

# **FAROOK COLLEGE (AUTONOMOUS)**



## **BA ISLAMIC HISTORY HONOURS SCHEME (MAJOR, MINOR AND GENERAL FOUNDATION COURSES)**

**w.e.f. 2024 admission onwards  
(FCBAISH Regulations 2024)**

BA ISLAMIC HISTORY HONOURS  
FCBAISH  
(MAJOR, MINOR AND GENERAL FOUNDATION COURSES)

SCHEME

BA ISLAMIC HISTORY HONOURS  
(MAJOR, MINOR AND GENERAL FOUNDATION  
COURSES)

SYLLABUS

**PROGRAMME OUTCOMES (PO):**

At the end of the graduate programme at Farook College, a student would:

PO1	Knowledge Acquisition: - Demonstrate a profound understanding of knowledge trends and their impact on the chosen discipline of study.
PO2	Communication, Collaboration, Inclusiveness, and Leadership: Become a team player who drives positive change through effective communication, collaborative acumen, transformative leadership, and a dedication to inclusivity.
PO3	Professional Skills: -Demonstrate professional skills to navigate diverse career paths with confidence and adaptability.
PO4	Digital Intelligence: -Demonstrate proficiency in varied digital and technological tools to understand and interact with the digital world, thus effectively processing complex information.
PO5	Scientific Awareness and Critical Thinking: -Emerge as an innovative problem-solver and impactful mediator, applying scientific understanding and critical thinking to address challenges and advance sustainable solutions.
PO6	Human Values, Professional Ethics, and Societal and Environmental Responsibility: - Become a responsible leader, characterized by an unwavering commitment to human values, ethical conduct, and a fervent dedication to the well-being of society and the environment.
PO7	Research, Innovation, and Entrepreneurship: Emerge as a researcher and entrepreneurial leader, forging collaborative partnerships with industry, academia, and communities to contribute enduring solutions for local, regional, and global development.

**PROGRAMME SPECIFIC OUTCOMES (PSO):**

At the end of the BA ISLAMIC HISTORY Honours programme at Farook College, a student would:

PSO1	Equipped with the ability to think critically about Islamic historical facts and events
PSO2	Become expertise in comprehensive writing through effective reading on history of Islam and its people.
PSO3	Develop ethical thinking by studying the virtues of Islamic role models, such as rulers, philosophers, and historians.
PSO4	Develop effective communication skills and problem-solving skills by preparing and presenting a minor research project in Islamic history.
PSO5	Develop a scientific perspective on Islamic historical anecdotes and narrations through extensive reading
PSO6	Develop responsible citizenship by understanding the characteristics of the Islamic state and Islamic political thought.

MINIMUM CREDIT REQUIREMENTS OF THE DIFFERENT PATHWAYS IN THE THREE-YEAR  
PROGRAMME IN FYUGP

Sl. No.	Academic Pathway	Major	Minor/ Other Disciplines	Foundation Courses AEC: 4 MDC: 3 SEC: 3 VAC: 3	Intern -ship	Tot al Cred its	Example
		Each course has4 credits		Each course has 3 credits			
1	Single Major (A)	68  (17 courses)	24  (6 courses)	39  (13 courses)	2	133	Major: ISLAMIC HISTORY + six courses in different disciplines in different combinations
2	Major (A) with Multiple Disciplines (B, C)	68  (17 courses)	12 + 12  (3 + 3 = 6 courses)	39  (13 courses)	2	133	Major: ISLAMIC HISTORY + ISLAMIC STUDIES & POLITICAL SCIENCE
3	Major (A) with Minor (B)	68  (17 courses)	24  (6 courses)	39  (13 courses)	2	133	Major: ISLAMIC HISTORY Minor: ISLAMIC STUDIES
4	Major (A) with Vocational Minor (B)	68  (17 courses)	24  (6 courses)	39  (13 courses)	2	133	Major: ISLAMIC HISTORY Minor: ISLAMIC ECONOMICS

5	Double Major (A, B)	A: 48 (12 courses) B: 44 (11 courses)	-	12 + 18 + 9	2	133	ISLAMIC HISTORY AND ARABIC
<p>The 24 credits in the Minor stream are distributed between the two Majors.</p> <p>2 MDC, 2 SEC, 2 VAC and the Internship should be in Major A. Total credits in Major A should be <math>48 + 20 = 68</math> (50% of 133)</p> <p>1 MDC, 1 SEC and 1 VAC should be in Major B. Total credits in Major B should be <math>44 + 9 = 53</math> (40% of 133)</p>							
Exit with UG Degree / Proceed to Fourth Year with 133 Credits							

