC for further scrutiny, advice and decision making. If the proposal meets quality requirements according to the faculty proposal guidelines, FRC would then recommend that the proposal be submitted to the **Higher Degrees Committee (HDC)** for further scrutiny, evaluation, and decision about its status for approval or non-approval. The whole process of research proposal approval takes several weeks based on the research meeting dates at different levels of the institution. A plagiarism declaration by the student must be submitted with the research proposal. The Higher Degrees Committee reserves the right to submit research proposals to the Turnitin plagiarism software to be evaluated for plagiarism according to the standards as stated in the **Madina Institute South Africa plagiarism policy document**.

Regarding the process of “process submission” and examination of the master’s dissertations the following must be followed:

### 35.1 Internal evaluation

The following procedure is followed at the faculty before a student can submit his/her dissertation for external examination:

- **Dates**

The due dates for submission of dissertations for the April and September graduation ceremonies, specified in the Madina Institute Annual Calendar and Faculty specifications must be adhered to.

- **Minor dissertation**

Official Documentation:

The following forms must be completed by the supervisor and the research student:

- Completion of proposal template.
- Submission of proposal for approval.
- Proposal regarding title of the dissertation, supervisor, and external examiners, confirming that the student is ready for the departmental internal evaluation.
- Submission of plagiarism certificate.
- Submission of final mini dissertation for examination.

These forms are also available from the **Postgraduate Office of the institution**. These official documentations must be submitted to the Postgraduate Office at least one week before submission of the mini dissertation.

- **Submission cover page**

A plagiarism declaration by the student must be submitted with the dissertation. The **Higher Degrees Committee** reserves the right to submit dissertations to the **Turnitin plagiarism software** to be evaluated for plagiarism according to the standards as stated in the **Madina Institute Plagiarism Policy document**.

- **Draft copies**

The student must submit three/four draft ring bounded copies of the dissertation to the Postgraduate Office. One extra copy must be submitted in the case of a co-supervisor.

- **Quality control**

All master's dissertations will be evaluated on format and style, and recommendations and/or corrections, if any, will be communicated by the **Higher Degrees Committee** to the supervisor within one to two working days.

- **In the case of an oral presentation the following needs to be considered:**

For supervisors who hold a PhD, no internal oral presentation will be held for master's dissertations, unless requested by the supervisor(s). If an internal evaluation is required or requested, an internal evaluator will be appointed. The **Faculty Internal Presentation** will take place within five (5) days after submission of the dissertation. The following slides must be prepared for the internal presentation (10-15 minutes):

- Problem statement
- Methodology
- Results and contribution to the field of Islamic Studies.

During the presentation, it will be determined if the work done and the standard of the master's dissertation are acceptable for external examination, and if any additional work and/or amendments must be done to the dissertation before submission for external examination. Once the improvements, if any, have been made in conjunction with the supervisor(s), the dissertation may be submitted for external evaluation with the relevant documentation.

## **36. EXTERNAL EXAMINATION: APPROVAL FOR SUBMISSION**

After the candidate has completed the internal evaluation and any additional work (if prescribed) and the supervisor and **post Higher Degrees Committee** has recommended that a student may submit his/her dissertation, sufficient copies for external examination must be submitted to the **Examination Office**. There must be one copy for the supervisor/co-supervisor/ (if any) and each of the external examiners.

Together with the copies for examination a prescribed form (Submission form for Dissertations) and statement by the student's supervisor that he/she approves the submission of the student's dissertation, also must be submitted. Hereby the student certifies that the work included in the dissertation has never been submitted to another university. This form must be completed by the student and the supervisor.

### **36.1 Official Documentation**

- Completion of proposal template.
- Submission of proposal for approval.

- Proposal regarding title of the dissertation, supervisor, and external examiners, confirming that the student is ready for the departmental internal evaluation.
- Submission of plagiarism certificate.
- Submission of final dissertation for examination.

### **36.2 Minor-dissertation**

The title page of the copies of the dissertation submitted must contain the following:

- The full title of the dissertation.
- The full names of the candidate.
- Submitted in partial fulfilment of the requirements for the degree **Masters of Islamic Studies** in the Faculty of Usul Ul Din, Madina Institute South Africa.
- Year and date of submission.

Copies of the dissertation should be printed on good quality paper of A4 size in letter quality print. The examination copies may be ring bounded. The title of the dissertation and the name of the candidate should appear on the front cover. The final paper copy must be bound in a hard cover. The name of the candidate and the year of submission must appear on the spine. A summary of the dissertation in English (of not more than 500 words each) must be presented to the supervisor for approval and then included in all the copies of the dissertation. Key terms for the retrieval of the source must also be included in the summary of the dissertation.

**The heading of the summary must contain the following:**

- The full title of the dissertation by
- Full name of candidate
- Supervisor
- Co-supervisor
- Department
- Name of degree

Apart from the examination copies, each successful student must submit a hard bound paper copy as well as two electronic copies of the final approved dissertation, after the examination process has been completed, of which one must be in PDF format and the other in Word. These copies must comply with the minimum specifications for electronic copies. With submission of the final bound copy as well

as the electronic copies, a submission form must be completed, which is also available from the *Examination Office*.

### **37. POLICIES AND PROCEDURES IN PLACE TO DEAL WITH STUDENT COMPLAINTS, GRIEVANCES, PLAGIARISM, RE-MARKING, ETC.**

In the event of a disagreement between a student and any supervisor, both parties are initially expected to resolve the disagreement amicably and on their own. By mutual consent, the parties may request the intervention of a facilitator to assist in finding a resolution to the disagreement.

If all *bona fide* attempts to resolve a disagreement without the formal involvement of third parties with decision-making authority have failed, the parties are expected to alert the head of the respective academic department jointly or separately to the dispute, who will then be expected to mediate a resolution of the disagreement, if possible.

Where a resolution cannot be achieved with the involvement of the DEAN/HoD, the DEAN/HoD decides whether the matter should be referred to the Executive Dean of the Faculty or the Board of Trustees in the Institution.

If either party believes the HoD to be compromised in his/her attempts to mediate a solution, that party retains the right to appeal directly to the Dean, who will decide whether the appeal has merit, and will accordingly decide to either refer the matter back to the HoD, seek a resolution him/herself, or refer the matter to an appropriate academic ethics committee within the Institution.

Where an academic, in consultation with Faculty colleagues (including Dean/Head of Department), decides that a case of plagiarism is reportable, s/he refers it to the Plagiarism Committee (or the appropriate structure) of the relevant Faculty. Upon considering the documentary evidence, the Faculty Plagiarism Committee must: upon confirming the faculty's finding that a case of reportable plagiarism has occurred. In the case where the Faculty Plagiarism Committee deems appropriate a response that includes a penalty that it does not have the authority to enforce, it shall enforce whatever part of the response lies within its authority and refer the case to the Student Disciplinary Committee. The Faculty Plagiarism Committee may

recommend a penalty to the Student Disciplinary Committee. Upon receiving a recommendation from a Faculty Plagiarism Committee, the Student Disciplinary Committee shall administer the case as a disciplinary matter in accordance with its procedures, including where appropriate a hearing with a right to legal representation. If the student does not agree with the finding he /she has the right to appeal the decision to the appropriate research channels within in the institution and from there the matter will be referred to Senate. The student must make a formal complaint of which a copy will go to the supervisor, DEAN/Head of Department, respective research offices and committees, and finally the Board of Trustees.

### **38. THE ASSESSMENT PROCEDURE FOR MINOR DISSERTATIONS**

Appointment of assessors for master's programmes takes place in accordance with the **Institution's Higher Degrees and Postgraduate Studies Policy**. The master's student is responsible for the technical and linguistic editing of the dissertation with the assistance of the supervisor prior to submission for final summative assessment. The final research report (dissertation) is submitted for assessment (with reference to the presentation format, content, and layout) in accordance with the faculty-specific regulations as determined by the **Faculty Board, approved by the Board of Trustees**, and contained in the relevant faculty rules and regulations as stipulated above. A dissertation is submitted for final summative assessment subject to the written permission of the supervisors and a declaration confirming that it is the student's own work signed by the student.

If a dispute should arise about the readiness of a dissertation for final summative assessment, the Dean of the Faculty makes the decision in accordance with the Higher Degrees and Postgraduate Studies Policy. The permission of the supervisor or Dean to submit a dissertation for final summative assessment does not guarantee a successful outcome of the assessment procedure.

The final submission of the dissertation takes place in accordance with the final submission dates per semester as contained in the Institution's Year Programme to ensure timely completion of the assessment process. Late submission could imply the renewal of a registration and or later achievement of the qualification, leading to a postponed graduation.

The dissertation is assessed in accordance with the **Institution's Higher Degrees and Postgraduate Studies Policy and Faculty specific criteria** as determined by the Faculty Board and approved by the Board of Trustees.

The recommendations of assessors are considered by FRIC, and a result is recommended to the **Faculty Board for approval and ultimately to Senate for ratification accordance with the Institution's Higher Degrees and Postgraduate Studies Policy.**

The final assessment outcome for a dissertation is determined by the **Higher Degrees Committee**. The following results may be recommended by the individual assessors for the dissertation. Approval of the dissertation with no corrections to be made, awarding:

**7.1** distinction mark of 75% or above.

**7.2** pass mark between 50% and 74%.

Provisional approval of the dissertation with minor corrections to be done to the satisfaction of the supervisor, awarding:

- distinction mark of 75% or above.
- pass mark between 50% and 74%.

Recommendation of substantial amendments to the dissertation without awarding a mark considering deficiencies identified in the narrative report and recommending that the revised version be submitted to the particular assessor for reassessment.

Rejection of the dissertation, awarding a mark reflecting a fail (less than 50%), in which case no reassessment is recommended or considered.

An additional oral summative assessment, based on the dissertation, may be required in accordance with the Faculty Rules and Regulations. See also Higher Degrees and Postgraduate Studies Policy.

Faculty regulations may stipulate conditions under which students may be exempted from the requirement for the submission of an article. These conditions are approved by the relevant Faculty Board and the Board of Trustees. A student is not deemed to have completed the requirements for conferment of the degree if the specified number of final corrected copies of the minor corrections are not effected.

### 39. RESOLVING CONFLICTING RESULTS RECOMMENDED BY THE ASSESSORS

The **Higher Degrees Committee** may invoke one or more of the following procedures to resolve an impasse in the results of a master’s study (in accordance with the Higher Degrees and Postgraduate Studies Policy):

- request additional information from the assessors and/or supervisors;
- appoint an additional assessor to assess the dissertation in the hope that the resulting report will resolve the impasse.
- invite an external expert to advise the **Higher Degrees Committee**;
- identify an independent arbiter to consider all the documentation pertaining to the assessment process, including the individual assessor’s reports and present a decision to the HDC.

