

Q: NO: 01

## 1) INTRODUCTION: Prophet's (P.B.U.H)

Discuss the Prophet's (PBUH) approach to interfaith harmony and peaceful coexistence with non-Muslims. Support your answer with examples from his Seerah and Hadith.

Approach to interfaith Harmony and Peaceful Coexistence with non-Muslims

وَمَا أَرْسَلْنَاكَ مَهْمَةً لِلْجَنَّابِينَ، إِلَّا لِلْقَوْمَانِ (الْقُرْآن)

"The messenger we sent is blessings for all"

From written verse of Quran, it can be inferred that prophet Muhammad (P.B.U.H) was sent as a blessings for all. This blessing can be traced in prophet's (P.B.U.H) life. To promote peaceful coexistence and interfaith harmony, prophet's life is the best example. In his early life at Makkah he advocated peace among the Quraish (Fijar wars and fixation of black stone). In his

prophethood, he helped believers and non-believers live in peaceful coexistence (Journey to Abyssinia and trif).

Lastly, in his life at Madinah, he played a pivotal role in interfaith harmony and peaceful coexistence (Charter of Madina, Treaty of Hudaibiyyah and letters to foreign leaders).

## 2) HIS APPROACH TO INTERFAITH HARMONY AND PEACEFUL COEXISTENCE BEFORE PROPHETHOOD

### 2.1) Ending Chronic Fijan Wars

Mecca used to be an epicenter of trade and commerce, for controlling it Arsb used fight. At the age of almost 20, prophet (P.B.U.H) along with his Uncle AbuJah - bin - Abdul Muttalib he participated in peace keeping mission at Makkah. Prophet (P.B.U.H)

participated in peace negotiations between Quraish and Hawazin tribes.

## 2.2) Solving the Problem of the Fixation of Black Stone

When Makcah was re-constructing, a tussle erupted over fixation of Black stone. There were multiple leaders of different Arab clans who wanted to place the black stone. Prophet (P.B.U.H) came up with the solution to it.

He brought a piece of cloth and asked ~~each~~ leader to put hand to the cloth in which the black stone was placed.

In a single time, all of them participated to place the black stone.

## 3) PEACE AND HARMONY AFTER PROPHET HOOD

### 3.1) Journey to Abyssinia (5<sup>th</sup> & 3<sup>rd</sup> Nabavi)

Prophet (P.B.U.H) sent a group of Sahaba (R.A) towards the King Negashi of Abyssinia for taking refuge against the brutality of Quraish. There, the leader of Sahabs (R.A) Jafar-bin-Abi-Talib read the verses of Quran from Surah Maryam and He became sympathetic to Muslim. He nodded to Quraish to return the refugee. This shows the clear strategy of coexistence.

use more specific and self explanatory headings.....

### 3.2) Journey to Taif

In 8th Nabi prophet (P.B.U.H) went to Taif for given them the message of Islam. Firstly, they did not accept but started atrocities against the prophet (P.B.U.H). According to Sulaiman Nadawi, the people of Taif became impressed by the simplicity and nobility of prophet (P.B.U.H) who were first hostile, then accepted Islam.

#### 4) PROMOTING PEACEFUL COEXISTENCE

- NUCLEUS AND INTERFAITH HARMONY

IN MADDINAH

##### 4.1) Giving the charter of madina

Prophet Muhammad (P.B.U.H) gave the first - ever written Constitution for peace and interfaith harmony. His writing points show the significance of the charter for interfaith harmony and peaceful coexistence.

###### A) Establishment of a Nation-state

Before the constitution, there were multiple tribes fighting over power, resources and hegemony. Among them Arabs, Khagars, Jews and Christian and Mahajir and Musal were against each other. Prophet (P.B.U.H) met with them to end their historic fighting.

Under the constitution, each clan, tribe or family would be turned into a nation - style called Madinah. Afterward

Madinah became the first Islamic state with the ascent of each tribe. Prophet (P.B.U.H) asked everyone to live under the peaceful umbrella of "Ummah". So, people remained one, united and socially interconnected.

### (B) Creation of Religious Liberal Society

The charter of Madina gave every family, clan and tribe right to practice their own religion. In this way religious harmony was created. As Quran says:

"There is no compulsion in the choice of Deen"

### (C) Protection of State

Prophet (P.B.U.H) asked everyone to protect their nation-state from foreign invaders and live peacefully with

one another. This way people of diverse religious ideologies remained united to one another.

### 5) Treaty of Hudaibiyyah: A Peace Deal

Prophet (P.B.U.H) negotiated with the Qursish that for 10-years Muslims will be going for Makkah for Hajj. A ban on fighting was never to erupt, but Prophet (P.B.U.H) successfully message to makkah a deal with the makkans.

Afterwards, muslims were easily going to makkah for pilgrimage, showing peaceful coexistence in the times of adversities. The treaty was signed with Subail - bin - Amr, a police person of the Qursish.

### 6) CONCLUSION

Prophet (P.B.U.H) played a crucial role in promoting peaceful coexistence and harmony within

add more arguments.

a 20 marks answer should have around 15 arguments .....

the people of different religions.  
He stopped Arab's old fighting,  
helped place the black stone. One of  
the monumental approach of  
prophet (P.B.U.H) was giving  
the charter of muslims which  
paved the way for inter-  
-faith harmony and peaceful  
coexistence.

08 "Prophet Muhammed was  
a great religious scholar  
as well as a great  
statesman."

~ Karen Armstrong

Q: NO: 02

1) INTRODUCTION: Educational strategies of Prophet (P.B.U.H) and their Relevance for Modern Teaching methods.

Critically evaluate the educational strategies of the Prophet (PBUH) and their relevance for modern teaching methods.

