



آغا خان یونیورسٹی ایگزامینیشن بورڈ

AGA KHAN UNIVERSITY EXAMINATION BOARD

**Secondary School Certificate
Examination Syllabus**

**ISLAMIYAT
CLASSES IX-X**

(Based on National Curriculum 2002)

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Examination Syllabus**

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CLASSES IX-X**

**This subject is examined in both
May and September Examination sessions**

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PREFACE

In pursuance of National Education Policy (1998-2010), the Curriculum Wing of the Federal Ministry of Education has begun a process of curriculum reform to improve the quality of education through curriculum revision and textbook development (Preface, National Curriculum documents 2000 and 2002).

AKU-EB was founded in August 2003 with the same aim of improving the quality of education nationwide. As befits an examination board it seeks to reinforce the National Curriculum revision through the development of appropriate examinations for the Secondary School Certificate (SSC) and Higher Secondary School Certificate (HSSC) based on the latest National Curriculum and subject syllabus guidance.

AKU-EB has a mandate by Ordinance CXIV of 2002 to offer such examination services to English and Urdu medium candidates for SSC and HSSC from private schools anywhere in Pakistan or abroad, and from government schools with the relevant permissions. It has been accorded this mandate to introduce a choice of examination and associated educational approach for schools, thus fulfilling a key objective of the National Curriculum of Pakistan: “Autonomy will be given to the Examination Boards and Research and Development cells will be established in each Board to improve the system” (ibid. para. 6.5.3 (ii)).

AKU-EB is committed to creating continuity of educational experience and the best possible opportunities for its students. In consequence it offered HSSC for the first time in September, 2007 to coincide with the arrival of its first SSC students in college or higher secondary school. Needless to say this is not an exclusive offer. Private candidates and students joining AKU-EB affiliated schools and colleges for HSSC Part 1 are eligible to register as AKU-EB candidates even though they have not hitherto been associated with AKU-EB.

This examination syllabus exemplifies AKU-EB’s commitment to national educational goals.

- It is in large part a reproduction, with some elaboration, of the Class IX and X National Curriculum of the subject.
- It makes the National Curriculum freely available to the general public.
- The syllabus recommends a range of suitable textbooks already in print for student purchase and additional texts for the school library.
- It identifies areas where teachers should work together to generate classroom activities and materials for their students as a step towards the introduction of multiple textbooks, another of the Ministry of Education’s policy provisions for the improvement of secondary education (ibid. para. 6.3.4).

This examination syllabus brings together all those cognitive outcomes of the National Curriculum statement which can be reliably and validly assessed. While the focus is on the cognitive domain, particular emphasis is given to the application of knowledge and understanding, a fundamental activity in fostering “attitudes befitting useful and peaceful citizens and the skills for and commitment to lifelong learning which is the cornerstone of national economic development” (Preface to National Curriculum documents 2000 and 2002).

To achieve this end AKU-EB has brought together university academics, teacher trainers, writers of learning materials and above all, experienced teachers, in regular workshops and subject panel meetings.

AKU-EB provides copies of the examination syllabus to subject teachers in affiliated schools to help them in planning their teaching. It is the syllabus, not the prescribed text book which is the basis of AKU-EB examinations. In addition, the AKU-EB examination syllabus can be used to identify the training needs of subject teachers and to develop learning support materials for students. Involving classroom teachers in these activities is an important part of the AKU-EB strategy for improving the quality of learning in schools.

The Curriculum Wing of the Federal Ministry of Education has recently released new subject specifications and schemes of study which have been implemented since September, 2008. These documents are a major step forward towards a standards-related curriculum and have been welcomed by AKU-EB. Our current SSC syllabuses have been revised to ensure conformity with the National Curriculum.

We stand committed to all students entering the SSC course as well as those who have recently embarked upon the HSSC course in facilitating their learning outcome. Our examination syllabus document ensures all possible support.



Dr. Thomas Christie
Director,
Aga Khan University Examination Board
July 2009

1. Aims/Objectives of the National Curriculum (2002)¹

1.1 General Objectives

1. “ To strengthen the belief of fundamental tenets of Islam in the minds and hearts of students, and to explain the importance and benefits of faith in their practical lives;
2. To promote feelings of love, grandeur and obedience for Allah;
3. To promote love and affection for the Holy Prophet (PBUH). To prepare students intellectually and practically to obey the Holy Prophet (PBUH) and to strengthen their belief in the finality of the Prophet (PBUH).
4. To strengthen belief in students’ hearts and minds that Islam is a perfect religion. Provide them with spiritual and ethical training in the light of Islamic teachings and prepare them to promote greatness of Islam, establishment of peace and unity in the Muslim Ummah.
5. To make students aware of the greatness of the Holy Qur’ān and Ḥadīth and to create ability to read and understand the Holy Qur’ān.
6. To make students aware of the importance and benefits of the concept of ‘*ibādat*, and to help them attain Divine blessings, the prime objective of their lives and encourage them to be regular in the practice of the pillars of Islam.
7. To create interest for the study of *Seerat-e-Rasul* (life of the Holy Prophet (PBUH) and to seek guidance from it for their practical life.
8. To make students aware of the magnificent and glorious history of the Muslims and their achievements in educational, spiritual, political and military fields and to create a sense of restoration of dignity of the past and renaissance of Islam.
9. To make students aware of the ideology of Pakistan; to create love for Pakistan so that they may practically participate in the struggle for stability, prosperity, national cohesion and peace in the homeland”.

¹ Government of Pakistan (2002), *National Curriculum; Islamiyat Classes IX-X, Islamabad*, Ministry of Education (Curriculum Wing)

1.2 Specific Objectives

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

1. show an awareness of the importance of faith and should uphold their faith above all else.
2. express love and grandeur of Allah with a real sense of feeling through their words and deeds;
3. consider the love and respect for the Holy Prophet as the quintessence of their faith. They should take pride in following the Holy Prophet (PBUH) and manifest the same through their words and deeds.
4. have belief in the perfection, universality and finality of Islam. They should consider that as the last and final message of Allah, the Qur'ān endorses other revealed books. With hope and ambition in their hearts that their faith is all-powerful at the universal level they should begin intellectual and practical struggle for the same.
5. read, translate and give a brief interpretation of some parts of the Qur'ān and selected *ahadith*;
6. recognise that worship of Allah ('*ibadat*) is their aim of life, attaining His blessings is their prime objective and to be punctual in following the pillars of Islam.
7. draw inspirations from the *Seerat-e-Rasul (SAS)* for the success and welfare in this world and the Hereafter.
8. demonstrate an awareness of the glorious past of the Muslim Ummah, having appropriate knowledge of their ancestors' educational, spiritual and military achievements.
9. study about good morals and attitudes and present themselves as a good model by putting these into practice.