### 40. LIBRARY RESOURCES – DATA BASES FOR STUDENT ACCESS AND READING LISTS

#### MODULE 1: FIQH (ISLAMIC JURISPRUDENCE)

Author	Year	Title	Publisher	Location
Ahmed El Shamsy	2015	<i>Encyclopaedia of Islam, Fiqh, faqīh, fuqahā’</i> 3rd Edition	Brill	Leiden
Wael Hallaq	2009	<i>An Introduction to Islamic Law</i>	Cambridge University Press	Cambridge
Joseph Schacht	1982	<i>An Introduction to Islamic Law</i>	Clarendon Press	New York
Wael Hallaq	2009	<i>Sharī’a: Theory, Practice, Transformations</i>	Cambridge University Press	Cambridge
Brannon Wheeler	1996	<i>Applying the Canon in Islam: The Authorization and Maintenance of Interpretive Reasoning in Hanafi Scholarship</i>	State University of New York	New York
‘Abd Allāh b. Maḥmūd Mawdūd al-Mawṣilī	n.d.	<i>Al-Ikhtiyārī-ta’līl al-Mukhtār</i>	Al-Maktaba al-‘Umariyya	Cairo
Walter Edward Young	2016	The Dialectical Forge: Juridical Disputation and the Evolution of Islamic Law	Springer International Publishing	London
Wael Hallaq	2009	<i>An Introduction to Islamic Law</i>	Cambridge University Press	Cambridge



Wael Hallaq	2009	<i>Sharī'a: Theory, Practice, Transformations</i>	Cambridge University Press	Cambridge
Wael Hallaq	2004	<i>Authority, Continuity and Change in Islamic law</i>	Cambridge University Press	Cambridge
Norman Calder	2010	<i>Islamic Jurisprudence in the Classical Era</i>	Cambridge University Press	Cambridge
Behnam Sadeghi	2013	<i>The Logic of Law Making in Islam: Women and Prayer in the Legal Tradition</i>	Cambridge University Press	Cambridge
Sherman Jackson	1996	<i>Islamic law and the state: the constitutional jurisprudence of Shihāb al-Dīn al-Qarāfī.</i>	Brill	Leiden
Talal al-Azem	2016	<i>Rule-Formulation and Binding Precedent in the Madhhab-Law Tradition: Ibn Quṭlūbughā's Commentary on The Compendium of Qudūrī.</i>	Brill	Leiden
Christopher Melchert	1997	<i>The Formation of the Sunni Schools of Law: 9th-10th centuries CE.</i>	Brill	Leiden
Guy Barak	2015	<i>The Second Formation of Islamic Law: The Hanafi School in the Early Modern Ottoman Empire.</i>	Cambridge University Press	Cambridge
Auda Jasser,	2008-18	<i>Maqasid al-Shari'ah as Philosophy of Islamic Law: A systems approach, International Institute of Islamic Thought</i>	PDF	London
Ibn Ashur, al-Tahir	2006	<i>Treatise on Maqasid al-Sharia'h. Translated by Mohamed El-Mesawi</i>	International Institute of Islamic Thought (IIIT),.	London
Hashim Kamali	2002	<i>Principles of Islamic Jurisprudence</i>	Islamic Text Society	Cambridge
Hashim Kamali	2008	<i>Shariah Law: An Introduction</i>	One World Publications	Oxford
Ta Ha Jabbar al-Alwani	2003	<i>Source methodology in Islamic Jurisprudence: Ulul al-Fiqh al-Islami</i>	IIIT	London
Wael B Hallaq	1999	<i>History of Islamic Legal Theories: Introduction to Sunni Usul al-Fiqh</i>	Cambridge University Press	Cambridge

## MODULE 2: ISLAMIC THEOLOGY AND PHILOSOPHY

Author	Year	Title	Publisher	Location
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Tilman Nagel	2006	<i>The History of Islamic Theology</i>	Markus Wiener Publishers	Princeton
John Renard	2014	<i>Islamic Theological Themes: A Primary Source Reader</i>	University of California Press	Berkeley
ilman Nagel	2006	<i>The History of Islamic Theology</i>	Markus Wiener Publishers	Princeton, NJ
Khaled El-Rouayheb	2012	<i>Post-Avicennan Logicians on the Subject Matter of Logic: Some Thirteenth- and Fourteenth-Century Discussions</i>	<i>Arabic Sciences and Philosophy</i> , 22: 69-90.	N/A
Josef Van Ess	2006	<i>The Flowering of Muslim Theology</i>	Harvard University Press	Harvard
Josef Van Ess John O'Kane (Trans.).	2016	<i>Theology and Society in the Second and Third Century of the Hijra, Vol. 1</i>	Brill	Leiden
Montgomery Watt	1994	<i>Islamic Creeds: A Selection</i>	University Press Edinburgh	Edinburgh
Peter Adamson & Richard C. Taylor (Eds.)	2011	<i>The Cambridge Companion to Arabic Philosophy</i>	Cambridge University Press	Cambridge
Montgomery Watt	2002	<i>The Formative Period of Islamic Thought</i>	Oneworld Publications	Oxford
Montgomery Watt	1985	<i>Islamic Philosophy and Theology: An Extended Survey</i>	Edinburgh University Press	Edinburgh
Montgomery Watt	1994	<i>Islamic Creeds: A Selection</i>	Edinburgh University Press	Edinburgh
Richard McCarthy	1953	<i>The Theology of al-Ash'ari</i>	Primerie Catholique	Beirut
Sabine Schmidtke (Ed.)	2016	<i>The Oxford Handbook of Islamic Theology</i>	Oxford University Press	Oxford
Khaled el-Rouayheb & Sabine Schmidtke (Eds.)	2016	<i>The Oxford Handbook of Islamic Philosophy</i>	Oxford University Press	Oxford
John Renard	2014	<i>Islamic Theological Themes: A Primary Source Reader</i>	University of California Press	Berkeley
Abu al-Ma'ali al-Juwayni	1987	<i>Luma'u al-Adilla</i>	Alam al-Kutub	Beirut

Abu Bakr al-Baqillani	2000	<i>Kitab al-Insaf</i>	al-Maktaba al-Azhariyya li-l-turath	Cairo
Wesley Williams	2002	<i>Aspects of the Creed of Imam Aḥmad ibn Ḥanbal. A Study of Anthropomorphism in Early Islamic Discourse</i>	<i>Internal Journal of Middle Eastern Studies</i> , 34: 441-63	N/A
Claude Gilliot	Year?	<i>Attributes of God: Encyclopaedia of Islam Three</i>	Brill	Leiden
Marenbon, John	2006	<i>Medieval Philosophy: An historical and philosophical introduction</i>	Routledge	Abingdon
Warburton, Nigel	2012	<i>Philosophy: The Basics (5th edition)</i>	Routledge	Abingdon
Chalmers, Alan	2012	<i>What is this thing called Science? (4th edition)</i>	Hackett	Indianapolis
Cottingham, John (ed.)	2008	<i>Western Philosophy: An Anthology</i>	Wiley-Blackwell	New Jersey
Scruton, Roger	1997	<i>Modern Philosophy: An Introduction and Survey</i>	Arrow	London
A.C Grayling (ed.)	2007	<i>Philosophy 1: A Guide Through the Subject</i>	Oxford University Press	Oxford
Stella Cottrell	2011	<i>Critical Thinking Skills: Developing Effective Analysis and Argument</i>	Palgrave Macmillan	London
John Hospers	1997	<i>An Introduction to Philosophical Analysis</i>	Routledge	London
Adam Sabra	1994	<i>Avicenna on the subject matter of logic</i>	<i>Journal of Philosophy</i> , 77 (11): 746-764	N/A
S Abed	1991	<i>Aristotelian logic and the Arabic language in Alfārābī</i>	University of New York	Albany
George Makdisi	2005	<i>The Rise of Colleges. Institutions of learning in Islam and the West (chapters 2-3)</i>	Edinburgh University Press Edinburgh	Edinburgh
Rahman, S., T. Street & H. Tahiri	2008	<i>The Unity of Science in the Arabic Tradition: Science, Logic, Epistemology and their Interactions (part II)</i>	Springer	Berlin
Peter Adamson & Richard C. Taylor (Eds.)	2011	<i>Cambridge Companion to Arabic Philosophy</i>	The Cambridge University Press	Cambridge

Montgomery Watt	2002	<i>The Formative Period of Islamic Thought</i>	Oneworld Publications	Oxford
Khaled el-Rouayheb & Sabine Schmidtke (Eds.)	2016	<i>The Oxford Handbook of Islamic Philosophy</i>	University Press Oxford	Oxford

### MODULE 3: RESEARCH METHODOLOGY

Author	Year	Title	Publisher	Location
Khaled El-Rouayheb	2015	<i>Chapter II. A Discourse on Method: The Evolution of Adāb al-Baḥth. In Islamic Intellectual History in the Seventeenth Century: Scholarly Currents in the Ottoman Empire and the Maghreb</i>	Cambridge University Press	New York
Mehmet Kadri	2011	<i>The development of dialectic and argumentation theory in post-classical Islamic intellectual history (chapter 1)</i>	McGill University thesis (ProQuest)	Canada
Meriam, S.B. & Grenier, R	2019	<i>Research in Practice - Examples for Discussion &amp; Analysis.</i>	Jossey-Bass	London
Hair, J. F., Hult, G. T. M., Ringle, C. & Sarstedt, M.	2013	<i>A Primer on Partial Least Squares Structural Equation Modeling (PLS-SEM)</i>	Sage	Thousand Oaks, CA
Hair, J. F., Black, W. C. & Babin, B. J.	2010	<i>Multivariate Data Analysis – A Global Perspective, 7th Edition</i>	Pearson Education	London
Yin, R.	2009	<i>Case study research: Design and methods. (4th Ed.)</i>	Sage	Thousand Oaks, CA
Arbnor, I. & Bjerke, B.	1997	<i>Methodology for creating business knowledge</i>	Sage	CA: Thousand Oaks
Babbie, E.	2008	<i>The basics of social research. International Student Edition</i>	Thomson	Australia
Berkeley T. A.	2004	<i>Research skills for management studies</i>	Routledge	London
Bless, C. & Higson-Smith, C.	1995	<i>Fundamentals of social research methods. An African perspective. Second Edition</i>	Juta & Co. Ltd.	Kenwyn
Bryman, A.	2004	<i>Social research methods</i>	Oxford University Press	Oxford

Conrad, C.F. & Serlin, R.C. (eds.)	2006	<i>The SAGE handbook for research in education. Engaging ideas and enriching inquiry</i>	Sage Publications	Thousand Oaks, London
Creswell, J. W.	2008	<i>Research design, qualitative and quantitative approaches</i>	Sage	London
Denzin, N. K. & Lincoln, Y. S.	1994	Handbook of qualitative research	Sage	London
Dietz, A.J; Jansen, J.D. & Wadee, A.A.	2006	<i>Effective PhD supervision and mentorship. A workbook based on experiences from South Africa and the Netherlands. Sanpad</i>	Unisa Press & Rozenberg Publishers	Pretoria
Kelly, A.E; Lesh, R.A. & Baek, J.Y. (Eds.)	2008	<i>Handbook of Design Research Methods in Education: Innovations in Science, Technology, Engineering, and Mathematics Learning and Teaching. 1st Edition</i>	Routledge	London
Kelly, G.J; Luke, A. & Green, J.	2008	<i>Review of research in education. What counts as knowledge in educational settings: Disciplinary knowledge, assessment, and curriculum Volume 32</i>	Sage	American Educational Research Association
Marshall, C. & Rossman, G. B.	2006	<i>Designing qualitative research</i>	Sage	London
Remenyi, D. & Bannister, F.	2012	<i>Writing up your research. The quick guide series</i>	Academic Publishing International Limited	Reading
Remenyi, D.	2012	<i>Field methods for academic research. Interviews, focus groups and questionnaires. The Business Management Series, Second Edition</i>	Academic Publishing International Limited	Reading
Strauss, A. L. & Corbin, J.	1998	Basics of qualitative research; grounded theory procedures and techniques	Sage	London
Vogel, I.V. & Asher, J.W.	1995	<i>Educational research</i>	Prentice Hall	Englewood Cliffs, New Jersey
Myers, M.D.	2009	Qualitative Research in Business & Management by Qualitative. London: Sage. Roth, Wolff-Michael 2005. <i>Doing qualitative research: Praxis of method</i>	Sense Publishers	Rotterdam