**COURSE STRUCTURE FOR BATCH A1(B2) IN**

**PATHWAY 5: DOUBLE MAJOR**

*A1: 68 credits in Islamic History (Major A) B1: 68 credits in Major B A2: 53 credits in Islamic History*

*(Major A) B2: 53 credits in Major B*

*The combinations available to the students: (A1 & B2), (B1 & A2)*

*Note: Unless the batch is specified, the course is for all the students of the class*

Seme ster	Course Code	Course Title	Total Hours	Hours/ Week	Credit s	Marks		
						Inter nal	Exter nal	Total
1	ISH1CJ101/ ISH1MN100	Core Course 1 in Major Islamic History – INTRODUCTION TO ISLAMIC HISTORY	60	4	4	30	70	100
		Core Course 1 in Major B –	60	4	4	30	70	100
	ISH1CJ102/ ISH2CJ101*/ ISH2MN100	Core Course 2 in Major Islamic History – EXCERPTS FROM THE ISLAMIC HERITAGE OF KERALA (for A1 Batch Only)	60	4	4	30	70	100
	ENG1FA 101(1B)	Ability Enhancement Course 1 – English	60	4	3	25	50	75
		Ability Enhancement Course 2 – Additional Language	45	3	3	25	50	75
	ISH1FM105	Multi-disciplinary course in Major Islamic History : ART, ARCHITECTURE AND AESTHETICS IN ISLAM ( for A1 Batch only)	45	3	3	25	50	75
		Total		22	21			525
	ISH2CJ102	Core Course 3 in Major Islamic History – PRE- ISLAMIC ARABIAN SOCIETY AND CULTURE	60	4	4	30	70	100



2		Core Course 2 in Major B –	60	4	4	30	70	100
		Core Course 3 in Major B – (for batch B2 only)	60	4	4	30	70	100
	ENG2FA 103(1B)	Ability Enhancement Course 3 – English	60	4	3	25	50	75
		Ability Enhancement Course 4 – Additional Language	45	3	3	25	50	75
	ISH2FM106 / ISH3FM 106	Multi-Disciplinary Course 1 in B –	45	3	3	25	50	75
		Total		22	21			525
3	ISH3CJ202/ ISH3MN200	Core Course 4 in Major Islamic History – THE CALIPHATE PERIOD AS THE AGE OF MODEL ADMINISTRATION	60	4	4	30	70	100
	ISH3CJ203	Core Course 5 in Major Islamic History – PERSONALITY DEVELOPMENT AND THE TEACHINGS OF PROPHET	60	4	4	30	70	100
		Core Course 4 in Major B	60	4	4	30	70	100
		Core Course 5 in Major B	60	4	4	30	70	100
	ISH3FM106	Multi-disciplinary course 2 in Islamic History: HUMAN RIGHTS IN ISLAM	45	3	3	25	50	75
	ISH3FV108	Value Added Course 1 in Islamic History COMPARITIVE RELIGION- HARMONY AND CO- EXISTENCE(forA1 Batch Only)	45	3	3	25	50	75

		Total		22	22			550
4	ISH4CJ204	Core Course 6 in Major Islamic History – ARAB WORLD IN A NEW ERA	60	4	4	30	70	100
		Core Course 6 in Major B	60	4	4	30	70	100
	ISH4CJ205	Core Course 7 in Major Islamic History– MEDIEVAL INDIA (SULTANATE AND MUGHALS ) ( For A1Batch Only)	60	4	4	30	70	100
	ISH4FV110/	Value Added Course 2 in Islamic History: SOCIAL WELFARE AND SOCIAL WORK IN ISLAM	45	3	3	25	50	75
		Value-Added Course 1 in B –	45	3	3	25	50	75
	ISH4FS112/ ISH5FS112*	Skill Enhancement Course 1 in Islamic History : INTRODUCTION TO ARCHIVES AND MUSEUMS	45	3	3	25	50	75
		Total		21	21			525
5	ISH5CJ301	Core Course 8 in Major Islamic History– EXPLORATION ON THE ACHIEVEMENTS OF SELECTED RULERS OF UMMAYYADS	60	4	4	30	70	100
		Core Course 7 in Major B –	60	4	4	30	70	100
	ISH5CJ302/ ISH6CJ303	Core Course 9 in Major Islamic History– ASSESSMENT ON SELECTED RULERS OF ABBASIDS DYNASTY (for	60	4	4	30	70	100