2. Rationale of the AKU-EB Examination Syllabus

2.1 General Rationale

2.1.1 In 2007, the Curriculum Wing of the Federal Ministry of Education (MoE) issued a revised part-wise Scheme of Studies. All subjects are to be taught and examined in both classes IX and X. It is therefore important for teachers, students, parents and other stakeholders to know:

- (a) that the AKU-EB Scheme of Studies for its SSC examination (Annex A) derives directly from the 2007 Ministry of Education Scheme of Studies;
- (b) which topics will be examined in Class IX and in Class X;
- (c) at which cognitive level or levels (Knowledge, Understanding, Application and other higher order skills) the topics and sub-topics will be taught and examined;

2.1.2 This AKU-EB examination syllabus addresses these concerns. Without such guidance teachers and students have little option other than following a single textbook to prepare for an external examination. The result is a culture of rote memorization as the preferred method of examination preparation. The pedagogically desirable objectives of the National Curriculum which encourage “observation, creativity and other higher order thinking [skills]” are generally ignored. AKU-EB recommends that teachers and students use multiple teaching-learning resources for achieving the specific objectives of the National Curriculum reproduced in the AKU-EB examination syllabuses.

2.1.3 The AKU-EB examination syllabuses use a uniform layout for all subjects to make them easier for teachers to follow. Blank sheets are provided in each syllabus for writing notes on potential lesson plans. It is expected that this arrangement will also be found helpful by teachers in developing classroom assessments as well as by question setters preparing material for the AKU-EB external examinations. The AKU-EB aims to enhance the quality of education through improved classroom practices and improved examinations.

2.1.4 The Student Learning Outcomes (SLOs) in Section 3 start with command words such as list, describe, relate, explain, etc. The purpose of the command words is to direct the attention of teachers and students to specific tasks that candidates following the AKU-EB examination syllabuses are expected to undertake in the course of their subject studies. The examination questions will be framed using the same command words, but not necessarily the same content, to elicit evidence of these competencies in candidates’ responses. The definitions of command words used in this syllabus are given in Section 8. It is hoped that teachers will find these definitions useful in planning their lessons and classroom assessments.

- 2.1.5 The AKU-EB has classified SLOs under the three cognitive levels Knowledge (K), Understanding (U) and Application of knowledge and skills (A) in order to derive multiple choice questions and constructed response questions on a rational basis from the subject syllabuses ensuring that the intentions of the National Curriculum should be met in full. The weighting of marks to the Multiple Choice and Constructed Response Papers is also derived from the SLOs, command words and cognitive levels. In effect the SLOs derived from the National Curriculum determine the structure of the AKU-EB subject examination set out in Section 4.

2.2. Specific Rationale of the AKU-EB Islamiyat Examination Syllabus

- 2.2.1. There is, perhaps, a greater need today for Muslims to be deeply inspired with their faith, its history and its ethics the better to meet the challenges of the contemporary world. The spirit of the objectives of the National Curriculum document for Islamiyat revolves around these areas and this examination syllabus of AKU-EB follows this in letter and spirit.
- 2.2.2. Islamiyat is a compulsory subject for all the students of SSC, as per the National Curriculum, except for non-Muslim candidates who may opt for 'Ethics'. The objectives of the National Curriculum emphasize that students should be able to know and understand their faith with firm beliefs in the basic concepts of *Tawheed* (oneness of Allah) and finality of prophethood; obey and love Allah and the Holy Prophet (P.B.U.H.) and learn to live by the ethics of their faith in the light of the teachings of the Qur'an and *Sira* of the Holy Prophet (P.B.U.H.). Objectives one to seven revolve around these three major areas. This examination syllabus considers all the content areas as given in the National Curriculum document; these are *Al-Qur'an*, *Al-Hadith*, *Mozuaati Mutalia*, which cover the basic beliefs, religious obligations, biography (*Sira*) and prophetic model (*Uswatun Hasanah*) of the Holy Prophet (P.B.U.H.) and ethics. It derives its students learning outcomes from these content areas.
- 2.2.3. The syllabus emphasizes on the meaning and understanding of the Qur'anic text of the three chapters and the *Hadith* (traditions) of the Holy Prophet (P.B.U.H.), as meaning is significant to know and reflect how guidance and inspiration can be sought from these two sources by Muslim students in living their lives today.

- 2.2.4. Objective eight of the National Curriculum Document seeks to introduce a historical and cultural dimension to studying Islam. It states that students should be made aware of the glorious past of Muslims and their achievements in and contribution to various sciences of that time. This objective seems not to have been translated in the textbooks. In order to achieve this particular aim of the Curriculum Document in creating awareness in students about the achievements of Muslims and their brilliant past, as the document suggests, this examination syllabus has included a topic of 'Muslim Cultures', tracing it historically with focus on the brilliant achievements of Muslims in various branches of knowledge and sciences and an attempt has been made to link the topic with the present day Muslim world. It is envisaged that through the teaching of this topic students will be able to link themselves with their past heritage, will develop a sense of pride and appreciation for the contributions made by Muslim scholars and scientists, and realize the need for reviving and enlivening the glorious past in today's context. They would be able to develop attitudes that were the hallmark of flourishing Muslim cultures such as tolerance, respect for diversity and pluralistic views, curiosity for intellectual, spiritual and moral endeavours.
- 2.2.5. As the AKU-EB SSC Islamiyat examination syllabus is based on the National Curriculum 2002, AKU-EB has revised the scheme of assessment according to part wise National SSC Scheme of Studies 2007. As elaborated in the scheme of assessment, the AKU-EB SSC Islamiyat examinations in both Classes IX and X will be confined to the contents of Islamiyat textbooks published by the provincial textbook boards and National Book Foundation.