Alvesson, M. & Skoldberg, K.	2000	<i>Reflexive methodology: New vistas for qualitative research</i>	Sage	London
Anfara, V.A, Jr. & Mertz, N.T.	2006	Theoretical frameworks in qualitative research	Sage	Thousand Oaks, London
Corbin, J. & Strauss, A.	2008	<i>Basics of Qualitative Research. Techniques and Procedures for Developing Grounded Theory</i> , 3rd Edition	Sage	London
Ercikan, K, & Roth, W.M.	2011	<i>Constructing data. In Clifton Conrad &amp; Ron Serlin (Eds.). SAGE handbook for research in education. <u>The SAGE Handbook for Research in Education: Pursuing Ideas as the Keystone of Exemplary Inquiry</u>. Second Edition. Chapter 14.</i>	Sage	Thousand Oaks, CA
Field, A.	2005	<i>Discovering statistics using SPSS</i> , 2nd Ed.	Sage	Thousand Oaks, CA
Creswell, J. W. & Plano Clark, V. L.	2011	<i>Designing and Conducting Mixed Methods Research</i> , 2nd Ed.	Sage Publication	Thousand Oaks, CA
Creswell, J.W.	2005	<i>Educational research: Planning, conducting, and evaluating quantitative and qualitative approaches to research</i> . 2nd Ed.	Merrill/Pearson Education,	Upper Saddle River, NJ
Tashakkori, A. & Teddlie, C.	1998	<i>Mixed methodology: Combining qualitative and quantitative approaches. Applied Social Research Methods Series</i> . 46.	Sage	London
		Tashakkori, A. & Teddlie, C. (Eds.). 2003. Handbook on mixed methods in the behavioral and social sciences.	Sage	Thousand Oaks, CA

## Websites

- [A Typology of Research Methods Within the Social Sciences.pdf](#)
- [A Handbook for Social Science Field Research- Essays & Bibliographic Sources on Research Design and Methods.rar](#)
- [Cross-Cultural Research Methods.pdf](#)



- [Principles and Methods of Social Research.rar](#)
- [Qualitative research methods a data collectors fieldguide.rar](#)
- [Research Design and Methods- A Process Approach.pdf](#)
- [research method-Mixed methods research in the realworld.pdf](#)
- [research method-Mixing Methods - The Entry of Qualitative and Quantitative Approaches into the Research Process.pdf](#)
- [Research Methodology Methods and Techniques.rar](#)

#### MODULE 4: HADITH (PROPHETIC TRADITIONS)

Author	Year	Title	Publisher	Location
Burton, John	1994	<i>An Introduction to the Ḥadīth</i>	Edinburgh University Press	Edinburgh
Draz, M. A.	2011	<i>Introduction to the Qur'an</i>	I. B. Tauris	London
Brown, Jonathan A. C.	2009	<i>Hadith: Muḥammad's Legacy in the Medieval and Modern World</i>	Oneworld	Oxford
Kamali, Mohammad Hashim	2005	<i>A Textbook of Ḥadīth Studies</i>	The Islamic Foundation Markfield	Leistershire
Siddiqi, Muhammad Zubayr	1961	<i>Ḥadīth Literature: Its Origin, Development, Special Features and Criticism</i>	Calcutta University Press	Calcutta
Gade, Anna	2010	<i>The Qur'an: An Introduction</i>	Oneworld	Oxford
Saeed, Abdullah	2008	<i>The Qur'an: An Introduction</i>	Routledge	Abingdon
Abdel Haleem, M. A. S.	2011	<i>Understanding the Qur'an: Themes and Style</i>	I. B. Tauris	London
Al-Ṭahḥān, Maḥmūd	2004	<i>Taysīr muṣṭalaḥ al-ḥadīth Maktabat al-Ma'ārif</i>	Daar al-Liwaa	Riyadh
Al-Sabūnī, Muḥammad 'Alī	1985	<i>Al-Tibyān fī 'ulūm al-Qur'ān</i>	Dar al Qalam	Mecca
Al-Ṭahḥān, Maḥmūd	2004	<i>Taysīr muṣṭalaḥ al-ḥadīth Maktabat al-Ma'ārif</i>	Daar al-Liwaa	Riyadh
Al-Suyūṭī, Jalāl al-Dīn	2004	<i>Al-Itqān fī al-ulūm al-Qur'ān, 4 vols</i>	Dār al-Ḥadīth	Cairo
Madigan, Daniel A.	2001	<i>The Qur'an's Self-Image: Writing and Authority in Islam's Scripture</i>	Princeton University Press	Princeton
Shah, Mustafa (ed.)	2009	<i>The Hadith: Articulating the Beliefs and Constructs of Classical Islam</i>	Routledge	London
Qadhi, Yasir	1999	<i>An Introduction to the Sciences of the Qur'aan</i>	Al-Hidaayah Publishers	Birmingham

Muḥammad Muḥyī ‘Abd al-Ḥamīd	2009	<i>Risālat al-Ādāb fī Ādāb al-Baḥṭhwa-l-Munāzara</i>	Dār al-Ṭalā’ī	Cairo
Dr M.M. Azami	1978	<i>Studies in Hadith Methodology and literature</i>	American Trust Publication	USA
Zubair Siddiqi	1993	<i>Hadith Literature</i>	Islamic Text Society	Cambridge
Mustafa As-Siba’ee	2008	<i>The Sunnah and its role on Islamic legislation</i>	IIPH	Qatar
Dr Gibril F. al-Haddad; Trans: Musa Furbur	2005	<i>Sunnah Notes (vols 1)</i>	Aqsa Publications	London
Jonathan A C Brown	2009	Hadith,	One World Publications	Oxford
Dr Hashim Kamali	2005	A Textbook of Hadith Studies,	Islamic Foundation	Leicester

### Al-Kutub Al-Sittah

1. Sahih Bukhari of Muhammad al-Bukhari (d. 870 A.D. / 256 AH)
2. Sahih Muslim of Muslim ibn al-Hajjaj (d. 875 A.D. / 261 AH)
3. Sunan Ibn Majah of Ibn Majah (d. 887 A.D. / 273 AH)
4. Sunan Abu Dawud of Abu Dawood (d. 889 A.D. / 275 AH)
5. Jami` at-Tirmidhi of Al-Tirmidhi (d. 892 A.D. / 279 AH)
6. Al-Sunan al-Sughra of Al-Nasa’i (d. 915 A.D. / 303 AH)

### Primary Hadith Collections [aka. Original Collections]

1. Al-Muwatta of Imam Malik ibn Anas (d. 795 A.D.)
2. Kitab ul-Aathaar narrated by Abu Yusuf (d. 798 A.D.) & Muhammad al-Shaybani (d. 805 A.D.) students of Imam Abu Hanifa (d. 772 A.D.)
3. Musnad al-Shafi’i of Imam Shafi’i (d. 820 A.D.)
4. Musannaf of Abd al-Razzaq of ‘Abd ar-Razzaq as-San’ani (d. 826 A.D.)
5. Musannaf Ibn Abi Shaybah of Ibn Abi Shaybah (d. 849 A.D.)
6. Musnad Ishaq Ibn Rahwayh of Ishaq Ibn Rahwayh (d. 853 A.D.)
7. Musnad Ahmad ibn Hanbal of Imam Ahmad ibn Hanbal (d. 855 A.D.)  
(Sahifah Ibn Munabbih of Hammam ibn Munabbih (d. 719 A.D.) is included in it)
8. Sunan al-Darimi of al-Darimi (d. 869 A.D.)
9. Al-Adab al-Mufrad of Muhammad al-Bukhari (d. 870 A.D.)
10. Musnad al-Bazzar of Abu Bakr Ahmad al-Bazzar (d. 905 A.D.)
11. Musnad Abu Ya’la of Abu Ya’la al-Musali (d. 919 A.D.)
12. Tahdhib al-Athar of Muhammad ibn Jarir al-Tabari (d. 923 A.D.)
13. Sahih Ibn Khuzaymah of Ibn Khuzaymah (d. 924 A.D.)
14. Sahih Ibn Hibban of Ibn Hibban (d. 965 A.D.)
15. Al-Mu’jam al-Kabeer by al-Tabarani (d. 970 A.D.)



16. Sunan al-Daraqutni of Al-Daraqutni (d. 995 A.D.)
17. Shu`ab al-Iman by Al-Bayhaqi (d. 1066 A.D.)
18. Sunan al-Kubra of Al-Bayhaqi (d. 1066 A.D.)
19. Musnad al-Firdous of Abu Mansur Al-Dailami (d. 1162 A.D.) (*An improved version of Firdous al-Akhbar of Abu Shuja` Shiruyah Al-Dailami (d. 1115 A.D.)*)
- 20.

### **Hadith studies & Terminologies**

1. Usool As-Sunnah by Imam Ahmed Bin Hanbal
2. Tawil Mukhtalif al-Hadith by Ibn Qutaybah
3. al-Ilma` ila Ma`rifa Usul al-Riwaya wa Taqyid al-Sama` by Qadi Ayyad
4. Al-Mawdu`at al-Kubra by Ibn al-Jawzi
5. Muqaddimah fi Ulum al-Hadith by Ibn al-Salah
6. Nukhbat al-Fikar by Ibn Hajar Asqalani
7. Al-Maqasid al-Hasanah<sup>[1]</sup> by Al-Sakhawi
8. Mozuat E Kabeer<sup>[2]</sup> by Ali al-Qari

### **Seerah (Prophetic biography)**

**See also:** List of biographies of Muhammad

1. Seerat Rasul Allah by Ibn Ishaq
2. As-Sirah an-Nabawiyah by Ibn Hisham
3. Raud al-Unuf by Al Suhayli, a commentary of As-Sirah an-Nabawiyah
4. Ash-Shama'il An-Nabawiyah wa Al-Fada'il Al-Mustafawiyah by Al-Tirmidhi
5. Dala'il al-Nubuwwah by Al-Bayhaqi
6. Ash-Shifa by Qadi Ayyad
7. Sharh al-Shifa` by Mulla Ali al-Qari, a commentary of Ash-Shifa
8. Zad al-Ma'ad by Ibn Qayyim Al-Jawziyya
9. Al-Sira Al-Nabawiyah (4 Volume Set) by Ibn Kathir
10. Al-Khasais-ul-Kubra by Al-Suyuti
11. Al-Muwahib al-Ladunniyyah by Al-Qastallani
12. Al-Naimat-ul-Kubra Ala al-Alam by Ibn Hajar al-Haytami
13. Madarij-un-Nabuwwah by Shaykh Abdul-Haqq Muhaddith Dehlavi
14. Seerat E Rasool by Shah Waliullah Dehlawi
15. Seerat e Badr-ud-Duja by Maulana Syed Shahabuddin Salfi Firdausi
16. Sirat-un-Nabi by Shibli Nomani

## MODULE 5: IHSAN (SUFISM)

IN ARABIC				
'Abdullah al-Khalidi (Ed.)	1998	<i>Al-Ghazali (d. 505/1111), Muhammad, Ihya' 'Ulum al-Din (5 vols.)</i>	Sharikat Dar al-Arqam Ibn Abi al-Arqam	Beirut
'Ali 'Uthman al-Jullabi, Kashf al-Mahjub	n.d.	<i>Al-Hujwiri (d. between 465/1073 and 469/1077) Al-Kalabadhi (d. 380/990)</i>	Dar al-Nahda al-'Arabiyya	Beirut
Muhammad Ishaq Ahmad Shams al-Din ed.	1993	<i>al- Ta'arruf li Madhhab Ahl al-Tasawwuf</i>	Dar al-Kutub al-'Ilmiyya	Beirut
'Abd al-Karim Hawazin Abu al-Qasim; Ma'ruf Mustafa Zurayq (Ed.)	2001	<i>Al-Qushayri (d. 465/1072), al-Risala al-Qushayriyya fi 'Ilm al-Tasawwuf,</i>	al-Maktaba al-'Ashriyya	Beirut
Rabia Harris, edited by Laleh Bakhtiar	1997	<i>al-Risala al-Qushayriyya, translated as "Sufi Book of Spiritual Ascent"</i>	ABC International Group Inc.	Chicago
R. A. Nicholson (Ed.)	1914	<i>Al-Sarraj (d. 378/988), 'Abd Allah 'Ali al-Tusi, al-Luma' fi al-Tasawwuf,</i>	Luzac & Co	London
Muhammad Zuhri al-Najjar (Ed.)	1967	Zarruq, Ahmad b. Ahmad, Qawa'id al-Tasawwuf	Maktabat al-Kulliyat al-Azhariyya	Cairo
IN ENGLISH				
Abdel-Kader, Ali Hassan,	1976	<i>The Life, Personality and Writings of al-Junayd</i>	Luzac & Company Ltd	London
Arberry, Arthur J.	1979	<i>Sufism – An Account of the Mystics of Islam</i>	Unwin Hyman Ltd.	London
A. L. Arberry	1979	<i>Attar, Farid al-Din, Tadhkirat al-Awliya, translated as "Muslim Saints and Mystics"</i>	Routledge & Kegan Paul	London
Al-Attas, Syed Muhammad Naquib	1993	<i>The Nature of Man and the Psychology of the Human Soul</i>	The International Institute of Islamic Thought and Civilisation	Kuala Lumpur
Baldick, Julian	1989	<i>Mystical Islam</i>	I. B. Tauris and Co. Ltd.	London
Chittick, William C.	2000	<i>Sufism - A Short Introduction</i>	Oneworld Publications	Oxford
Ernst, Carl W	1985	<i>Words of Ecstasy in Sufism</i>	SUNY	Albany