		batch A1 only)						
		Elective Course 1 in Major Islamic History-	60	4	4	30	70	100
		Elective Course 1 in Major B	60	4	4	30	70	100
		Skill Enhancement Course 1 in B	45	3	3	25	50	75
		Total		23	23			575
6	ISH6CJ304/ ISH8MN304	Core Course 10 in Major Islamic History–SUFISM AND SUFI TRENDS IN MODERN ERA	60	4	4	30	70	100
		Core Course 8 in Major B –	60	4	4	30	70	100
		Core Course 9 in Major B – (for batch B2 only)	60	4	4	30	70	100
		Elective Course 2 in Major Islamic History	60	4	4	30	70	100
		Elective Course 2 in Major B	60	4	4	30	70	100
	ISH6FS113	Skill Enhancement Course 2 in Islamic History - BASICS ON ISLAMIC FINANCIAL TOOLS (for batch A1 only)	45	3	3	25	50	75
	ISH6CJ349	Internship in Islamic history (Credit for internship to be awarded only at the end of Semester 6)	60		2	50	-	50
		Total		23	25			625
Total Credits for Three Years					133			3325
	ISH7CJ401	Core Course 14 in Major – WAQF MANAGEMENT	60	4	4	30	70	100
	ISH7CJ402	Core Course 15 in Major – THE OTTOMANS: A	60	4	4	30	70	100

7		LEGACY IN TURKISH HISTORY							
	ISH7CJ403	Core Course 16 in Major – ROLE OF MUSLIMS IN INDIAN NATIONAL MOVEMENT	60	4	4	30	70	100	
	ISH7CJ404	Core Course 17 in Major – HISTORY OF MUSLIM SECTS AND ILM AL-KALAM	60	4	4	30	70	100	
	ISH7CJ405	Core Course 18 in Major – WOMEN, GENDER IN ISLAM	60	4	4	30	70	100	
		<b>Total</b>		<b>20</b>	<b>20</b>			<b>500</b>	
8	ISH8CJ406/ ISH8MN406	Core Course 19 in Major – MUSLIM PERSONAL LAW: AN INDIAN EXPERIENCE	60	4	4	30	70	100	
	ISH8CJ407/ ISH8MN407	Core Course 20 in Major /Minor11 HISTORY OF MODERN INDIA (1757 TO 1947)	60	4	4	30	70	100	
	ISH8CJ408/ ISH8MN408	Core Course 21 in Major/Minor 12 REVIVAL AND REVIVALIST MOVEMENTS IN ISLAM	60	4	4	30	70	100	
	<b>OR (instead of Core Courses 19- 21 in Major)</b>								
	ISH8CJ449	Project (in Honours programme)	360	12	12	90	210	300	
	<b>OR (instead of Core Courses 19 – 21 in Major)</b>								
	ISH8CJ 499	Research Project (in Honours with Research programme)	360	12	12	90	210	300	
		Elective Course 5 in Major / Minor 7 MUSLIM HISTORIOGRAPHY	60	4	4	30	70	100	

		Elective Course 6 in Major / Minor Course 8- HISTORY OF MODERN INDIA (1757 TO 1947)	60	4	4	30	70	100
		Elective Course 7 in Major / Minor Course 9 / Major Course in any Other Discipline PRINCIPLES OF ISLAMIC APPLIED ETHICS	60	4	4	30	70	100
OR (instead of Elective Course 7 in Major, in the case of Honours with Research Programme)								
	ISH8CJ489	RESEARCH METHODOLOGY AND ETHICS	60	4	4	30	70	100
		Total		24	24			600
	Total Credits for Four Years					177		4425

ELECTIVE COURSES IN ISLAMIC HISTORY

Group No.	Sl. No.	Course Code	Title	Semester	Total Hrs	Hrs/Week	Credits	Marks		
								Internal	External	Total
1	1	ISH5EJ301	AL-ANDALUS: THE GOLDEN AGE OF MUSLIM SPAIN	5	60	4	4	30	70	100
	2	ISH5EJ302	RELIGIOUS TOLERANCE AND MULTY CULTURAL BACKGROUND OF OTTOMANS	5	60	4	4	30	70	100
	3	ISH5EJ303	IMPACT OF WORLD WAR I ON MIDDLE EAST	5	60	4	4	30	70	100
	4	ISH5EJ304	POST WORLD WAR ISLAMIC RESURGENCE AND FORMATION OF SAUDI ARABIA	5	60	4	4	30	70	100