3. Topics and Student Learning Outcomes of the Islamiyat Examination Syllabus

SSC Part I (Class IX)

Topics	Student Learning Outcomes	Cognitive Levels ²		
		K	U	A
1. <i>Qur'ān e-Majīd</i>	Candidates should be able to:			
1.1 Idiomatic Translation and Explanation of <i>Sura e-Anfāl</i>	1.1.1 give the meaning of the word ' <i>anfāl</i> ' and the reason for naming it so; 1.1.2 state the number of verses and <i>ruku</i> of <i>Sura e-Anfāl</i> and explain the context and historical background of its revelation; 1.1.3 explain with reference to context the meaning of the selected words and verses; 1.1.4 describe the key messages of <i>Sura e-Anfāl</i> ; 1.1.5 express the understanding of teachings and values contained in this <i>surah</i> ; 1.1.6 discuss the application of these teachings and values in our lives.	* *	 * * *	 *
2. <i>Hadith</i> (Sayings of the Holy Prophet) (صلى الله عليه وآله وسلم)	Candidates should be able to:			
2.1 Introduction to <i>Hadith</i>	2.1.1 give the meaning of 'Hadith' as a word and as a term; 2.1.2 explain with examples the difference among <i>Hadith e-Qauli</i> , <i>Hadith e-fi'li</i> , and <i>Hadith e-taqiriri</i> ;	*	*	

² K = Knowledge, U = Understanding, A= Application (for explanation see Section 7: Definition of command words used in Student Learning Outcomes and in Examination Questions).

NOTES

			K	U	A
2.2 Selected <i>Ahadith</i>	2.2.1	give meanings of words from the selected <i>Ahadith</i> ;	*		
<i>Note:</i> <i>Ahadith</i> from 1 to 10 as published by the Textbook Boards and National Book Foundation for Islamiyat IX and X	2.2.2	explain the key messages of these <i>Ahadith</i> ;		*	
	2.2.3	discuss the common teachings described in these <i>Ahadith</i> ;			*
	2.2.4	give examples of the application of these <i>Ahadith</i> in individual and social lives of Muslims;			*
	2.2.5	discuss the lessons that we can take from these <i>Ahadith</i> in social and moral aspects of our lives;			*
	2.2.6	discuss the application of these <i>Ahadith</i> in our individual lives;			*
	2.2.7	explain the humanistic aspect of these <i>Ahadith</i> ;		*	
3. Mauzu‘ati Mutala‘a	Candidates should be able to:				
3.1. Qur’ān e-Majīd: Introduction and Preservation	3.1.1	give the meaning of ‘Qur’ān’ as a word and as a term;	*		
	3.1.2	describe the significance of the Qur’ān as a revealed book;		*	
	3.1.3	explain that the Qur’ān is the final and complete message of Allah for mankind;		*	
	3.1.4	explain with examples that the Qur’ān is a book of guidance;		*	
	3.1.5	describe how the Qur’ān was written and compiled during the days of Holy Prophet (صلى الله عليه وآله وسلم) and the Rightly Guided Caliphs (رضوان الله عليهم);		*	
	3.1.6	express their understanding of the Qur’ānic concepts of existence of Allah;		*	
	3.1.7	explicate the Qur’ānic concept of ‘ <i>Akhirat</i> ’;		*	
	3.1.8	analyse why the Qur’ān invites us to explore and ponder over ‘man and the universe’;			*

NOTES

			K	U	A
3.2	Love for and Obedience to Allah	<p>3.2.1 explain with examples the impact of love for Allah on ethical and social aspects of a Muslim society;</p> <p>3.2.2 highlight with the help of some Qur'ānic verses, importance of obedience to Allah in their individual lives;</p> <p>3.2.3 explain with examples how they can express their love and obedience for Allah through their prayers (<i>ibadah</i>) and love for human beings;</p>		*	
3.3	Love for and Obedience to the Holy Prophet (صلى الله عليه وآله وسلم)	<p>3.3.1 explain why Allah has made obedience to the Holy Prophet (صلى الله عليه وآله وسلم) incumbent upon Muslims;</p> <p>3.3.2 explain the importance of love and respect for the Holy Prophet (صلى الله عليه وآله وسلم);</p> <p>3.3.3 demonstrate with examples how they can show their love and obedience for the Holy Prophet (صلى الله عليه وآله وسلم);</p> <p>3.3.4 explain how the Qur'ān has made obedience to the Holy Prophet (صلى الله عليه وآله وسلم) equal to Allah's obedience;</p> <p>3.3.5 explore different ways in which the Muslim <i>Ummah</i> can express its love and obedience to the Holy Prophet (صلى الله عليه وآله وسلم);</p>		*	*
3.4	Finality of Prophet-hood and Completion of <i>Dīn</i>	<p>3.4.1 state what is meant by the finality of Prophet-hood;</p> <p>3.4.2 explain the importance of the concept of the finality of Prophet-hood in the light of Qur'ānic teachings;</p> <p>3.4.3 describe the objectives of the teachings of the Holy Prophet (صلى الله عليه وآله وسلم);</p> <p>3.4.4 explain the mutual relationship between the concepts of the finality of Prophet-hood and the completion of <i>Dīn</i> (religion);</p> <p>3.4.5 give examples of how Muslims can benefit by following the teachings drawn from the life of the Holy Prophet (صلى الله عليه وآله وسلم);</p>	*	*	*

NOTES

			K	U	A
3.5	Obligation and Excellence of Knowledge	3.5.1	*	*	*
		3.5.2			
		3.5.3			
		3.5.4			
		3.5.5			
		3.5.6			
3.6	<i>Zakāt</i> (Obligation, Importance and Heads of Expenditure)	3.6.1	*		*
		3.6.2		*	
		3.6.3		*	
		3.6.4		*	
		3.6.5			