Heer, Nicholas & Honerkamp, Kenneth L.	2003	<i>Three Early Sufi Texts: "A Treatise on the Heart", "The Stumblings of Those Aspiring" &amp; "Two Texts on the Path of Blame"</i>	Fons Vitae	Louisville
Ali b. Uthman al-Jullabi, Kashf al-Mahjub, translated from the Persian by Reynold A. Nicholson E. J.	1911	<i>Al-Hujwiri (between 465/1073 and 469/1077)</i>	Brill	Leiden
Nicholas Heer	1979	<i>Jami, Abd al-Rahman b. Ahmad, al-Durra al-Fakhira, translated as "The Precious Pearl"</i>	State University of New York Press	Albany
A. J. Arberry translated	1977	<i>Al-Kalabadhi (d. 380/990), Muhammad b. Ishaq, al-Ta'arruf li Madhhab Ahl al-Tasawwuf, translated as "Doctrine of the Sufis"</i>	Cambridge, Cambridge University Press	Cambridge
Rabia Harris, Laleh Bakhtiar (Ed.)	1997	<i>Al-Qushayri (d. 465/1072), Abd al-Karim b. Hawazin [Abu 'l-Qasim], al-Risala al-Qushayriyya, translated as "Sufi Book of Spiritual Ascent"</i>	ABC International Group Inc.	Chicago

## MODULE 6: EDUCATIONAL TECHNOLOGY

Author	Year	Title	Publisher	Location
Petty, B.	2018	<i>Illuminate: Technology Enhanced Learning</i>	<u>EdTechTeam Press</u>	Global Partner
Couch, J. Towne, J. et. al.	2018	<i>Rewiring Education: How Technology can unlock Every Student's Potential</i>	BenBella Books	USA
Collins, A, Halverson, R. et. al.	2018	<i>Rethinking Education in the Age of Technology: The Digital revolution and Schooling in America</i>	Research Gate	Online
Roblyer, M.D. & Hughes, J.	2018	<i>Integrating Educational Technology into Teaching, 8<sup>th</sup> edition</i>	Pearson Education, Inc.	New York
Magana, S.	2017	<i>Disruptive Classroom Technologies: A Framework for Innovation in Education</i>	Sage	Thousand Oaks, CA
Kruger, K.	2017	<i>Technology in Student Affairs: Supporting Student Learning and Services</i>	eBook	

Kolb, L.	2017	<i>Learning First, Technology Second: The Educator's guide to designing authentic lessons.</i>	International Society for Technology in Education	Washington, DC
Collins, A. & Brown, J.S.	2017	<i>What's worth teaching? Rethinking Curriculum in the Age of Technology</i>	International Society for Technology in Education	Washington, DC
Miller, M.D.	2016	<i>Minds Online: Teaching effectively with Technology.</i> Kindle Edition.	Harvard University Press	Harvard
Selwyn, N.	2016	<i>Education and Technology: Key Issues and Debates. 2nd Edition.</i>	Bloomsbury Academic	New York
<u>Bowen</u> , W.G.	2015	<i>Higher Education in the Digital Age: Updated Edition (The William G. Bowen Series) Paperback</i>	Princeton University Press	USA
Hamilton, B.	2014	<i>Integrating Technology in the Classroom: Tools to meet the need of every student</i>	International Society for Technology in Education	UK
Bates, A. & Sangrà, A.	2011	<u><i>Managing Technology in Higher Education: Strategies for Transforming Teaching and Learning</i></u>	Jossey-Bass/John Wiley & Co.	San Francisco
Surry, D.W; Stefprak, J.R. & Gray, R.M, Jr.	2011	<i>Technology Integration in Higher Education. Social and organisational aspects (electronic resource)</i>	Hershey	Pennsylvania
<u>Bates</u> , A.W. & Poole, G.	2003	Effective Teaching with Technology in Higher Education: Foundations for Success <i>1st Edition.</i>	Jossey-Bass	London

### Exploring the Web

Visit these Web sites to learn more about integrating technology and to see some of the outstanding resources the Web has to offer educators.

- Challenges of Technology in Education: <https://www.youtube.com/watch?v=Mcm5ptVooIc>
- • Technology and Teaching: [https://www.youtube.com/watch?v=kix\\_OF9n4tk](https://www.youtube.com/watch?v=kix_OF9n4tk)
- • Technology for Teaching and Learning: <https://www.youtube.com/watch?v=AuPtsWueseE>

- Teaching Methods for Inspiring the Students of the Future: <https://www.youtube.com/watch?v=UCFg9bcW7Bk>
  - Examples of AI in Higher Education: <https://www.youtube.com/watch?v=443doE2rTiQ>
  - How Is AI Used In Schools: <https://www.youtube.com/watch?v=4F1-wwW0kVQ>
  - Machine Learning in Education: <https://www.youtube.com/watch?v=btqQY7mKfaw>
  - Analytics & ML Will Transform Education: [https://www.youtube.com/watch?v=JewJZR\\_YtZE](https://www.youtube.com/watch?v=JewJZR_YtZE)
  - AI in Higher Education with Polyolygon: <https://www.youtube.com/watch?v=x-JgcVuM4Ps>
  - COVID and Education: Challenges, Opportunities, and the Future of Learning: <https://www.youtube.com/watch?v=2KlzTEI8ATo>
- Please watch the following videos and any other that you can find related to this unit:
- Everything you need to know about educational technology: [https://www.youtube.com/watch?v=okJYsMi2\\_jk](https://www.youtube.com/watch?v=okJYsMi2_jk)
  - Mind blowing new technologies that will change the world: <https://www.youtube.com/watch?v=7vQznLKEfBs>
  - Technology, The best or worst thing for education: <https://www.youtube.com/watch?v=9IbN1LxXevM>
  - Re-inventing education for the digital age: <https://www.youtube.com/watch?v=ArI6albrkuY>
  - Use of technology in education: <https://www.youtube.com/watch?v=hnk5lLUSe>
  - What is Educational Technology? | Technology for Teaching and Learning | K-Explain #1: <https://www.youtube.com/watch?v=b4aaX5W0opA>

- [www4teachers \(Links to an external site.\)](#) - Sponsored by ALTEC from the University of Kansas, you will find at this site links to professional development, ideas and lessons for integrating technology, tutorials, and articles chosen by educators for educators!
- [Schrock's Guide \(Links to an external site.\)](#) - Kathy Schrock is an educator that has developed an incredible Web site with outstanding resources for teachers. Her site is hosted by the Discovery Education.
- [eSchool News Online \(Links to an external site.\)](#) - eSchool news focuses on integration of technology into the classroom and will help you keep up to date on the latest educational technology news.
- [techLEARNING.com \(Links to an external site.\)](#) - This portal is produced by *Technology & Learning Magazine* and provides resources and contributions from hundreds of K-12 teachers, administrators and other experts in the field.

Educational technology is actually a rather well-researched field. Scholars are conducting new research all the time into effective practices. Such studies are published in research journals such as those listed below.

- [Educational Technology Journals at UCFLinks to an external site.](#) - This reference guide produced by the UCF Libraries will take you to journals accessible by students and scholars in our community. To get full text access you may need to be on-campus or follow specific instructions in order to access them from off-campus. This is a rich resource!

- [Open Access Journals in Educational Technology \(Links to an external site.\)](#) - This listing of open access scholarly journals is maintained in a public Google Doc by Dr. George Veletsianos. Unlike journals available through paid subscription databases like those available through the UCF Library above, open access journals are freely accessible on the internet.

## Journal Articles

1. Conole, G., & Culver, J. (2010). The design of Cloudworks: Applying social networking practice to foster the exchange of learning and teaching ideas and designs. *Computers & Education*, 54, 679-692.
2. Czerniewicz, L., Ravjee, N., & Mlitwa, N. (2006). *Information and Communication Technologies (ICTs) and South African Higher Education: Mapping the Landscape*. Pretoria: Council on Higher Education.
3. Dexter, S. (2002). eTIPs - Educational Technology Integration and Implementation Principles. In P. L. Rogers (Ed.), *Designing Instruction for Technology-Enhanced Learning* (pp. 56-70). Hershey, PA: IRM Press.
4. Grant, C. (2014). Leading for social justice in South African schools: Where have all the activists gone? In I. Bogotch, & C. M. Shields (Eds.), *International Handbook of Educational Leadership and Social (In)Justice* (Vol. 1, pp. 521-539). Dordrecht, Netherlands: Springer.
5. Harris, J., Mishra, P., & Koehler, M. (2009). Teachers' Technological Pedagogical Content Knowledge and learning activity types: Curriculum-based technology integration reframed. *Journal of Research on Technology in Education*, 41(4), 393-416.
6. Kirkwood, A., & Price, L. (2014). Technology-enhanced learning and teaching in higher education: What is 'enhanced' and how do we know? A critical literature review. *Learning, Media and Technology*, 39(1), 6-36.
7. Laurillard, D. (2013). Foreword to the Second Edition. In H. Beetham, & R. Sharpe (Eds.), *Rethinking Pedagogy for a Digital Age: Designing for 21st Century Learning* (2nd ed., pp. xvi-xviii). New York, NY: Routledge.
8. Mishra, P., & Koehler, M. J. (2006, June). Technological Pedagogical Content Knowledge: A Framework for Teacher Knowledge. *Teachers College Record*, 108(6), 10171054.
9. Mishra, P., Koehler, M. J., & Henriksen, D. (2011, March/April). The seven trans-disciplinary habits of mind: Extending the TPACK framework towards 21st century learning. *Educational Technology*, 51(2), 22-28.
10. Pratt, D. D. (2014). Effective integration of information communication technology in blended learning programmes: A morphogenic approach. *The International Journal of Learning in Higher Education*, 20(2), 89-103.
11. Rhodes University. (1998). *Rhodes University Policy on Curriculum Development and Review*.
12. Selwyn, N. (2014). *Distrusting Educational Technology: Critical questions for changing times*. New York, NY: Routledge.
13. Ssekakubo, G., Suleman, H., & Marsden, G. (2011). Issues of Adoption: Have E-Learning Management Systems Fulfilled their Potential in Developing Countries. *SAICSIT '11* (pp. 231-238). Cape Town: ACM.