لقد كُلُّكُمْ فِي رَسُولِنَا

أَسْوَأُمَّةٍ إِنَّمَا

(الْقُرْآن)

Indeed! the Life of Prophet (P.B.U.H) is the best guide for you.

~ Quran

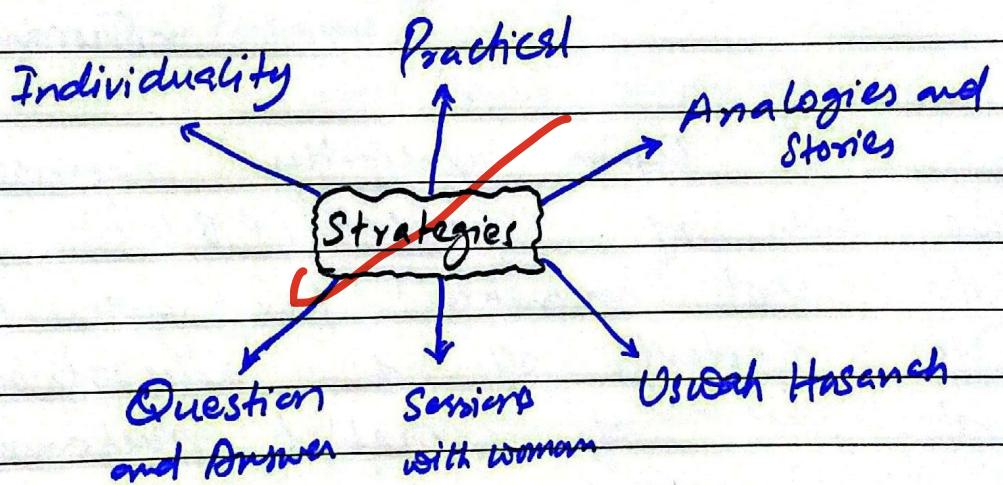
Quran explicitly defines the Life of prophet (P.B.U.H) is the best example for you. In this context, all of educational strategies of prophet muhammad (P.B.U.H) are guiding principles for modern teaching methods.

Prophet's (P.B.U.H) teaching methods include individual teaching, learning by practical, learning by analogies and example, and learning through his Uswah-e-Husnah.

These techniques can be implemented nowadays in a way that students can learn profoundly. Individual coaching, simulation, practical work and applied learning can add more to modern education.

## 2) EDUCATIONAL STRATEGIES OF

### PROPHET (P.B.U.H)



#### 2.1) Individual Teaching

During the early life at Makkah, prophet (P.B.U.H) taught his followers secretly due to ~~growing~~ adverse behavior

of the Qursish. He used to select area where followers used to meet him such as Dar-al-Arqam and the house of Bibi Ichadija (S.A). The prophet (P.B.U.H) taught basic beliefs, methods of prayers and character building.

### 2.2) Teaching by Practice

Prophet (P.B.U.H) used to teach with practice work.

After giving verbal process of abution (wazu), prophet used to ask Sahab for doing the same. In this way, many Sahab learned the process of wazu and namaz. Prophet (P.B.U.H) once said

"Pray the way you have seen me" ~ (Muslim)

### 2.3) Learning by Analogies and Examples

Prophet (P.B.U.H) also

used to give analogies while teaching the Sahab (R.A). While

taking about unity and sympathy, he said;

“Believers are like a body, when one organ gets ill others share the pain” ~ (Bukhari)

#### 9.4) Teaching by Question and Answer

Prophet (P.B.U.H) used to ask questions or take questions for learning purpose.

For example, Hazrat Zayd (A.A) was asked to go to Sham for governance purpose. Prophet (P.B.U.H) asked him, “How will you solve the problems there?”.

He replied with the teaching of Quran and Sunnah. Prophet (P.B.U.H)

asked, “If you do not find any solution then?”. He replied that he would gather scholar for making decision..... So, the purpose of prophet's (P.B.U.H) question was to remind him the ways to solve an issue.

### (c) Specialized Session with Woman

As per one Hadith of Bukhari, Prophet (P.B.U.H) used to give a day to woman question & answers. They all used to ask him problems of divorcees, dowry, backbiting, future estimation, etc.

### (d) Teaching by Usrah - e - Hassnah

As Quran mentions:  
"Indeed! the life of prophet (P.B.U.H) is a vital example for you"

So, learning through the doings of prophet (P.B.U.H) is also a method of teaching, and which is vital one. Sibgh (A.H) learned the tactics of war and diplomacy by copying the life of prophet (P.B.U.H).

### 3) Relevance to Modern

#### Teaching methods

Teaching strategies of prophet (P.B.U.H) can be implemented in modern times in following ways.

### 3.1) Personalized Learning method

As prophet (P.B.U.H)

used to teach personally, the same can be done nowadays. Teachers should take personalized online session for better understanding. Individual coaching should be promoted. It will not only aid to students' education but will also help them build character.

### 3.2) Learning with Practical

student should do practical work after learning theoretical concepts. Industry visits and market exposure should be given to implement the modern concepts. Online gaming simulation can help students learn core concepts such as maths, physics and chemistry.

3.3)

## Special Focus to women education

Prophet's (P.B.U.H) teaching strategy can work smoothly for women education. There should be separate school, colleges and female teacher to give quality education to women. In prophet era, Hazrat Bibi Umm-e-Salma, Fatima and Aisha were the prominent female scholars.

09)

## 4) CONCLUSION

Prophet (P.B.U.H) showed versatile education strategies in the form of individual, practical, Q & N and analogies which help Sahab (R.A) get proper education. These methods can also be implemented nowadays because their relevance is vital in modern times due to growing illiteracy in the society.