NOTES

			K	U	A
4. Muslim Cultures	Candidates should be able to:				
4.1 Development of Arts and Sciences amongst Muslims	4.1.1	state the general meaning of the term ‘culture’;	*		
	4.1.2	describe the salient features of Islamic culture;		*	
	4.1.3	give examples of the fields of science (literature, history, science, ethics, sociology, <i>tafseer</i> , grammar and syntax, <i>Ilm-ul-Rijal</i> , etc) in which Muslims made advancements through their study of the Qur’ān and <i>Hadith</i> ;			*
	4.1.4	describe the life and the contribution of Muslim scholars and scientists (<i>Jabir-bin-Hayan, Ibn-ul-Haitham, Naseeruddin Tosi, Ibn-e-Khuldoon, Ibn-e-Sina, Sheikh Saadi, Imam Bukhari, Muhammad bin Yaqoob-al-Kaleeni and Moulana Room</i>) to the fields of science of arts;		*	
4.2 Knowledge and Present day Muslims	4.2.1	explore the causes of decline of Muslims in Arts and Sciences for the last few centuries;			*
	4.2.2	suggest how Muslims can revive their glorious past, and play their role in research and dissemination of knowledge;			*
	4.2.3	suggest measures to overcome the problems Muslims are facing today.			*

NOTES

Class X

Topics	Student Learning Outcomes		Cognitive levels ³		
			K	U	A
5. Qur'ān e-Majīd	Candidates should be able to:				
5.1 Idiomatic Translation and Explanation of <i>Sura e-Ahzāb and Sura e-Mumtahinah</i>	5.1.1	state the literal meanings of ' <i>Ahzab and Mumtahrenah</i> ' and explain the context and historical background of its revelation;		*	
	5.1.2	state the number of verses and <i>ruku</i> of both the <i>Surahs</i> ;	*		
	5.1.3	explain with reference to context the meaning of the selected words and verses;		*	
	5.1.4	explain the key messages of these <i>Surahs</i> ;		*	
	5.1.5	express their understanding of teachings and values contained in these <i>Surahs</i> ;		*	
	5.1.6	discuss the application of teachings and values contained in these <i>Surahs</i> .			*
6. Hadith (Sayings of the Holy Prophet) (صلى الله عليه وآله وسلم)	Candidates should be able to:				
6.1 Importance of <i>Hadith</i>	6.1.1	explain the importance of <i>hadith</i> for understanding the Qur'ān;		*	
	6.1.2	describe the collection and compilation of <i>hadith</i> after the demise of the Holy Prophet (صلى الله عليه وآله وسلم);		*	
6.2 Selected <i>Ahadith</i> Note: <i>Ahadith</i> No. 11-20 mentioned in Islamiyat books for IX and X, published by Textbook Boards and National Book Foundation	6.2.1	give the meaning of words from the selected <i>Ahadith</i> ;	*		
	6.2.2	explain the key messages of these <i>Ahadith</i> ;		*	
	6.2.3	discuss the conceptual relationship between these <i>Ahadith</i> ;			*
	6.2.4	discuss what lessons we can draw from these <i>Ahadith</i> for the moral and social aspects of our lives;			*

³ K = Knowledge, U = Understanding, A= Application (for explanation see Section 7: Definition of command words used in Student Learning Outcomes and in Examination Questions).

NOTES

			K	U	A
	6.2.5	discuss how the understanding and application of these <i>Ahadith</i> is important to lead a virtuous life in a Muslim society;			*
	6.2.6	comment on the humanistic aspect of the teaching of these <i>Ahadith</i> .			*
7. Mauzu‘ati Mutala‘a	Candidates should be able to:				
7.1 Excellence of Qur’ān	7.1.1	explain that the Qur’ān is a miracle from different aspects;		*	
	7.1.2	discuss in what sense the Qur’ān is the last book of Allah;			*
	7.1.3	discuss with examples how Qur’ān is a source of guidance for worldly and spiritual matters;			*
	7.1.4	explain that the recitation of the Qur’ān sparks spiritual development and peace of heart in the believers;		*	
7.2 Ablution and Physical Cleanliness	7.2.1	give the literal meaning of word ‘ <i>taharat</i> ’;	*		
	7.2.2	state the meaning of <i>taharat</i> as an Islamic term;	*		
	7.2.3	describe the physical and spiritual benefits of <i>wudu and ghusl</i> ;		*	
	7.2.4	apply the injunctions regarding <i>taharat</i> in our social lives;			*
	7.2.5	discuss the benefits of <i>taharat</i> on environment;			*
7.3 Fortitude, Gratefulness, and our Individual and Collective Lives (<i>Sabr and Shukr</i>)	7.3.1	give the literal meaning of the words <i>sabar</i> and <i>shukr</i> ;	*		
	7.3.2	elaborate the concepts of <i>sabar</i> and <i>shukr</i> in the light of the Qur’ān and <i>Hadith</i> ;		*	
	7.3.3	explore the interconnection between <i>sabar</i> and <i>shukr</i> in the individual and social lives of Muslims;			*

NOTES

			K	U	A
7.4 Importance of Family Life	7.4.1	give the meaning of word ‘ā’ilah’	*		
	7.4.2	elucidate the meaning and concept of family life in the light of the Qur’ān and <i>Hadith</i> ;		*	
	7.4.3	discuss the importance of family life in a Muslim society;			*
	7.4.4	give the meaning of the word <i>Zaujain</i> and describe the importance of understanding, respect and honour between husband and wife;		*	
	7.4.5	explain the rights and duties of husband and wife according to the teachings of the Qur’ān;		*	
	7.4.6	elaborate the rights and duties of children in the light of the Qur’ān;		*	
	7.4.7	discuss with examples how good relations between members of the family can be strengthened;			*
7.5 <i>Hijrat</i> (migration) and <i>Jihād</i>	7.5.1	give literal meanings of the words ‘ <i>hijrat</i> and <i>jihād</i> ’;	*		
	7.5.2	explain the concepts of <i>hijrat</i> and <i>jihad</i> in the light of the Qur’ān and <i>Hadith</i> ;		*	
	7.5.3	highlight the events and causes that forced the Holy Prophet (صلى الله عليه وآله وسلم) and other Muslims to migrate to Madina;		*	
	7.5.4	discuss the Qur’ānic concept of <i>hijrat</i> , its need and principles;			*
	7.5.5	describe the concept of <i>jihād</i> in the Qur’ān and its types;			*
	7.5.6	describe the importance of <i>jihad</i> in individual and social lives.		*	