## MODULE 7: TAWHID

Author	Year	Title	Publisher	Location
Sulaiman Ahmed translated	2019	<b><i>Kitab al-Tawhid</i></b> ( <i>Arabic</i> : كتاب التوحيد, <i>lit.</i> 'The Book of <b><i>Monotheism</i></b> '), is the main <b><i>Sunni theological book</i></b> , and the primary source of the <b><i>Maturidi school of thought</i></b> ; written by the <b><i>Hanafi scholar Abu Mansur al-Maturidi</i></b> (d. 333/944).	Maturidi Publications	Uzbekistan
J.M. Cowan	1976	<i>The Hans Wehr Dictionary of Modern Written Arabic</i> , (3rd. ed). p.1055.	Spoken Language Services Inc.	New York
Taslaman, Caner	2006	<i>The Qur'an: Unchallengeable Miracle</i>	Çitlembik Publications	Istanbul
William L. Reese	1980	Dictionary of Philosophy and Religion, p.72.	Amazon Warehouse	New York
Muhammad ibn 'Abdul-Kareem ash-Shahrastanee	1975	<i>Al-Milal wan-Nihal, Daar alMa'rifah</i> (2nd ed.), vol.1, p.30.	Primerie Catholique	Beirut
Ahmad ibn Hanbal	1977	<i>Ar-Radd 'alaa al-Jahmeeyah</i> (1st ed.), pp.4143.	Daar al-Liwa	Riyadh
William Halsey (ed.)	1970	<i>Colliers Encyclopedia</i> vol.16, p.110.	Crowell-Collier Educational Foundation	U.S.A
Dr Muhammad Muhsin Khan Translated		The translation of the meanings of Sahih-Al-Bukhari. Vol 1-10	Darussalam Publishers	Riyadh

### Websites

Naik, Zakir. "The Qur'an and modern science: compatible or incompatible?" Islamic Research Foundation, 2000 <http://sunnahonline.com/ilm/quran/qms.pdf>.

[https://kitaabun.com/shopping3/product\\_info.php?products\\_id=4050](https://kitaabun.com/shopping3/product_info.php?products_id=4050) ^  
<https://archive.org/stream/MozuatEKabeer/Mozuat-e-Kabeer#page/n0/mode/2up> "Muharrar al-Wajiz - Tafsir Ibn Attiyah 1/6 - Islam - Tafsir - Quran Commentary". HilalPlaza.com.

<https://www.hilalplaza.com/products/zad-al-masir-fi-ilm-al-tafsir-8-vol> ^  
<https://kitaabun.com/shopping3/kanzul-daqaq-imam-nasafi-bushraarabic-only-p-4257.html>

[http://www.buraqbooks.com/index.php?route=product/product&product\\_id=403](http://www.buraqbooks.com/index.php?route=product/product&product_id=403)  
<https://kitaabun.com/shopping3/short-biography-nujaim-hanafi-a-875.html>

<https://archive.org/details/MukhtasarMuzani>  
[https://www.loohpress.com/product\\_info.php/products\\_id/1838](https://www.loohpress.com/product_info.php/products_id/1838)

"Mirza and Yalesh « Ahmadiyya".

"Ahmadiyya". Ahmadiyya.

[http://muftitaqiusmani.com/en/?avada\\_portfolio=an-introduction-to-islamic-finance](http://muftitaqiusmani.com/en/?avada_portfolio=an-introduction-to-islamic-finance) ^"Our Socio-Economic Order".

"Present Financial Crisis Causes & Remedies". ^"The Historic Judgement on Interest"

## MODULE 8: AQIDAH

Author	Year	Title	Publisher	Location
Imam Abdullah ibn Alawi al-Haddad	2003	<i>The Book of Assistance</i>	Fons Vitae	Louisville
Imam al-Ghazali, Trans: R.J. McCarthy	2001	<i>Deliverance from Error: Munkidh min al-Dhalal</i>	Fons Vitae	Louisville
Imam al-Ghazali Trans: Mashhad al-Allaf	2010	<i>The Beginning of Guidance: Bidayatul al-Hidayah</i>	White Thread Press	London
Imam al-Ghazali, Trans: T.J. Winter	2009	<i>A Letter to a Disciple: Ya Ayhal Walad,</i>	Islamic Text Society	Cambridge
Mustapha Mahmoud	1994	<i>Dialogue with an Atheist, Trans: Yehia Mohammad</i>	Daral-Taqwa Publishers	London
Imam Abu Hanifa	2007	Fiqh al-Akbar, Trans: Abdur Rahman ibn Yusuf	White Thread Press	London
Ibn `Ashir Translated	2005	al-Murshid al-Mu`in. A supplemental Text for Users of the Guiding Helper. Arabic Text of Ibn `Ashir's al-Murshid al-Mu`in with English Footnote Translation	The Guiding Helper Foundation	Not provided
Martin Lings	2006	Muhammad: His Life Based on the Earliest Sources	Inner Traditions International	Amazon

### Aqeedah (Creed)

1. Al-Fiqh al-Akbar by Abu Hanifa (d. 150 AH)
2. Al-Risala by Al-Shafi'i (d. 204 AH)
3. Ar-Radd 'alal Jahmiyyah waz-Zanaadaqah by Imam Ahmed Bin Hanbal (d. 241 AH)
4. Khalq Afaalul-Ibaad by Muhammad al-Bukhari (d. 256 AH)
5. al-Ikhtilaf fi al-Lafz. wa al-Radd 'ala al-Jahmiyya wal-Mushabbiha by Ibn Qutaybah (d. 276 AH)
6. Kitab at-Tawheed by Ibn Khuzaymah (d. 311 AH)
7. Al-Aqidah al-Tahawiyah by Al-Tahawi (d. 321 AH)



8. Al-Maqaalatul-Islamiyeen by Abu al-Hasan al-Ash'ari (d. 324 AH)
9. Kitab al-Tawhid by Abu Mansur al-Maturidi (d. 333 AH)
10. Al-Sawad al-A'zam by Al-Hakim al-Samargandi (d. 342 A.H)
11. Kitab al-Shariah by Abu Bakr al-Ajurri (d. 360 AH)
12. Al-Mutalif wa al-Mukhtalif by Al-Daraqutni (d. 385 AH)
13. Al-Ibaanah by Ibn Battah (d. 387 AH)
14. Al-Farq bayn al-Firaq by Abu Mansur Al-Baghdadi (d. 429 AH)
15. Hilyat al-awliya by Abu Nu`aym (d. 430 AH)
16. Al-Arba`in ala Madhhab al-Mutahaqqiqin min al-Sufiyya by Abu Nu`aym (d. 430 AH)
17. Al-Asma' wa al-Sifat by Al-Bayhaqi (d. 458 AH)
18. Al-l'tqaad alaa Madhabis-Salaf Ahlus-Sunnah wal-Jamaah by Al-Bayhaqi (d. 458 AH)
19. Kashf ul Mahjoob by Ali Hujwiri (d. 465 AH)
20. A Guide to Conclusive Proofs for the Principles of Belief by Al-Juwayni (d. 478 AH)
21. Al-Aqida al-Nizamiyya by Al-Juwayni (d. 478 AH)
22. Ihya' Ulum al-Din by Al-Ghazali (d. 505 AH)
23. The Moderation in Belief by Al-Ghazali (d. 505 AH)
24. Tabsirat al-Adilla by Abu al-Mu'in al-Nasafi (d. 508 AH)
25. Al-Milal wa al-Nihal by Al-Shahrastani (d. 548 AH)
26. al-l`lam bi Hudud Qawa'id al-Islam by Qadi Ayyad (d. 554 AH)
27. Daga`iq al-akhbar fi dhikr al-janna wa-l-nar by Qadi Ayyad (d. 554 AH)
28. Al-Ghunya li-Talibi Tariq al-Haqq by Shaykh Abdul Qadir Gilani (d. 561 AH)
29. Al-Fath ar-Rabbani by Shaykh Abdul Qadir Gilani (d. 561 AH)
30. Al-Baz al-Ashhab by Ibn al-Jawzi (d. 597 AH)
31. Al-Aqidah Al-Waasitiyyah by Taqī ad-Dīn Ahmad ibn Taymiyyah (d. 728 AH)
32. Sharh Al-Aqeedah At-Tahawiyyah by Ibn Abi al-Izz al-Hanafi (d. 792 AH)
33. Maktubat Imam Rabbani by Shaykh Ahmad Sirhindi (Mujaddid Alf-e-Saani) (d. 1034 AH)
34. Akhbar al Akhyar by Shaykh Abdul-Haqq Muhaddith Dehlavi (d. 1052 AH)
35. Takmeel-ul-Iman by Shaykh Abdul-Haqq Muhaddith Dehlavi (d. 1052 AH)
36. Risale-i Nur by Bediüzzaman Said Nursi (d. 1379 AH)

### **Aqeedah (Creed)**

1. Qur'an and Tafsir
2. The books of hadith.
3. Al-Sunnah by 'Abd-Allah ibn Ahmad ibn Hanbal.
4. Al-Taw heed by Ibn Khuzaimah.
5. Sharh Usool l'tiqaad Ahl al-Sunnah by al-Laalkaa'i.
6. 'Aqeedah al-Salaf wa Ashaab al-Hadith by al-Sabooni.
7. Al-'Aqeedah al-Wasatiyyah by Ibn Taymiyah. [available in English translation]
8. Al-'Aqeedah al-Tahhaawiyyah wa Sharhuha by Ibn Abi'l-'Izz al-Hanafi.
9. Lawaami' al-Anwar al-Bahiyyah by al-Safaareeni
10. Ma'arij al-Qubool by Hafiz Hakami
11. Al-Sunnah by 'Abd-Allaah ibn Ahmad ibn Hanbal
12. Al-Tawheed by Ibn Khuzaymah
13. Sharh Usool l'tiqaad Ahl al-Sunnah by al-Laalkaa'i
14. 'Aqeedat al-Salaf wa Ashaab al-Hadeeth by al-Sabooni
15. al-'Aqeedah al-Waasitiyyah by Ibn Taymiyah [available in English translation]
16. al-'Aqeedah al-Tahhaawiyyah wa Sharhuha by Ibn Abi'l-'Izz al-Hanafi
17. Lawaami' al-Anwaar al-Bahiyyah by al-Safaareeni

18. Ma'aarij al-Qubool by Haafiz Hakami
19. Al-`Aqidah Al-Wasitiyyah
20. Al-`Aqidah Al-Tadmuriyyah
21. Al-`Aqidah Al-Hamawiyyah
22. Minhaj Al-Sunnah
23. Majmu` Al-Fatawa

**Source:**

<http://islamqa.info/en/59911>

**MODULE 9: TAFSIR**

Author	Year	Title	Publisher	Location
Azami, M. M.,	2003	<i>The History of the Qur'anic Text</i>	Islamic Academy, Leicester	UK
Boullata, I. J.	2000	<i>Literary structures of religious meaning in the Qur'an</i>	Curzon Press	London
Izutsu, T. Ethico	2002	<i>Religious Concepts in the Quran</i>	McGill-Queen's University Press	Australia
McAluiffe, J. D. (ed.)	2001	<i>Encyclopaedia of the Qur'an</i>	Brill	Leiden
Rahman, F.	1994	<i>Major themes of the Qur'an,</i>	Bibliotheca Islamica	Minneapolis
Zaheer, Ehsan Elahi	1973	<i>Qadiyaniyat.: Idara Tarjuman Al-Sunnah (2nd ed.)</i>	Sh. Muhammad Ashraf Publishers	Lahore
N/A	1991	<i>The New Encyclopaedia Britannica.: Encyclopaedia Britannica, (15th ed.)</i>	N/A	Chicago
No author provided	1985	<i>The Holy Qur'an: English Translation of the Meanings and Commentary. 1405 AH/ CE</i>	King Fahd Holy Qur'an Printing Complex	Madeenah
Pickthall, Mohammed Marmaduke	1987	<i>The Meaning of the Glorious Koran</i>	Sh. Muhammad Ashraf Publishers	Lahore
Philips, Abu Ameenah Bilal	1987	<i>The Qur'an's Numerical Miracle: Hoax and Heresy</i>	Abul Qasim Bookstore	Jeddah
Njozi, Hamza Mustafa	n.d.	<i>The Sources of the Qur'an: A Critical Review of the Authorship Theories</i>	World Assembly of Muslim Youth,	Falls Church, Virginia
Maududi, Syed Abu'l A'la	1994	<i>The Meaning of the Qur'an (14th ed.)</i>	Islamic Publications	Lahore
Gibb, H.A.R. & J.H. Kramers	1953	<i>Shorter Encyclopaedia of Islam</i>	Cornell University Press	New York
Lane, Edward W.	1984	<i>Arabic-English Lexicon.</i>	The Islamic Texts Society	Cambridge