	5	ISH6EJ305	KERALA MUSLIMS IN THE ANTI-COLONIAL STRUGGLE	6	60	4	4	30	70	100
	6	ISH6EJ306	ARAB SPRING ITS AFTERMATH	6	60	4	4	30	70	100
	7	ISH6EJ307	ACADEMIC THEORIES OF IBN KHALDUN, IBN TAIMIYYAH AND GHAZALI	6	60	4	4	30	70	100

8	ISH6EJ308	URBAN DEVELOPMENT AND OIL POLITICS IN GULF NATIONS	6	60	4	4	30	70	100
9	ISH8EJ401	MUSLIM HISTORIOGRAPHY	8	60	4	4	30	70	100
10	ISH8EJ402	PRINCIPLES FOR ISLMAIC APPLIED ETHICS	8	60	4	4	30	70	100
11	ISH8EJ403	ISLAMIC PERSPECTIVES ON ENVIRONMENT AND SUSTAINABILITY	8	60	4	4	30	70	100
12	ISH8EJ404	SECTARIANISM AND INTRA-ISLAMIC CONFLICTS	8	60	4	4	30	70	100

## GROUPING OF MINOR COURSES IN ISLAMIC HISTORY

The minor courses given below should not be offered to students who have taken Islamic History as the Major discipline. They should be offered students from other major disciplines only.

Sl. No.	Course Code	Title	Semester	Total Hrs	Hrs/Week	Credits	Marks		
							Internal	External	Total
<b>GROUP 1</b>									
1	ISH1MN100	INTRODUCTION TO ISLAMIC HISTORY	1	60	4	4	30	70	100
2	ISH2MN100	EXCERPTS FROM THE ISLAMIC HERITAGE OF KERALA	2	60	4	4	30	70	100
3	ISH3MN200	THE CALIPHATE PERIOD AS THE AGE OF MODEL ADMINISTRATION	3	60	4	4	30	70	100
4	ISH8MN304	SUFISM AND SUFI TRENDS IN MODERN ERA	3	60	4	4	30	70	100
5	ISH8MN406	MUSLIM PERSONAL LAW: AN INDIAN EXPERAINCE	3	60	4	4	30	70	100
6	ISH8MN407	ISLAMIC PERSPECTIVE ON ENVIORNMENT AND SUSTAINABILTY	3	60	4	4	30	70	100



FOUNDATION COURSES (MDC, VAC & SEC) OFFERED  
IN ISLAMIC HISTORY

MULTI -DISCIPLINARY COURSES								
Sem ester	Course Code	Course Title	Total Hours	Hou rs/ Wee k	Cre dits	Marks		
						Inter nal	Exter nal	Total
1	ISH1FM105	ART, ARCHITECTURE AND AESTHETICS IN ISLAM	45	3	3	25	50	75
2	ISH2FM106/ ISH3FM106	HUMAN RIGHTS IN ISLAM	45	3	3	25	50	75
VALUE ADDED COURSES								
1	ISH3FV 108	COMPARITIVE RELIGION- HARMONY AND CO-EXISTENCE	45	3	3	25	50	75
2	ISH4FV 110	SOCIAL WELFARE AND SOCIAL WORK IN ISLAM	45	3	3	25	50	75
SKILL ENHANCEMENT COURSES								
1	ISH4FS 112/ ISH5FS 112	INTRODUCTION TO ARCHIVES AND	45	3	3	25	50	75

		MUSEUMS						
2	ISH6FS 113	BASICS ON ISLAMIC FINANCIAL TOOLS	45	3	3	25	50	75

CREDIT DISTRIBUTION FOR BATCH A1(B2)  
IN PATHWAY 5: DOUBLE MAJOR

Semester	Major Courses in Islamic history	General Foundation Courses in Islamic history	Internship/ Project in Islamic history	Major Courses in B	General Foundation Courses in B	AEC	Total
1	4 + 4	3	-	4	-	3 + 3	21
2	4	3	-	4 + 4	-	3 + 3	21
3	4 + 4	3	-	4 + 4	3	-	22
4	4 + 4	3 + 3	-	4	3	-	21
5	4 + 4 + 4	-	-	4 + 4	3	-	23
6	4 + 4	3	2	4 + 4 + 4	-	-	25
Total for Three Years	48	18	2	44	9	12	133
	68			53		12	133
	Major Courses in Islamic history	Minor Courses					
7	4 + 4 + 4 + 4 + 4	-			-	-	20
8	4 + 4 + 4	4 + 4 + 4	8* / 12**		-	-	24
* Instead of two Major courses.							
Total for Four Years	88 + 12 = 100	12					177

