ORDINANCE

P.G. Diploma in Muslim Chaplaincy

(Effective from the session 2019-20)

1. Introduction

Prof. K.A. Nizami Centre for Quranic Studies offers full time programme leading to the above P.G. Diploma Course.

2. Eligibility

A Candidate will be eligible for admission to the above course who has passed B.A. (Theology)/B.A. (Quranic Studies)/B.A. (Hons.) in any discipline (only for candidates having Madrasa background) with 50% marks.

3. Admission to this course shall be made once a year in accordance with the admission policy approved from time to time by the Academic Council of the University.

4. Duration of the Course

(a) The minimum duration of the course shall be two semesters (one year).

(b) The maximum duration of the course shall be two years after admission with no provision for any extension.

5. Attendance

(a) In order to become eligible for appearing in the examination, a Candidate shall have to fulfill the attendance requirements as prescribed from time to time by the University.

(b) A candidate who fails to fulfill the minimum attendance in accordance with Chapter XVII of the Ordinances (Academic) may apply for continuation. A candidate who fulfills the attendance requirements but fails to pass in the paper prescribed may appear as an ex-student in the subsequent examination.
The distribution of marks for the above mentioned courses shall be as follows:

**Course Content:**

<table>
<thead>
<tr>
<th>Paper Code</th>
<th>Paper Title</th>
<th>Department Collaboration</th>
<th>Distribution of Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>PCH-01</td>
<td>Introduction to Muslim Chaplaincy</td>
<td>Centre for Quranic Studies Dept. of Psychology</td>
<td>Sessional: 30 Exam (Theory): 70</td>
</tr>
<tr>
<td>PCH-02</td>
<td>Theological and Spiritual Recourses for Muslim Chaplaincy</td>
<td>Centre for Quranic Studies</td>
<td>Sessional: 30 Exam (Theory): 70</td>
</tr>
<tr>
<td>PCH-03</td>
<td>Spirituality and Counseling</td>
<td>Centre for Quranic Studies Dept. of Psychology</td>
<td>Sessional: 30 Exam (Theory): 70</td>
</tr>
<tr>
<td>PCH-04</td>
<td>Positive and Health Psychology for Caregivers</td>
<td>Dept. of Psychology</td>
<td>Sessional: 30 Exam (Theory): 70</td>
</tr>
<tr>
<td>PCH-05</td>
<td>Islamic-Spiritual Interventions used in Coping</td>
<td>Centre for Quranic Studies/ Dept. of Psychology</td>
<td>Sessional: 30 Exam (Theory): 70</td>
</tr>
<tr>
<td>PCH-06</td>
<td>Islamic Spiritual Care in Hospital Settings</td>
<td>Centre for Quranic Studies</td>
<td>Sessional: 30 Exam (Theory): 70</td>
</tr>
<tr>
<td>PCH-07</td>
<td>Social Work Interventions</td>
<td>Dept. of Social Work</td>
<td>Sessional: 30 Exam (Theory): 70</td>
</tr>
<tr>
<td>PCH-08</td>
<td>Counseling Skills for Health Care (Case Studies)</td>
<td>Dept. of Psychology</td>
<td>Sessional: 30 Exam (Theory): 70</td>
</tr>
<tr>
<td>PCH-09</td>
<td>Field work and Seminar Presentations (Development and/or use of Islamic Spiritual Scales)</td>
<td>Dept. of Social Work Dept. of Psychology</td>
<td>Sessional: 40 Exam (Theory): 60</td>
</tr>
<tr>
<td>PCH-10</td>
<td>Grand Viva Voce</td>
<td>Centre for Quranic Studies/ Dept. of Psychology/ Social Work</td>
<td>Sessional: 100 Exam (Theory): -</td>
</tr>
</tbody>
</table>

7. To pass the examination a candidate must obtain at least 40% of marks in the written paper, practical & Viva-Voce separately.

8. Promotion from 1st Semester to 2nd Semester

(a) A student of 1st Semester shall be eligible to be promoted to 2nd Semester if he/she completes the attendance requirements of at least 75% of the prescribed courses of previous Semester. Rules of 75% attendance, to be eligible, for examination shall be applicable in all the semesters.