Khan, Muhammad Muhsin & Muhammad Taqi-ud Din Al-Hilali.	1993	<i>Interpretation of the Meanings of the Noble Qur'an in the English Language</i>	Maktaba Dar-us-Salam	Riyadh
Irving, Thomas B.	1992	<i>The Noble Qur'an: Arabic Text and English Translation</i>	Amana Books	Brattleboro
Ibn Taymeeyah, Ahmad ibn 'Abdul Haleem Translated by Muhammad 'Abdul-Haqq Ansari	1993	<i>An Introduction to the Principles of Tafseer</i>	Al-Hidaayah	Birmingham, UK
Ali, Abdullah Yusuf	1983	The Holy Qur'an	Amana	Maryland, USA

Authentic Classic Tafsir Tafsir al-Tabari by Muhammad ibn Jarir al-Tabari

1. Tafsir al-Thalabi by Ahmad ibn Muhammad al-Tha'labi
2. Kashf al-Israr wa 'Eddat al-Abrar by Khwaja Abdullah Ansari
3. Tafsir al-Baghawi by Al-Baghawi
4. Al-Kashshaf by al-Zamakhshari
5. Ahkam al-Qur'an by Abu Bakr ibn al-Arabi
6. Tafsir ibn 'Atiyyah<sup>[3]</sup> by Ibn Atiyyah
7. Zad al-Masir fi Ilm al-Tafsir<sup>[4]</sup> by Ibn al-Jawzi
8. Al-Tafsir al-Kabir or (Mafatih al-Ghayb) by Fakhr al-Din al-Razi
9. Tafsir-e Nasafi by Abu Hafs Umar an-Nasafi
10. Al-Jami' li-Ahkam al-Qur'an by Al-Qurtubi
11. Tafsir al-Baydawi by Al-Baydawi
12. Al-Bahr al-Muhit by Abu Hayyan al-Gharnati
13. Tafsir ibn Kathir by Ibn Kathir
14. Tafsir al-Jalalayn by Jalaluddin al-Mahalli and Al-Suyuti
15. Dur al-Manthur by Al-Suyuti
16. Ruh al-Ma'ani by Mahmud al-Alusi
17. Ruh al-Bayan by Ismail Hakki Bursevi
18. Al-bahr al-Madid by Ahmad ibn Ajiba
19. Hak Dini Kur'an Dili by Elmalılı Muhammed Hamdi Yazır

For more information, please visit <https://www.maturidi.co.uk/science-of-tafseer>

**In addition to the information provided in the Handbook for you to navigate your research journey, please take time to study the Research Guides provided below by the University of Southern California.**

## RESEARCH GUIDES

1. [University of Southern California](#)
2. [Research Guides](#)
3. [Organizing Your Social Sciences Research Paper](#)
4. [Writing a Research Proposal](#)

### Organizing Your Social Sciences Research Paper: Writing a Research Proposal

This guide provides advice on how to develop and organize a research paper in the social and behavioral sciences.

**NB:** Visit the following website for more detail: [Writing a Research Proposal - Organizing Your Social Sciences Research Paper - Research Guides at University of Southern California](#)

## 41. ADDITIONAL ACCESS TO RELEVANT ONLINE DATABASES JOURNALS

- [Journal of Qur'anic Studies](#)
- [Journal of Islamic Studies](#)
- [Journal for Islamic Studies - African Journals OnLine](#)
- [International Research Journal on Islamic Studies](#)
- [Journal of Islamic and Muslim Studies](#)
- [Journals - Middle East and Islamic Studies Guide - Research Islamic Africa](#)
- [Contemporary Islam](#)
- [Asian Journal of Middle Eastern and Islamic Studies](#)
- [The Teaching and Study of Islam in Western](#)
- [Khazanah: Journal of Islamic Studies](#)
- [Society of African Journal Editors: Journal for Islamic Studies](#)
- [Journals – Islamic Research Institute](#)
- [Journal of Economic Studies](#)
- [Journal of Arabic and Islamic Studies](#)
- [Comparative Islamic Studies](#)
- [QIJIS \(Qudus International Journal of Islamic Studies\)](#)
- [AUSTRALIAN JOURNAL OF HUMANITIES AND ISLAMIC STUDIES RESEARCH](#)
- [Arabic & Islamic Studies - Academic Journals of the Middle East](#)
- [Al-Jami'ah: Journal of Islamic Studies](#)
- [ISI and SCOPUS JOURNALS - International Islamic University](#)
- [IIUM Journal of Religion and Civilisational Studies](#)
- [Islamic Studies: Open Access Peer-Reviewed Journals](#)
- [Malakand University Research Journal of Islamic](#)
- [Maqashid Sharia in Islamic Economics and Finance Research](#)
- [UMRAN - International Journal ...](#)
- [al-Qanatir:](#)

## OPEN ACCESS JOURNALS

- [Directory of Open Access Journals](#)

## ETD PORTAL (SOUTH AFRICAN THESES AND DISSERTATIONS)

- [National ETD Portal](#)
- [Nexus Database System](#)

## eBOOKS

### Madina Institute South Africa

- [DICTIONARIES AND ENCYCLOPEDIA](#)
- [Dictionary of Qur'anic Terms and Concepts](#)
- [A Basic Dictionary of Islam - The Islamic Place](#)
- [Online Searchable Dictionaries for Islamic Studies](#)
- [Dictionary of Islamic Words & Expressions \(Mahmoud](#)
- [Arabic-English Dictionary of Qur'anic Usage](#)
- [Library Guide Religious Studies: Databases, dictionaries](#)
- [Islamic Studies: Encyclopedias, Dictionaries](#)
- [islamic studies definition | English definition dictionary](#)
- [Islamic Dictionaries - International Curricula](#)
- [Religion Studies: Islam: Encyclopedia and Dictionaries](#)
- [Oxford Dictionary of Islam](#)
- [Subjects A-Z: Islamic Studies: Dictionaries & Encyclopedias](#)
- [Arabic, Near Eastern, and Islamic Studies - Library Guides](#)
- [Dictionary of Islamic Terms](#)
- [Arabic, Near Eastern, and Islamic Studies: Dictionaries](#)
- [Islamic Studies - Encyclopedias and Dictionaries - KU Leuven](#)
- [The Islamic Entries in Three Major English Dictionaries](#)
- [Encyclopedias & Dictionaries - Middle East & Islamic Studies](#)
- [Encyclopedias & dictionaries - Islamic history](#)
- [Qur'an DICTIONARIES](#)
- [Religious Studies Research Guide: Dictionaries](#)
- [The Dictionary of Ottoman Historical and Legal Terms](#)
- [Dictionaries & Encyclopedia - Middle East Studies](#)
- [Dictionary of Indonesian Islam - Ohio University Press](#)
- [Historical Dictionary of Prophets in Islam and Judaism](#)

## PERIODICALS AND MAGAZINES

- [Islamic Publications - Islamic Magazines](#)
- **REFERENCE BOOKS/ RESOURCES**
- [AUSTRALIAN ISLAMIC LIBRARY](#)
- [Middle East & Islamic Studies Databases for Research](#)
- [Islamic Studies: Reference - Research and Course Guides](#)
- [Free Islamic Literature - Free Literature on Islam](#)

## VIDEOS

- [day in the life of an Islamic Studies Student](#)
- [Islamic Studies - Purpose of Life](#)
- [Scholar vs Academic Imam Omar Suleiman & Ust. Nouman Ali Khan](#)
- [Which Universities Are Best For Islamic Studies? - Dr. Zakir Naik](#)
- [Rethinking Female Scholarship in the Muslim World | Maryam Amir](#)
- [How to pursue bachelor and master in islamic university? Fariq Naik](#)
- [Studies in Islam - Fiqh/Jurisprudence 1/5 - Bilal Philips](#)
- [Principles of Islamic Jurisprudence Lecture 1](#)
- [Islamic Studies | Lecture 27 | Fiqh & Shariah](#)
- [Islamic Jurisprudence: Concept of Sharia & Fiqh and their differences explained by M. Azeem Farooqi](#)
- [Place and importance of Hadith in Islam|| what is the importance of Hadith in islam||islamic studies](#)
- [Islamic Studies | Lecture 15 | Role of Hadith](#)
- [The Different Subjects In Islamic Studies || Get To Know](#)
- [50 hadith from the prophet Muhammad \(SAW\).](#)
- [The Personality of the Prophet](#)
- [Life Of The Final Messenger - Muhammad pbuh \(Seerah\)](#)
- [Seerah of Prophet Muhammed 1 - Specialities of](#)  
<https://www.youtube.com/watch?v=VOUp3ZZ9t3A> Prophet Muhammed
- [Seerah pt.2 - Appearance, characteristics & manners of Prophet Muhammad](#)
- [Seerah of Prophet Muhammed 3 - Why study the Seerah? & Pre-Islamic Arabia](#)
- [Introduction of Quran \(Islamic Studies\)](#)  
<https://www.youtube.com/watch?v=EvCzpP3emE0> Lecture 1)
- [100 Standard Arabic phrases you should know !!](#)
- [Moroccan Arabic: Lesson 23 / Housing Vocabulary: Words and sentences you should know!!](#)
- [Introduction to research methods and methodologies](#)
- [Research Aim, Questions and Objectives](#)
- [Seerah of Prophet Muhammed 1 - Specialities of](#)  
<https://www.youtube.com/watch?v=VOUp3ZZ9t3A> Prophet Muhammed
- [Seerah pt.2 - Appearance, characteristics & manners of Prophet Muhammad](#)
- [Seerah of Prophet Muhammed 3 - Why study the Seerah? & Pre-Islamic Arabia](#)
- [Introduction of Quran \(Islamic Studies\)](#)  
<https://www.youtube.com/watch?v=EvCzpP3emE0> Lecture 1)
- [100 Standard Arabic phrases you should know !!](#)
- [Moroccan Arabic: Lesson 23 / Housing Vocabulary: Words and sentences you should know!!](#)
- [Introduction to research methods and methodologies](#)
- [Research Aim, Questions and Objectives](#)
- [Writing a Research Proposal](#)
- [Research Ideas Assessment](#)
- [Research Strategy: Case Study](#)
- [Exploratory, Descriptive and Explanatory Nature Of Research](#)
- [How To Write A Dissertation Or Thesis](#)

For referencing use Harvard Reference Style. Attached below is the Guide for referencing, adapted from: Vaal University of Technology, Vanderbijlpark, South Africa.

**Sources consulted to develop the Honors Handbook**

1. University of Southern California. 2023. Writing a Research Proposal - Organizing Your Social Sciences Research Paper - Research Guides at University of Southern California.
2. University of South Africa. 2023. Researcher Development Programme. Pretoria.
3. Vaal University of Technology. 2023. Referencing Guide. Vanderbijlpark.



## **MADINA INSTITUTE SOUTH AFRICA**

Main Campus 3rd Floor, Icon Building Cnr, Lower Long Street & Hans  
Strijdom Avenue Cape Town 8000

# HARVARD REFERENCE GUIDE

## INTRODUCTION

Carefully read the introductory pages of the manual which provides general instructions and the rules to be followed when referencing/citing sources in the text and bibliography.

The Harvard style is recommended as the standard for all references. The guidelines presented here are in line with the conventions followed by most technical and academic publishers in South Africa. This method of reference meets the requirements of numerous professional fields and constitutes an internationally acceptable style. Deviations from it to meet the requirements of professional journals should only be made under the guidance of the promoter/supervisor/study or project leader.

Guidelines and examples are furnished. If source references are provided that are not specifically dealt with, the supervisor/promoter as well as the subject librarians at the Gold Fields Library should be consulted.

It is normal practice for a reference/citation of the source to include the surname of the author, the year in which the work was published and the page or pages in the text of the thesis/dissertation/ project report. An alphabetical list of bibliographical details must be provided at the end of the thesis/dissertation/project reports, to enable the reader to access the actual source of information. Students are required to consult and use the latest/newest sources.