NOTES

			K	U	A
8. Muslims Cultures	Candidates should be able to:				
8.1 Famous Personalities	8.1.1	describe the scientific and literary contribution of the Muslim scholars (Dr. Saleem uz Zaman Siddiqi, Syed Amir Ali, Abul Qasim Khallaf bin Abbas al-Zahrawi, Abu Rehan al-Beruni, Shah Abdul Latif Bhitai);		*	
	8.1.2	discuss how their scientific and literary contributions can be a source of guidance for students;			*
8.2 Role of Citizens in Social Relationship and Integrity	8.2.1	state what is meant by ‘national integrity’;	*		
	8.2.2	discuss the role of government and citizens for creating ‘national integrity’ in Pakistan;			*
	8.2.3	suggest how students can play their role in the development of Pakistani society;			*
	8.2.4	assess the diversity of cultures in Pakistan;			*
	8.2.5	discuss the promotion of integrity and tolerance among different cultures of Pakistan;			*
	8.2.6	assess the impact of Islamic teachings in creating harmony among different cultures.			*

NOTES

4. Scheme of Assessment

Class IX

Table 1: Number of Student Learning Outcomes by Cognitive Levels

Topic No.	Topics	No. of Sub-Topics	SLOs			Total
			K	U	A	
1.	<i>Qur'ān e- Majīd</i> <i>Sura e-Anfal</i> (complete) as given in the textbooks of Islamiyat Class IX and X, Published by the Textbook Boards and National Book Foundation*	1	2	3	1	6
2.	<i>Hadith</i> (Sayings of the Holy Prophet) (صلى الله عليه وآله وسلم) 10 <i>Hadith</i> (1 to 10) as given in the Textbooks of Islamiyat Class IX and X, Published by the Textbook Boards and National Book Foundation*	2	2	3	4	9
3.	<i>Mauzu'ati Mutala'a</i> Topics and sub-topics as given in the Textbooks of Islamiyat Class IX and X, Published by the Textbook Boards and National Book Foundation*	6	5	20	7	32
4.	Muslim Cultures	2	1	2	4	7
	Total	11	10	29	16	54
	Percentage		18	53	29	100

Table 2: Allocation of Marks for the Multiple Choice Questions

Topic No.	Topic	No. of Sub-Topics	Marks			Total
			Multiple Choice Questions	Constructed Response Questions	Extended Response Questions	
1.	<i>Qur'ān e- Majīd</i> <i>Sura e-Anfal</i> (complete)	1	5	6	-	11
2.	<i>Hadith</i> (Sayings of the Holy Prophet) (صلى الله عليه وآله وسلم) 10 <i>Ahadith</i> (1 to 10)	2	5	6	-	11
3.	<i>Mauzu'ati Mutala'a</i>	6	7	8	6	21
4.	Muslim Cultures	2	3	4	-	7
	Total	11	20	24	6	50

Table 3: Paper Specifications

Topic No.	Topics	No. of Sub-Topics	Marks Distribution			Total Marks
1.	<i>Qur'ān e- Majīd</i> <i>Sura e-Anfal</i> (complete)	1	MCQs 5 @ 1 Mark CRQ 1 @ 6 Marks			11
2.	<i>Hadith</i> (Sayings of the Holy Prophet) (صلى الله عليه وآله وسلم) 10 <i>Ahadith</i> (1 to 10)	2	MCQs 5 @ 1 Mark CRQ 1 @ 6 Marks			11
3.	Mauzu'ati Mutala'a	6	MCQs 7 @ 1 Mark CRQ 2 @ 4 Marks ERQ 1 @ 6 Marks Choose any ONE from TWO			21
4.	Muslim Cultures	2	MCQs 3 @ 1 Mark CRQ 1 @ 4 Marks			7
	Total	11	MCQs 20	CRQs 24	ERQs 6	50

Class X**Table 4: Number of Specific Learning Objectives by Cognitive Levels**

Topic No.	Topics	No. of Sub-Topics	SLOs			Total
			K	U	A	
5.	<i>Qur'ān e-Majīd</i> <i>Sura e-Ahzab</i> (complete) and <i>Sura e-Mumtahina</i> (complete) as given in the textbooks of Islamiyat Class IX and X published by the Textbook Boards and National Book Foundation*	1	1	4	1	6
6.	<i>Hadith</i> (Sayings of the Holy Prophet) (صلى الله عليه وآله وسلم) 10 <i>Ahadith</i> (11 to 20) as given in the textbooks of Islamiyat Class IX and X, published by the Textbook Boards and National Book Foundation*	2	1	3	4	8
7.	Mauzu'ati Mutala'a Topics and sub-topics as given in the Textbooks of Islamiyat Class IX and X, published by the Textbook Boards and National Book Foundation*	5	5	11	9	25
8.	Muslim Cultures	2	1	1	6	8
	Total	10	8	19	20	47
	Percentage		17	41	42	100

Table 5: Allocation of Marks for the Constructed Response Questions (CRQs) and Extended Response Questions (ERQs)

Topic No.	Topics	No. of Sub-Topics	Marks			Total
			Multiple Response Questions	Constructed Response Questions	Extended Response Questions	
5.	<i>Qur'ān e-Majīd Sura e-Ahzab (complete) and Sura e-Mumtahina (complete)</i>	1	5	6	-	11
6.	<i>Hadith (Sayings of the Holy Prophet) (صلى الله عليه وآله وسلم) 10 Ahadith (11 to 20)</i>	2	5	6	-	11
7.	Mauzu'ati Mutala'a	5	7	8	6	21
8.	Muslim Cultures	2	3	4	-	7
Total		10	20	24	6	50

Table 6: Paper Specifications

Topic No.	Topics		Marks Distribution			Total Marks
5.	The Qur'ān <i>Surah-e-Ahzab (Complete) and Surah-e-Mumtahina (Complete)</i>	1	MCQs 5 @ 1 Mark each CRQ 1 @ 6 Marks			11
6.	Al-Hadith 10 Hadith (11 to 20)	2	MCQs 5 @ 1 Mark each CRQ 1 @ 6 Marks			11
7.	Mozoati Mutalia Five Topics	5	MCQs 7 @ 1 Mark each CRQs 2 @ 4 Marks each ERQ 1 @ 6 Marks			21
8.	Muslim Cultures	2	MCQs 3 @ 1 Mark each CRQ 1 @ 4 Marks			7
Total Marks		10	MCQs 20	CRQs 24	ERQs 6	50

*Extended response question will require answer in more descriptive form. Students will be writing the answer in a paragraph rather than a word or a simple sentence.