(b) A student of 1st semester shall be eligible to be promoted to 2nd semester if he/she has cleared 50% papers from 1st semester.
9. Candidate securing 60% or more marks in aggregate shall be placed in the First Division. Those who secure less than 60% marks but not less than 50% marks in aggregate shall be placed in Second Division. Those who secure less than 50% marks but not less than 40% marks in aggregate shall be placed in Third Division.

10. A candidate shall be entitled for Grace Marks or Discretionary Marks as per policy of the University approved from time to time.
Centre for Quranic Studies
AMU Aligarh
PG Diploma in Muslim Chaplaincy (PDCH)
PCH-01: Introduction to Muslim Chaplaincy

Learning Objectives:

- To discuss Muslim chaplaincy and role of seer and prophets in Muslim Chaplaincy
- To discuss various forms of Muslim Chaplaincy interventions

Unit I: Introduction

1.1 Nature, brief history, and scope of Muslim Chaplaincy
1.2 Issues and recent trends in Muslim Chaplaincy
1.3 Role of seer and prophets in Muslim Chaplaincy
1.4 Need of chaplaincy in India, Chaplaincy in a Multi-faith Context

Unit II: Models and Theoretical approaches to Muslim Chaplaincy

2.1 Chaplaincy for Humanity
2.2 Chaplain as translator and Interpreter
2.3 Training models of Muslim Chaplaincy
2.4 Theological approach to Muslim Chaplaincy

Unit II: Interventions in Muslim Chaplaincy

3.1 General overview of Qur'anic approach to psychotherapy and counseling
3.2 General overview of prophetic methods of psychotherapy and counseling
3.3 Al-Ghazli's and Ibn Sina's approach to psychotherapy and counseling
3.4 Tharvi’s model of psychotherapy
Centre for Quranic Studies
AMU Aligarh
PG Diploma in Muslim Chaplaincy

MCH-02: Theological and Spiritual Resources for Muslim Chaplaincy

Learning Objective:
- To discuss Theological Resources for Muslim Chaplaincy
- To discuss various forms of Spiritual Resources for Muslim Chaplaincy

Unit: I: Primary Resources
1.1 The Quran
1.2 The Sunnah of the prophet Mohammad

Unit: II: Secondary Resources
2.1 The ijma (Consensus)
2.2 Qiyas (analogical reason)
2.3 istihsan (Juristic preference)
2.4 *al-maslahah al-mursalah* (Public interest)
2.5 Irf (custom)
2.6 Istiddl (Inference)
2.7 Objectives of the Law (Maqasid ash-Shari’ah)

Unit: III: The Practices of the Muslim Spiritualists
3.1 Shekh Abdul Qadir Jilani / Syed Baha-ud-Din Naqshband Bukhari
3.2 Shahāb ad-Dīn" Yahya ibn Habash Suhrawardī/ Shekh Muenuddin chisti
3.3 Al-Ghazali

Suggested readings:
1. Philips, Abu Ameenah Bilal, the Evolution of Fiqh - (Islamic Law).
2. Shekh Abdul Qadir Jilani, Ghunyat al-Talibeen, (Selected work)
3. Gazhali, Ehya Uloomuddin (Selected work)
4. Nadwi, Abul Hasan, Saviours of Islamic Sprit, Lucknow: Academy of Islamic Research (Selected work).
Learning Objectives

- To introduce concept, definitions and dimensions of spirituality.
- To orient about the spirituality-centered counseling.
- Role of spirituality-centered counselor.

Unit: I Spirituality

1.1 Spirituality: Concept and definitions. (Lines (2006) p. 4-5)
1.3 Spirituality and its dimensions
  Islamic spirituality

Unit: II Spirituality-centered counseling (Lines (2006) pp. 61-64)

2.1 Spiritual counseling
2.2 Role and qualities of the spiritual counselor
2.3 Indicators for spiritually-oriented counseling.
2.4 Process of spiritual counseling, factors promoting spiritual counseling

Unit: ~II The spiritually-centered counselor (Lines (2006) pp. 83 -1 04)

3.1 Spiritually oriented counselors
3.2 Counter transference and religious faith (Lines (2006) pp. 102-104)
3.3 Therapeutic process of spiritual healing, benefits of spirituality. (Lines (2006).pp. 116-121)
3.4 Role of spiritual therapist (Lines (2006) p. 136)

Suggested Readings

K. A. Nizami Centre for Ouranic Studies
P.G. Diploma in Muslim Chaplaincy (PDCH)
PCH-04 Positive and Health Psychology for Caregivers

Objectives
- To introduce the concept, definitions, roles and responsibilities, qualities and issues related to caregivers.
- To acquaint students with administration, scoring and interpretation of various psychological measurement for caregivers.
- To orient students about psychotherapeutic intervention for caregivers.