### What is Plagiarism?

**Plagiarism** means: “to take somebody else’s ideas or words and use them as if they were one’s own” (Oxford Advanced Learner’s Dictionary 1995:880). Another author’s work must always be acknowledged.

### When to reference?

*Referencing should be done when you:*

- Quote another person’s exact words.
- Copy any figures, tables or structures, pictures.
- Paraphrase or convert someone else’s ideas into your own words.



- Summarize or give a brief account of another person's work.

## DEFINITIONS

**Author** any person or entity responsible for a particular piece of work. This includes editors, compilers, composers, persons interviewed or with whom there was personal communication.

**Bibliography** list of sources, arranged in alphabetical order, that have been consulted to compile your assignment, project, etc., but which are not necessarily cited in the written document. Note: In academic writing one usually submits a "Reference list" rather than a "Bibliography".

**Citation** a written reference to a specific work or portion of a work.

**Citing** to mention, quote by way of an example or bring forward as support, illustration, proof or authority.

**Copyright** a legal right that gives the author of an original work exclusive rights for a certain time period in relation to that work, including its publication, distribution and adaptation.

**Corporate author** an organisation or group of persons (associations, institutions, companies, etc.) that is identified by a corporate or group name and acts as an entity responsible for a particular body or piece of work, i.e. Vaal University of Technology (DUT).

**Direct quotation** a phrase or paragraph or part of the original text which has been repeated in exactly the same way as the original piece of work. Footnotes: Reference details of sources of information used, recorded at the bottom of the page In-text referencing the insertion of brief references, in the appropriate places in the text, to sources that are being cited by the academic work.

**Journal, serials or periodicals** sources which are published periodically, i.e. weekly, monthly, yearly, etc. Examples are newspapers, magazines and yearbooks.

**Online database** collection of information arranged in a systematic way to make the search easy and fast. The University subscribes to different databases such as EBSCOhost, ProQuest, Sabinet, etc., in order to meet research requirements.

**Published source** any information source, whether in print or electronic format, that is made available to the public.

**Unpublished source** any information source that has not been published, most of the reports, lecture notes, study guides and pamphlets fall on this category.

**Reference list** an alphabetical list (by author's surname or corporate author) of books, articles, websites or any other sources, that have been consulted during the writing of your assignments, projects, research papers, dissertation, thesis, etc. In the absence of author's surname, use the title.

**Source** a person or group, a book, an article, a thesis, or any other work that provides information.

## **BOOKS REFERENCING RULES**

- Editions are only noted from the 2nd edition onwards.
- If there is one to two authors, all authors have to be cited and should be listed in the order that they appear.
- If there are more than two authors, use the surname of the first author, followed by '*et al.*' in your in text referencing which means 'and others' but list them in your bibliographic list.
- Where the author is unknown, the title of the work. could be used, followed by the date of publication.
- Every effort should be made to establish the authorship if you intend to use this work in an academic submission.
- Secondary referencing is used in a book or journal article where the author cites facts or information cited in research done by someone else. This is regarded as a secondary source as the researcher has not consulted the original source however, every attempt should be made to cite from the original source.
- For an unpublished material/book the title is not written *italics* or underlined if one is handwriting.
- The use of direct quotations "" is discouraged unless you have taken the exact words of an author.
- The bibliographic list at the end of your document needs to be strictly alphabetical (the example is provided at end of this document).
- Consistency is the most vital element of referencing.

### \*\*\* ABBREVIATIONS \*\*\*

<b>Terms</b>	<b>Abbreviations</b>
Appendix	app.
Chapter	chap.
Column	col.
Compiler	Comp.
Compilers	Comps
Columns	cols.
Edition	ed. /edn
Second Edition	2 <sup>nd</sup> edition
Editions	eds. /edns
Editor	ed
Editors	eds.
No date	n.d.
No place, no publisher, no page	n.p.
Number	no./No.
Page	p.
Pages	pp.
Paragraph	para. /par.
Part	pt. /pt
Revised	rev.
Revised edition	rev. ed.
Second edition	2nd ed.
Supplement	suppl. /supp.
Technical Report	Tech. Rep. / techn. rep.
Translated, translator	transl.
Volume	vol.

Volumes	vols
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## 1. BOOKS & OTHER PRINTED MATERIALS

### 1.1 Single author

<b>Format:</b>	<p><b>In-text format</b> Surname (year of publication: page number/s) <b>or</b> (Surname Year of publication: page number/s)</p>	<p>Reference list format Author's surname, Initial/s. Year of publication. <i>Title: subtitle</i>. Edition. Place of publication: Publisher. <b>or E-book:</b> Author's Surname, Initial/s. Year of publication. <i>Title</i> (Format). Place of publication: Publisher. Available: website address (Accessed date).</p>
<b>Examples:</b>	<p>"It was anciently believed that a baby born with teeth already formed would 'bite the world' and was made for villainy" (Rose 1977:70). <b>or</b> Rose (1977:70) remarked that in ancient times it was believed...</p>	<p>Rose, L. 1977. Crime and punishment. London: Batsford. <b>or E-book:</b> James, J.S. HIV/AIDS in South Africa: background (Online). Available at: <a href="http://www.aids.org/immunet/atn.nsf/page/ZQX17901.html">http://www.aids.org/immunet/atn.nsf/page/ZQX17901.html</a> (Accessed 06 June 2017)</p>

### 1.2 Two authors

<b>Format:</b>	<p>In-text format Surname and Surname (year of publication: page number/s) <b>or</b> (Surname and Surname Year of</p>	<p>Reference list format Author's Surname, Initial/s. and Author's Surname, Initial/s. Year of publication. <i>Title: subtitle</i>. Edition. Place of publication: Publisher.</p>
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	publication: page number/s)	
<b>Examples:</b>	According to Swart and Venter (1989:4) statistics show the opposite to be true. <b>or</b> Statistics show the opposite to be true (Swart & Venter 1989:4).	Swart, E.K. and Venter, B. 1967. The intensive therapy unit and the nurse. London: Faber & Faber.

### 1.3 More than two authors

<b>Format:</b>	In-text format Surname <i>et al.</i> (year of publication: page number/s) or (Surname Year of publication: page number/s)	Reference list format Author's Surname, Initial/s. and Author's Surname, Initial/s. Year of publication. <i>Title: subtitle</i> . Edition. Place of publication: Publisher.
<b>Examples:</b>	According to Meyer <i>et al.</i> (1973:74) photosynthesis is . . . <b>or</b> photosynthesis is . . . (Meyer <i>et al.</i> 1973:74)	Meyer, B.S., Anderson, D.P., Bohning, R.H. and Fratanna, D.G. 1973. Introduction to plant physiology. New York: Van Nostrand.

### 1.4 Editor

<b>Format:</b>	In-text format Surname (year of publication: page number/s) or (Surname Year of publication: page number/s)	Reference list format Editor's Surname, Initial/s. ed./s Year of publication. Title: subtitle. Edition. Place of publication: Publisher.
<b>Examples:</b>	Boyes (2010: 37) describes an orifice plate as a thin steel plate with a circular orifice of known	Boyes, W. ed. 2010. <i>Instrumentation reference book</i> . 4th ed. Amsterdam: Elsevier.

	dimensions located centrally in the plate.	
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## 1.5 Author/ Editor unknown

Note: This will apply to most dictionaries and encyclopedias.

<b>Format:</b>	<b>In-text</b> Title (year of publication: page number/s) <b>or</b> (Title Year of publication: page number/s)	<b>Reference list</b> <i>Title: subtitle</i> . Year of Publication. Edition. Place of publication: Publisher.
<b>Examples:</b>	According to Communication in practice. (1990:43)... <b>or</b> Humans have five senses (Communication in practice 1990:43).	Communication in practice. 1990. 2 <sup>nd</sup> ed. Johannesburg: Perscor.

## 1.6 Books without publication date

<b>Format:</b>	In-text format Surname (n.d.: page number/s) <b>or</b> (Surname n.d.: page number/s)	Reference list format Author's Surname, Initial/s. n.d. <i>Title: subtitle</i> . Edition. Place of publication: Publisher.
<b>Examples:</b>	Human resources have reached new heights (Grobler n.d.: 34).	Grobler, P. A. n.d. <i>Human resources management in South Africa: a new perspective</i> . 4th ed. Johannesburg: McGraw-Hill.

## 1.7 Chapter in a book

<b>Format:</b>	In-text format Surname (year of publication: page number/s) or (Surname year of publication: page number/s)	Reference list format Author's Surname, Initial/s. Year of publication. Chapter title: subtitle. In: Surname, Initial/s. ed. <i>Title of book: subtitle</i> . Place of publication: Publisher, page numbers.
<b>Examples:</b>	Massimo (1970:57-66)...	Massimo, J.L. 1970. Psychology and the gymnast. In George, G., ed. The magic of gymnastics. Santa Monica, Calif.: Sundby Publications. 31-33.

## 1.8 Corporate author

<i>Note: This will apply to most dictionaries and encyclopedias.</i>		
<b>Format</b>	<b>In-text format</b> (Name of corporate author Year of publication: page number/s) <b>or</b> Name of corporate author (year of publication: page number/s)	<b>Reference list format</b> Name of corporate author. Year of publication. Title: subtitle. Edition. Place of publication: Publisher.
<b>Examples</b>	According to Vaal University of Technology (2003:33)...	Vaal University of Technology. 2003. Disciplinary Code and Grievance Policy: Internal document.



## 1.9 Secondary author

<b>Format:</b>	In-text format Surname (as quoted/cited by Surname year of publication: page number/s) or (Surname as quoted/cited by Surname year of publication: page number/s)	Reference list format Author's Surname, Initial/s. Year of publication. <i>Title: subtitle</i> . Place of publication: Publisher.
<b>Example:</b>	Butterfield (as quoted by Johnson and Medinnus 1974:133) found that... <b>or</b> "Indexing is an art rather than a skill" (Rowley as cited by Braid (1996:6).	Johnson, R.C. & Medinnus, G.R. 1974. <i>Child psychology: behavior and development</i> . 3rd ed. New York: Wiley.

## 1.10 Reports

<b>Format:</b>	In-text format (Surname / Organisation Year of publication: page number/s) or Surname / Organisation (year of publication: page number/s)	Reference list format Author's Surname, Initial/s / Organisation. Year. <i>Title of report</i> . Place of Publication: Publisher.
<b>Examples:</b>	The World development report 2009: reshaping economic geography (2009: 97) highlighted that divisions are not synonymous with borders.	World Bank. 2009. <i>World development report 2009: reshaping economic geography</i> . Washington, D.C: World Bank.

## 1.11 Study guides/ Lecturer notes

<b>Format:</b>	In-text format Surname (year of publication: page number/s) or (Surname Year of publication: page number/s)	Reference list format Lecturer's Surname, Initial/s. Year. Title (format). Title of the Course (course code). Name of issuing body, date received.
<b>Example:</b>	<b>In-text citation example:</b> Mokoena (2015: 5) stated that the financial constraints are hampering ... <b>or</b> "The learner needs to show evidence ..." (Mokoena 2016: 6).	<b>Reference list example:</b> Mokoena, P. 2017. Building digital collections (lecture notes). Marketing 01 (MT123). Department of Marketing, Vaal University of Technology, 03 February 2017. <b>OR study guide</b> Mokoena, P. 2017. Study guide 2016. Foundational Concepts in Psychology (MT123). Department of Marketing, Vaal University of Technology, 15 February 2017.

## 1.12 Standards

<b>Format:</b>	In-text format (Corporate author Year of publication: page number/s) or Corporate author (year of publication: page number/s)	Reference list format Corporate author. Year of publication. <i>Title</i> , number. Place of publication: Publisher. or E-Standard Corporate author. Year of publication. <i>Title</i> (Format), number. Place of publication: Publisher. Available: website address (Accessed date).
<b>Examples:</b>	SANS 60335-2-15 (South African National Standards, 2009:23, para. 10) states...	South African National Standards. 2008. <i>Household and similar electrical appliances - safety: part 2-15: particular requirements for appliances for heating liquids</i> . SANS 60335-2-15:2009. Pretoria: SANS.