- 4.1 The SSC Islamiyat examination will be part wise in both classes IX and X, which will be confined to the contents of the textbooks published by the Textbook Boards and National Book Foundation, as the AKU-EB SSC Islamiyat examination syllabus is based on the National Curriculum 2002.
- 4.2 Tables 1 and 4 summarise the nature of the SLOs in each topic. This will serve as a guide in the construction of the examination paper. The percentage of the number of SLOs in class IX at Knowledge level is 18%, at Understanding level is 53% and at Application level is 29%, whereas in class X it is 17%, 41% and 42%. This indicates the need for both teachers and learners to develop a deeper understanding of topics including Muslim cultures and ethical values as to better meet the challenges of the contemporary world.
- 4.3 Tables 2 and 5 show the distribution of marks, whereas tables 3 and 6 give paper specifications for each topic. There will be 30 items for the MCQ paper taken at the end of class IX carrying one mark each, whereas the Constructed Response Paper will be at the end of class X carrying 45 marks. There will be a choice in the extended response question (ERQ).
- 4.4 There will be separate papers of Islamiyat compulsory in classes IX and X. In SSC I (IX), there will be a Multiple Choice Question paper of 40 minutes. In SSC II (X), there will be a subjective paper (CRQ and ERQ) of 1 hour and 20 minutes.
- 4.5 All constructed and extended response questions will be in a booklet which will also serve as an answer script.

5. Teaching-Learning Approaches and Suggested Activities

- 5.1 The methodological approaches should lay emphasis on meaning, understanding, reflection, analysis and inquiry and encourage application of learning in individual and social life.
- 5.2 Teaching and learning should be based on activity and student centred approaches. Activities such as group work, discussions, *qirat* competitions, project work, field visits and presentations should be focused. Students may be encouraged to carry out further exploration of the content and topics.
- 5.3 However, it requires a sensitive teacher to handle contentious issues. According to the National Curriculum guideline 54, “teaching material should not contain any thing controversial”. As assessment is an extension of teaching and learning, the examination will be confined to the contents of the provincial textbook. However, for more information and deeper understanding, reference books can be referred.

6. Recommended Text and Reference Material

Recommended Books:

Textbook: Any ONE of the following textbooks, depending on the school location and choice.

1. Provincial Textbook Boards' *Islamiyat Textbook for Classes IX & X*. (Punjab, Sindh, Baluchistan and KPK).
2. National Book Foundation. (2007). *Islamiyat Textbook for Classes IX & X*. Islamabad.

Reference Books:

1. Mohammad, F. N. (2002). *Islamiyat for Students of Classes IX and X*. Lahore: Feroz Sons Publications.
2. Thomas D R & Mustafa D. (2004) *Islamiyat*. Oxford University Press (English medium students may also refer to the textbooks in Urdu mentioned in 1 and 2 above)
3. Taqi Uthmani, *Ulum al Qur'ān*, Maktaba e- Dar al- Ulum Karachi.
4. Abdul Rauf Zafar (2004), *Tahdith e-Ulum al-Hadith*, Maktab e-Qudusiya, Urdu Bazar, Lahore.
5. Ramyar Mehmud, *Tarikh e- Qur'ān*, Imamiya Publications Lahore.
6. Hasnain, S. A. (1971) *Ilmul Hadith*, Pir Muhammad Ibrahim Trust, Karachi.
7. Ahmed, A. A. (1997). *Islamic Culture in Subcontinent*, translation into Urdu by Dr. Jamil Jalibi. Lahore: Idara-e-Thaqafat-e-Islamia, Lahore.
8. Haider, B. (1981) *Muslim Contribution to Civilization*, Lahore: Kazi Publications.
9. Huda, A. (1973). *Musalmano ke Ilmi aur saqafati karnamain*. Karachi: Qamar Kitab Ghar, Urdu Bazar, Karachi.
10. Zia-ud-Din, M. (1784). *Moslem Calligraphy*. New Delhi: Kitab Bhavan Kalam Mahal. Darya Ganj and Lahore: Al-Biruni.
11. Akraam, S. (2001). *Pakistan ka Saqafati Warsa*, translation into Urdu by Iftikhar Ahmed Sherwani, Lahore: Idara-e-saqfat-e-Islamia, Lahore.
12. Sh. Mohammad Akraam (1955) *The Cultural Heritage of Pakistan*. Oxford University Press.

13. Mubarizuddin, S. (1952). *Islami Fun-e-tamir*. Delhi: Maktaba Jamia Ltd. And Karachi: Iqbal Kitab Ghar.
14. Akram, S. (2001). *Pakistan ka Thaqafati-Wirtha*, Lahore: Idara-e-Thaqafat-e-Islamia.
15. Azad, M. (1995). *Rasool-e-Rahmat*. Lahore: Sheikh Ghulam Ali and Sons.
16. Abdullah Yusuf Ali (1979), *The Holy Quran, text, translation and commentary*. Sh. Muhammad Ashraf, Lahore Pakistan.
17. Abdul Majid Darayaabadi, *Commentary on the Quran*. Dar-al-Isha'at, Karachi.
18. Mahmud S.F. *A Short History of Islam*, OUP, Karachi.

7. Definition of Cognitive Levels and Command Words

7.1 Definition of Cognitive Levels

Knowledge

This requires knowing and remembering facts and figures, vocabulary and contexts, and the ability to recall key ideas, concepts, trends, sequences, categories, etc. It can be taught and evaluated through questions based on: who, when, where, what, list, define, describe, identify, label, tabulate, quote, name, state, etc.

Understanding

This requires understanding information, grasping meaning, interpreting facts, comparing, contrasting, grouping, inferring causes/reasons, seeing patterns, organizing parts, making links, summarizing, solving, identifying motives, finding evidence, etc. It can be taught and evaluated through questions based on: why, how, show, demonstrate, paraphrase, interpret, summarize, explain, prove, identify the main idea/theme, predict, compare, differentiate, discuss, chart the course/ direction, report, solve, etc.