Unit- I Introduction
1.1 Definition of caregivers: Family caregivers, Health caregivers
1.2 Roles and Responsibility of caregivers
1.3 Qualities of a caregiver
1.4 Caregiver stresses and issues

Unit- II Measurement and Assessment of caregivers
2.1 Measurement of caregiver burden
2.2 Measurement of well being of caregivers
2.3 Measurement of consequences
2.4 Measurement of potential resources that caregivers use

Unit - III Psychotherapeutic intervention for caregivers
3.1 Stress reduction: Mindfulness based stress reduction therapy
3.2 Benson Relaxation Response
3.3 Positive therapies
3.4 Psycho-educational programs for common psychiatric disorder for caregivers: Mood disorders, schizophrenia, anxiety disorders, Dementia

BOOKS AND JOURNALS RECOMMENDED

1. Husain.A. Islamic Psychology Emergence of a New Field


3. Benjamin Sadock & V.A. Sadock Kaplan and Sadock's Synopsis of Psychiatry:
   Behavioral Sciences / clinical Psychiatry.
   Lippincott Williams and Wilkins Publishers, 2007

4. Neeraj Ahuja A Short textbook of Psychiatry
   Jaypee Brothers Medical Publishers (P) LTD, 2011

5. Rocio Fernandez-Ballesteros: Encyclopedia of psychological assessment
K.A. Nizami Centre for Quranic Studies  
P.G. Diploma in Muslim Chaplaincy  
(PDCH)  
PCH-05- Islamic-Spiritual Interventions used in Coping

Learning Objectives:

- To discuss various forms of Islamic Practices
- To discuss types of prayer, benefits, recitation of Holy Quran
- To discuss Islamic contemplation, meditation and guidance

Unit I: Islamic Practices

1.1 Repentance, Forgiveness
1.2 Trust in God (Tawakkul)
1.3 Religious rituals and Obligations: Wird (Access); Good Company
1.4 Recollection: Dikhir-i-Jali, Dikhir-i-Khafi, Sultan'i, Adhkar, Habs-i-dam, Pasi anfas, Mahmuda and Nasira, Nafti-Athbat

Unit II: Prayer and Recitation of Holy Quran

2.1 Types of prayer:
2.2 Psychological and medical benefits of prayer
2.3 Recitation of Holy Quran
2.4 Effectiveness of recitation of Holy Quran

Unit III: Islamic Contemplation, Meditation and Guidance

3.1 Tasbih meditation
3.2 Quranic meditation
3.3 Islamic contemplation
3.4 Principles of Islamic Guidance

Suggested Readings:


Centre for Quranic Studies
AMU Aligarh
P.G. Diploma in Muslim Chaplaincy (PDCH)
PCH-07 Social Work intervention

Max Marks:
Duration

Unit I: Introduction to Social Work:

- Social Work: Concept and ethical responsibilities
- Historical development of Social Work
- Methods of Social work & Principles of Social work
- Social work and Islam

Unit II: Human Rights, legal and constitutional Provisions:

- Human Rights of Muslims; Meaning, Concept, UDHR 1948
- Rights and responsibilities of individuals in Islamic Society
- Constitutional & Legal Rights of Muslims; National Commission of Minority Act, 1990
- Islamic welfare Institutions, Zakat, Usher, Fitra, Sadaqa, Khums, Waqt, Baitulmal

Unit III: Social problems and intervention:

- Communalism: Meaning, Definition and Causes
- HIV/AIDS: History and mode of transmission
- Alcoholism and drug abuse
- Role of NGOs & Social Work professional in addressing social Problems

Readings:

Books:
12. Universal Declaration of Human Rights of 1948
13. Bare Acts; *National Commission of Minority Act, 1990*
16. K. Park. *Preventive and Social Medicine*
<table>
<thead>
<tr>
<th>Task</th>
<th>Target Population</th>
<th>Objectives/ Expected Outcome</th>
<th>Tools and Techniques</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observatory Visit</td>
<td>Community</td>
<td>• Developing observation skills</td>
<td>Observation Guide</td>
</tr>
<tr>
<td>(Participant and Non Participant</td>
<td></td>
<td>• Observing community structure, its culture, settlement pattern etc.</td>
<td></td>
</tr>
<tr>
<td>Observation)</td>
<td></td>
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</tr>
<tr>
<td>Rapport Building</td>
<td>Community/groups/ Stake holders/</td>
<td>• Trainee is expected to learn the importance of rapport building in practicing community work.</td>
<td>Trainee will be using skills and principles of social work.</td>
</tr>
<tr>
<td></td>
<td>Social Organisations/ Aaganwaris</td>
<td>• Establishing relationship with community members/local leaders/influential leaders</td>
<td></td>
</tr>
<tr>
<td></td>
<td>etc.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Community Profile</td>
<td>Community</td>
<td>• Trainee is expected to learn the profiling of the community</td>
<td>Performa and guide for the profile</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Developing profile of the Community</td>
<td></td>
</tr>
<tr>
<td>GROUP MEETING</td>
<td></td>
<td>Trainee will learn organizing group meetings and enhancing peoples participation, issues involved in people’s participation.</td>
<td>Neighbor Meetings, Poster and Demonstration, Nutritional Chart</td>
</tr>
<tr>
<td>RTE/Sarva Siksha Abhiyan</td>
<td>Community and Parents</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Child Survival/ Vaccination</td>
<td>Community and Parents</td>
<td>Generating awareness in the community.</td>
<td></td>
</tr>
<tr>
<td>Importance of education</td>
<td>Community and Parents</td>
<td>Trainee is expected to learn dimensions of health and nutrition</td>
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<tr>
<td></td>
<td>Community and Parents</td>
<td>Providing information on benefits of Nutritional/Balance diet</td>
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<tr>
<td>RESEARCH METHODOLOGY</td>
<td></td>
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<tr>
<td>PRA/PLA</td>
<td>Community</td>
<td>• Trainee is expected to learn PRA as Social Work Research Method. Also s/he is required to involved community while practicing PRA/PLA</td>
<td>Community Profile, Transect Walk, Social Resource Mapping</td>
</tr>
<tr>
<td>1. Transect Walk</td>
<td></td>
<td>• Identifying community dynamics</td>
<td></td>
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<tr>
<td>2. Social Resource Mapping</td>
<td></td>
<td>• Locating resources in the community</td>
<td></td>
</tr>
<tr>
<td>Case Study</td>
<td>Student</td>
<td>• Student is expected to learn case study</td>
<td>Case Study format</td>
</tr>
<tr>
<td>Task</td>
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<td>Tools and Techniques</td>
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</tr>
</tbody>
</table>
| Induction in the organization    | organization          | • Introduce the self  
• Developing observation skills  
• Observing department, its  
culture, function etc.       | Observation Guide              |
| Observatory Visit (Participant and Non Participant Observation) |                       |                                                                                              |                      |
| Rapport Building                 | Doctors, paramedical/Social workers | • Trainee is expected to learn the importance of rapport building.  
• Establishing relationship with stakeholders | Trainee will be using skills and principles of social work. |
| Organizational Profile           | Department             | • Trainee is expected to learn the Profiling of the organization                             | Perform and guide for the profile |
| Visits in WARDS and OPDs         | Patients/clients       | Observational skills  
dimensions of health and disease                                         | Neighbor Meetings  
Poster and Demonstration  
Nutritional Chart |
| Observations of the patients and their significant others |                       |                                                                                              |                      |
| Case Study                       | Clients/significant others | Student is expected to learn case study                                                        | Case Study format   |
| Psychosocial diagnosis of the problem |                      |                                                                                              |                      |
| To identify the issues of the clients/disease in general | Clients/significant others | Student is expected to learn case study and their analysis                                   |                      |