## 1.13 Theses/Dissertations

<b>Format:</b>	In-text format Surname (year of publication: page number/s) or (Surname Year of publication: page number/s)	Reference list format Author's Surname, Initial/s. Year. Title. Degree, Name of institution. Or E-Theses Author's Surname, Initial/s. Year. Title. Degree, Name of institution. Available: website address (Accessed date).
<b>Examples:</b>	Du Plessis (1986:5) researched the...	Du Plessis, J. 1986. <i>Stability of emulsions in parenthetical nutritional mixtures</i> . M.Sc. Dissertation. Potchefstroom: PU for CHE. <b>OR</b> Marais, P.J.J.G. 1998. <i>The filter furnace as an alternative atomizer for electrothermal atomic absorption spectrometry</i> . D.Tech. Technikon Pretoria.

## 2. MEDIA

### 2.1 Videos

<b>Format:</b>	In-text format Film title (year of production) or (Film title year of production)	Reference list format <i>Title of Film</i> (format). Year of production. Directed by Director's name, Place of production: Production company.
<b>Examples:</b>	Management of change in organisations (1997) in the 21 <sup>st</sup> century organisations are...	<i>Management for change in organisations</i> (Video). 1997. Directed by Charlton, C.L. Johannesburg: Vidcom Educational.

## 2.2 Online videos (i.e., YouTube videos)

<b>Format:</b>	In-text format Surname (year of publication) or (Surname Year of publication)	Reference list format Presenter name. Date of posting (dd/mm/yyyy). <i>Video Title</i> , Series Title (if relevant) (format). Available: website address (Accessed date).
<b>Examples:</b>	Sommerfeldt (2014) in the 21 <sup>st</sup> century organisations are...	Sommerfeldt, H. 14/03/2014. <i>Change management</i> (Video online). Available: <a href="https://www.youtube.com/watch?v=QWORFliXxnQ">https://www.youtube.com/watch?v=QWORFliXxnQ</a> (18 May 2017).

## 2.3 Radio/TV programmes

<b>Format:</b>	In-text format (Programme title year of production) or Programme title (year of production)	Reference list format Channel. Year of broadcast. <i>Title of programme</i> (Format). Day and month of broadcast.
<b>Examples:</b>	Good hacker take from the rich and give to the poor (Generations: the legacy 2017).	SABC 1. 2017. <i>Generations: the legacy</i> (TV programme). 15 May.

## 2.4 Newspapers

<b>Format:</b>	In-text format Surname (year of publication: page number/s) or (Surname Year of publication: page number/s)	Reference list format Author's Surname, Initials. Year of publication. Article title. <i>Title of Newspaper</i> , Date of newspaper: page numbers. <b>OR Online newspaper:</b> Author's Surname, Initial/s. Year of publication. Article title. <i>Title of Newspaper</i> (Format), Date of newspaper: page number/s. Available: website address (Accessed date).
<b>Examples:</b>	Begley (2012: 11) reports that full-genome sequencing could help decide ...	Begley, S. 2012. Genomes: the future has arrived: a new DNA reader is set to bring genetics into everyday medicine – but how many advantages will this in fact bring? <i>The Witness</i> , 23 January: 11. <b>or</b> Markoff, J.J. 1996. Voluntary rules proposed to help insure privacy for Internet users. <i>New York times</i> . (Online). June 5. Available at: <a href="http://www.nytimes.com/library/cyber/week/y05dat.html">http://www.nytimes.com/library/cyber/week/y05dat.html</a> (Accessed: 05 June 1996).

## 3. JOURNALS

### 3.1 Journal Article

<b>Format:</b>	In-text format Surname (year of publication: page number/s) or (Surname Year of publication: page number/s)	Reference list format Author's Surname, Initial/s. Year of Publication. Article title: subtitle. <i>Journal title</i> , volume number(part/issue number): page number/s. <b>OR Online article:</b> Author's Surname, Initials. Year of publication. Title of article. <i>Journal title</i> (format), volume number(issue number): pages. Available: website address (Accessed date).
<b>Examples:</b>	According to Rabow (1995:54) Drinking among college students is on the...	Rabow, J. 1995. Drinking among college students. <i>Journal of Alcohol and Drug Education</i> , 40(3):52-64, May. <b>OR Online article:</b> Ibiyemi, A. O., Adenuga, A. O., and Odusami, K. T. 2009. Comparative analysis of traditional procurement methods in Lagos, Nigeria. <i>Journal of construction</i> (online), 2(2): 26. Available: <a href="http://www.asocsa.org/JOC2009Vol2No2content.pdf">http://www.asocsa.org/JOC2009Vol2No2content.pdf</a> (Accessed 10 December 2009).

### 3.2 Journal article without an author

<b>Format:</b>	In-text format (year of publication: page number/s)	Reference list format Article title: subtitle. Year of publication. <i>Journal Title</i> , volume number (issue number): page number/s.
<b>Examples</b> :	“Today the doctor still prescribes medicine, but the mortar and pestle of the pharmacist gather dust” (1978:3).	Must pharmacists only count tablets? 1978. <i>South African Medical Journal</i> , 53(1):3.

### 3.3 Journal article without a volume/ number

<b>Format:</b>	In-text format Surname (year of publication: page number/s) or (Surname Year of publication: page number/s)	Reference list format Author’s Surname, Initial/s. Year of Publication. Article title: subtitle. <i>Journal title</i> : page numbers.
<b>Examples</b> :	“The drinking problem in Scotland has always been relatively more serious than in England” (Glatt 1980:135).	Glatt, M.M. 1980. Recent books on the abuse of alcohol and alcoholism. <i>British Book News</i> : 133-137.

## 4. LAWS/ACTS & GAZETTES

### 4.1 Laws/acts

<b>Format:</b>	In-text format Country (year of publication: page number/s) or (Country Year of publication: page number/s)	Reference list format Name of Country. Year. <i>Title of Act</i> . Place of publication: Publisher. <b>OR Online act:</b> Country. Year. <i>Title of Act</i> (format). Place of publication: Publisher. Available: website address (Accessed date).
<b>Examples :</b>	South Africa (1982:92) The Atomic Corporation was established in terms of the Atomic Energy Act. <b>or</b> The Atomic Corporation was established in terms of the Atomic Energy Act (South Africa 1982:92).	South Africa. 1982. <i>Atomic Energy Act, No. 92 of 1982</i> . Pretoria: Government Printer.

### 4.2 Gazettes

<b>Format:</b>	In-text format Country (year of publication: page number/s) or (Country Year of publication: page number/s)	Reference list format Name of Country. Year of publication. <i>Title</i> . Government Gazette number: Day Month. <b>OR Online gazette:</b> Name of Country. Year of publication. <i>Title</i> (format). Government Gazette number: Day Month. Available: website address (Accessed date).
<b>Examples :</b>	The requirement in this case is that the license be withdrawn (South Africa 1977:149).	South Africa. 1977. <i>The duty of the court to pass judgement on the suspension or revocation of a driver's license (Proclamation No. R. 327, 1977)</i> . Government Gazette number 5804: 18 November.

## 5. INTERNET SOURCES

### 5.1 Internet source with author

Note: In the absence of a page number, paragraph and line number should be used.

<b>Format:</b>	<b>In-text format</b> Surname (year of publication: page number/s) <b>or</b> (Surname Year of publication: page number/s)	<b>Reference list format</b> Author's Surname, Initial/s. Year of publication. <i>Title</i> (format). Available: website address (Accessed date).
<b>Example :</b>	According to Memani (2017: para. 4 line. 1) Ms Khumalo also promotes the world arts among...	Memani, Q. 2017. <i>VUT established art curator making waves offshore</i> (Online). Vaal University of Technology. Available at: <a href="http://www.vut.ac.za/vut-established-art-curator-making-waves-offshore">http://www.vut.ac.za/vut-established-art-curator-making-waves-offshore</a> (Accessed: 18 May 2017).

### 5.2 Internet source without author

Note: Items that have no author or date should be evaluated to determine their authenticity or suitability for academic purposes.

<b>Format:</b>	<b>In-text</b> Title (year of publication: page number/s) <b>or</b> (Title year of publication: page number/s)	<b>Reference list</b> <i>Title</i> (format). Year of publication. Available: website address (Accessed date).
<b>Example:</b>	In reference to VUT established art curator making waves offshore (2017: para. 4 line 1) Ms Khumalo also promotes the world arts among...	<i>VUT established art curator making waves offshore</i> (Online). 2017. Vaal University of Technology. Available at: <a href="http://www.vut.ac.za/vut-established-art-curator-making-waves-offshore">http://www.vut.ac.za/vut-established-art-curator-making-waves-offshore</a> (Accessed: 18 May 2017).



### 5.3 Internet source without a date

Note: *Items that have no author or date should be evaluated to determine their authenticity or suitability for academic purposes.*

Format	In-text format	Reference list format
	Surname (n.d.: page number) <b>or</b> (Surname n.d.: page number)	Author's Surname, Initial/s. n.d. <i>Title</i> . Available: website address (Accessed date).
<b>Example</b>	According to Memani (n.d.: para. 4 line. 1) Ms Khumalo also promotes the world arts among...	Memani, Q. n.d. <i>VUT established art curator making waves offshore</i> (Online). Vaal University of Technology. Available at: <a href="http://www.vut.ac.za/vut-established-art-curat-or-making-waves-offshore">http://www.vut.ac.za/vut-established-art-curat-or-making-waves-offshore</a> (Accessed: 18 May 2017).

### 5.4 E-mails

Format:	In-text format	Reference list format
	Title/subject of the email (year of publication: page number/s) <b>or</b> (Title/ subject of the email year of publication: page number/s)	Sender. (sender's E-mail address). Year. Title/heading/subject of the message. E-mail received: Date e-mail received.
<b>Example:</b>	The statistics of the PU and RAU libraries... (Swanepoel 1996).	Swanepoel, C.B. (cbs@info.rau.ac.za). 1996. Discussion of library statistics. E-mail received: 30 July 1996.

### 5.5 Social networks (Facebook, Twitter, etc.)

Format:	In-text format	Reference list format
	Surname (year of post) <b>or</b> (Surname Year of post)	Author's Surname, Initial/s. Date of posting (dd/mm/yyyy). <i>Name of the social website</i> . Available: web address (Accessed date).
<b>Examples</b> :	According to Grace (2017) Broken trust is like a melted chocolate.	Grace, L. 17/05/2017 Facebook. Available: <a href="https://www.facebook.com/lungile.grace.71">https://www.facebook.com/lungile.grace.71</a> (18 May 2017).

## 6. LETTERS AND INTERVIEWS

### 6.1 Interviews

<b>Format:</b>	<b>In-text format</b> Surname (Year) <b>or</b> (Surname Year)	<b>Reference list format</b> Name of person interviewed. Year. Name of organisation or area a person is from (if available). Title or nature of interview. its scope (where applicable): Date and month of the interview
<b>Examples</b> :	According to Van der Merwe (1979), mampoer was already being distilled in the Marico area as early as 1841.	Bailes, N. 1998. Interview by Mr Nigel Bailes, Sales Manager, Barcode Systems Africa: 20 October.

### 6.2 Letter

<b>Format:</b>	<b>In-text format</b> Surname (Year) <b>Or</b> (Surname Year)	<b>Reference list format</b> Name of writer. Year. Name of person a letter is to/ his position. Place to: date and month of the letter.
<b>Example:</b>	Viljoen (1953) expressed his utter dissatisfaction about this.	Viljoen, C.S. 1953. Letter to the Town Clerk of Potchefstroom, 1 June. Pretoria (Original copy in records of Town Council of Potchefstroom).

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### **Example of a Bibliographic List**

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