Application

This requires using information or concepts in new situations, solving problems, organizing information and ideas, using old ideas to create new ones, generalizing from given facts, analyzing relationships, relating knowledge from several areas, drawing conclusions, evaluating worth, etc. It can be taught and evaluated through questions based on: distinguish, analyse, show relationship, propose an alternative, prioritize, give reasons for, categorize, illustrate, corroborate, compare and contrast, create, design, formulate, integrate, rearrange, reconstruct/recreate, reorganize, predict consequences etc.

Knowledge

Give the meaning of: Provide literal meaning of a word or a formal statement or equivalent paraphrase is required.

State: Give a brief and factual answer with no explanation. Implies a concise answer related to events, quantity or a fact about something.

Understanding

Compare: To list the main characteristics of two entities/ concepts clearly identifying similarities or differences.

Describe: Requires candidates to state in words the main points of the topic. The connotation as well as the denotation of words will usually be important and these connotative meanings should be consistent with each other.

**Elaborate/
Elucidate:** Clarify or enrich given statements or definitions, by providing relevant details or examples.

**Explain/
Explicate:** Give a clear and detailed account of related information with reasons or justification. It may imply some reference to theory depending on the context.

Express: Put forward one's views in a logical and lucid way considering all aspects of the matter under discussion.

Highlight: To bring to front, make evident, bring to light, with emphasis.

Application

Analyse: Use information to relate different features of the components of specified material, present arguments in an integrated way so as to draw conclusions about common characteristics of a component.

Apply: To use the available information in different context to relate and draw conclusions.

Assess: Present a survey or judge an impact of something.

Comment: Give an opinion with specific reasons on any given topic or point.

Demonstrate: Show or prove by evidence and/or by argument.

- Discuss:** Present views in a logical and lucid way considering all aspects of a matter under discussion and draw convincing conclusions on the points raised.
- Explore:** Seek and be able to survey in-depth meanings from different sources.
- Give examples:** Name specific instances or cases to demonstrate the occurrence of an event or existence of a situation or phenomenon.
- Present:** To express in a logical and convincing way in support of ideas and content areas.
- Suggest:** Apply knowledge in a given situation to give a rational opinion.

SSC Scheme of Studies⁴

AKU-EB as a national board offers qualifications for both English and Urdu medium schools. The revised SSC Scheme of Studies issued by the Curriculum Wing was implemented from September 2007. Accordingly, each SSC subject will be taught across both the classes IX and X. The Science and Humanities group subjects are offered at SSC level. The marks allocated to subjects in the revised National Scheme of Studies of September 2007 have been followed.

SSC I and II (Class IX and X) subjects on offer for examination

SSC Part-I (Class IX) Science Group

Subjects	Marks			Medium
	Theory	Practical	Total	
English Compulsory-I	75	-	75	English
Urdu Compulsory-I OR **Urdu Aasan ^a OR **History and Geography of Pakistan-I ^b	75	-	75	Urdu Urdu English
Islamiyat-I OR Ethics-I ^c	*50	-	*50	English / Urdu
Pakistan Studies-I	*50	-	*50	English / Urdu
Mathematics-I	75	-	75	English / Urdu
Physics-I	65	10	75	English / Urdu
Chemistry-I	65	10	75	English / Urdu
Biology-I OR Computer Science-I	65	10	75	English / Urdu English
Total:	*495	30	*525	

SSC Part-II (Class X) Science Group

Subjects	Marks			Medium
	Theory	Practical	Total	
English Compulsory-II	75	-	75	English
Urdu Compulsory-II OR **Sindhi ^a OR **History and Geography of Pakistan-II ^b	75	-	75	Urdu Sindhi English
Islamiyat-II OR Ethics-II ^c	*50	-	*50	English / Urdu
Pakistan Studies-II	*50	-	*50	English / Urdu
Mathematics-II	75	-	75	English / Urdu
Physics-II	65	10	75	English / Urdu
Chemistry-II	65	10	75	English / Urdu
Biology-II OR Computer Science-II	65	10	75	English / Urdu English
Total:	*495	30	*525	

- a. Candidates from the province of Sindh may appear in "Urdu Aasan" in SSC Part I and in "Sindhi" in Part II examination.
- b. Foreign students may opt HISTORY and GEOGRAPHY OF PAKISTAN in lieu of Urdu Compulsory, subject to the Board's approval.
- c. For non-Muslim candidates only.
- * The above will be implemented in
SSC Part I 2014 Examinations and onwards
SSC Part II 2015 Examinations and onwards

****These subjects are offered ONLY in the May examination.**

⁴ Government of Pakistan September 2007. *Scheme of Studies for SSC and HSSC (Classes IX-XII)*. Islamabad: Ministry of Education, Curriculum Wing.

SSC Part-I (Class IX) Humanities Group

Subjects	Marks	Medium
English Compulsory-I	75	English
Urdu Compulsory-I OR Urdu Aasan ^a OR History and Geography of Pakistan-I ^b	75	Urdu Urdu English
Islamiyat-I OR Ethics-I ^c	*50	English / Urdu
Pakistan Studies-I	*50	English / Urdu
General Mathematics-I	75	English / Urdu
Any three of the following Elective Subjects	225 (75 each)	
1. **Geography-I		English / Urdu
2. General Science-I		English / Urdu
3. Computer Science-I (65+10 practical)		English
4. Economics-I		English / Urdu
5. Civics-I		English / Urdu
6. **History of Pakistan-I		English / Urdu
7. **Elements of Home Economics-I		English / Urdu
8. **Food and Nutrition-I (65+10 practical)		English / Urdu
9. **Art & Model Drawing-I		English
10. **Business Studies-I		English
11. **Environmental Studies-I		English
Total:	*525	

SSC Part-II (Class X) Humanities Group

Subjects	Marks	Medium
English Compulsory-II	75	English
Urdu Compulsory-II OR Sindhi ^a History and Geography of Pakistan-II ^b OR	75	Urdu Sindhi English
Islamiyat-II OR Ethics-II ^c	*50	English / Urdu
Pakistan Studies-II	*50	English / Urdu
General Mathematics-II	75	English / Urdu
Any three of the following Elective Subjects	225 (75 each)	
1. **Geography-II		English / Urdu
2. General Science-II		English / Urdu
3. Computer Science-II (65+10 practical)		English
4. Economics-II		English / Urdu
5. Civics-II		English / Urdu
6. **History of Pakistan-II		English / Urdu
7. **Elements of Home Economics-II		English / Urdu
8. **Food and Nutrition-II (65+10 practical)		English / Urdu
9. **Art & Model Drawing-II		English
10. **Business Studies-II		English
11. **Environmental Studies-II		English
Total:	*525	

SSC Part-I and Part-II (Class IX-X) (Additional Subjects)

SSC Part I	SSC Part II	Marks	Medium
1. **Literature in English-I ^d	1. **Literature in English-II ^d	75 each	English
2. **Commercial Geography-I ^d	2. **Commercial Geography-II ^d		English / Urdu
3. **Additional Mathematics-I ^d	3. **Additional Mathematics-II ^d		English
4. **Principles of Accounting-I ^d	4. **Principles of Accounting-II ^d		English

a. Candidates from the province of Sindh may appear in "Urdu Aasan" in SSC Part I and in "Sindhi" in Part II examination.

b. Foreign students may opt HISTORY and GEOGRAPHY OF PAKISTAN in lieu of Urdu Compulsory, subject to the Board's approval.

c. For non-Muslim candidates only.

d. Subject will be offered as Additional Subject.

* The above will be implemented in SSC Part I 2014 Examinations and onwards and SSC Part II 2015 Examinations and onwards

****These subjects are offered ONLY in the May examination.**

مِنْ هَذِي الْحَدِيثِ

Class IX

- ١- أَفْضَلُ الْأَعْمَالِ لَا إِلَهَ إِلَّا اللَّهُ وَأَفْضَلُ الدُّعَاءِ إِلَّا سُبْحَانَكَ اللَّهُمَّ وَبِحَمْدِكَ أَصْبَحَ أَوْ مَتَى كُنْتُ مِنْ أُمَّةٍ أَدْعُوهُمْ إِلَى عِبَادَةِ الْغَالِبِ أَوْ أُوْحِقُّهُمْ بِالْغَالِبِ أَوْ أُوْبِعِدُّهُمْ عَلَيْهِ عَدُوًّا مَكَرَ اللَّهُ عَلَيْهِمْ وَصَلَ اللَّهُ بِهِمْ فَرَغَتْ عَنْهُمْ صَبْرًا
- ٢- طَلَبُ الْعِلْمِ فَرِيضَةٌ عَلَى كُلِّ مُسْلِمٍ
- ٣- خَيْرُكُمْ مَنْ تَعَلَّمَ الْقُرْآنَ وَعَلَّمَهُ
- ٤- مَنْ صَلَّى عَلَيَّ مَرَّةً، فَتَحَ اللَّهُ لَهُ بَابًا مِنَ الْعَافِيَةِ
- ٥- لَا يُؤْمِنُ أَحَدُكُمْ حَتَّى يَكُونَ هَوَاهُ تَبِعًا لِمَا جِئْتُ بِهِ
- ٦- مَنْ أَحَبَّ لِلَّهِ وَابْتَعْضَ لِلَّهِ وَاعْطَى لِلَّهِ وَمَنَعَ لِلَّهِ فَقَدْ اسْتَكْمَلَ الْإِيمَانَ
- ٧- لَيْسَ مِنَّا مَنْ لَمْ يَرْحَمْ صَغِيرَنَا وَلَمْ يُوقِرْ كَبِيرَنَا
- ٨- الرَّاشِي وَالْمُرْتَشِي كِلَاهُمَا فِي النَّارِ
- ٩- مَنْ نَصَرَ قَوْمًا عَلَى غَيْرِ الْحَقِّ فَهُوَ كَمَا لَتَبِعِيرِ التَّيِّدِيِّ رَدَى فَهُوَ يُنَزَّعُ بِأَنبِيهِ
- ١٠- إِنَّ أَكْمَلَ الْمُؤْمِنِينَ إِيْمَانًا أَحْسَنُهُمْ خُلُقًا

Class X

- ١١- الصَّلَاةُ عِمَادُ الدِّينِ مَنْ آقَامَهَا فَقَدْ آقَامَ الدِّينَ وَمَنْ هَدَمَهَا فَقَدْ هَدَمَ الدِّينَ
- ١٢- إِذَا قُلْتِ لِيَصَاحِبِكَ يَوْمَ الْجُمُعَةِ أَنْصِتْ وَإِلَى مَا مِمْ يَخُطِّبُ فَقَدْ لَبِقْتِ
- ١٣- مَنْ تَخَطَّى رِقَابَ النَّاسِ يَوْمَ الْجُمُعَةِ اتَّخَذَ جَسْرًا إِلَى جَهَنَّمَ
- ١٤- إِذَا أُقِيمَتِ الصَّلَاةُ فَلَا تَأْتُوهَا تَسْعُونَ وَاتُّوْهَا تَمْشُونَ وَعَلَيْكُمْ السَّكِينَةُ فَمَا أَذْرُكُمْ فَصَلُّوا وَمَا قَاتِكُمْ فَاتِمُّوا
- ١٥- مَنْ صَامَ رَمَضَانَ وَقَامَهُ إِيْمَانًا وَاحْتِسَابًا غُفِرَ لَهُ مَا تَقَدَّمَ مِنْ ذَنْبِهِ
- ١٦- لِلصَّائِمِ فَرْحَتَانِ فَرْحَةٌ عِنْدَ إِفْطَارِهِ وَفَرْحَةٌ عِنْدَ لِقَاءِ رَبِّهِ
- ١٧- مَنْ حَجَّ الْبَيْتَ فَقَضَى مَنَابِقَهُ وَسَلِمَ الْمُسْلِمُونَ مِنْ لِسَانِهِ وَبَيْتِهِ غُفِرَ لَهُ مَا تَقَدَّمَ مِنْ ذَنْبِهِ
- ١٨- مَنْ اغْتَبَرَتْ قَدَمَاهُ فِي سَبِيلِ اللَّهِ حَرَمَهُ اللَّهُ عَلَى النَّارِ
- ١٩- كُلُّكُمْ رَاعٍ وَكُلُّكُمْ مَسْئُولٌ عَنْ رَعِيَّتِهِ
- ٢٠- خَيْرُ النَّاسِ مَنْ يَنْفَعُ النَّاسَ