**COURSE STRUCTURE FOR BATCH B1(A2) IN PATHWAY 5: DOUBLE MAJOR**

*A1: 68 credits in Islamic History (Major A) B1: 68 credits in Major B*

*A2: 53 credits in Islamic history (Major A) B2: 53 credits in Major B*

*The combinations available to the students: (A1 & B2), (B1 & A2)*

*Note: Unless the batch is specified, the course is for all the students of the class*

Seme ster	Course Code	Course Title	Tot al Ho urs	Hours/ Week	Credits	Marks		
						Inter nal	Exter nal	Total
1	ISH1CJ101/ ISH1MN100	Core Course 1 in Major INTRODUCTION TO ISLAMIC HISTORY	60	4	4	30	70	100
		Core Course 1 in Major B –	60	4	4	30	70	100
		Core Course 2 in Major B –(for batch B1 only)	60	4	4	30	70	100
	ENG1FA 101(1B)	Ability Enhancement Course 1 – English	60	4	3	25	50	75
		Ability Enhancement Course 2 – Additional Language	45	3	3	25	50	75
		Multi-Disciplinary Course 1 in B – (for batch B1 only)	45	3	3	25	50	75
		Total			22	21		
	ISH2CJ101/ ISH2MN100/ ISH1CJ102	Core Course 2 in Major EXCERPTS FROM THE ISLAMIC HERITAGE OF KERALA	60	4	4	30	70	100

2		Core Course 3 in Major B –	60	4	4	30	70	100
	ISH2CJ102/	Core Course 3 in Major –PRE ISLAMIC ARABIAN SOCIETY AND CULTURE ( for Batch B2only)	60	4	4	30	70	100
	ENG2FA 103(1B)	Ability Enhancement Course 3– English	60	4	3	25	50	75
		Ability Enhancement Course 4– Additional Language	45	3	3	25	50	75
	ISH2FM106	Multi-disciplinary course 1 inIslamic history-	45	3	3	25	50	75
		Total		22	21			525
3	ISH3CJ202	Core Course 4 in Major – THE CALIPHATE PERIOD AS THE AGE OF MODEL ADMINISTRATION	60	4	4	30	70	100
	ISH3CJ203/	Core Course 5 in Major – PERSONALITY DEVELOPMENT AND THE TEACHINGS OF PROPHET	60	4	4	30	70	100
		Core Course 4 in Major B	60	4	4	30	70	100
		Core Course 5 in Major B	60	4	4	30	70	100
	ISH3FM106	Multi-disciplinary course 1 inIslamic history- HUMAN RIGHTS IN ISLAM	45	3	3	25	50	75
		Value-Added Course 1 in B – (for batch B1 only)	45	3	3	25	50	75
		Total		22	22			550

4	ISH4CJ204	Core Course 6 in Major ARAB WORLD IN A NEW ERA	60	4	4	30	70	100
		Core Course 6 in Major B	60	4	4	30	70	100
		Core Course 7 in Major B – (for batch B1 only)	60	4	4	30	70	100
	ISH4FV110	Value added course 1 in IslamicHistory- SOCIAL WELFARE AND SOCIAL WORK IN ISLAM	45	3	3	25	50	75
		Value-Added Course 2 in B –	45	3	3	25	50	75
	ISH4FS112/ ISH5FS112*	Skill Enhancement Course 1 inIslamic history- INTRODUCTION TO ARCHIVES AND MUSEUMS	45	3	3	25	50	75
		Total		21	21			525
5	ISH5CJ301	Core Course 7 in Major – EXPLORATION ON THEACHIEVEMENTS OF SELECTED RULERS OF UMMAYYADS	60	4	4	30	70	100
		Core Course 8 in Major B –	60	4	4	30	70	100
		Core Course 9 in Major B – (for batch B1 only)	60	4	4	30	70	100
		Elective Course 1 in IslamicHistory	60	4	4	30	70	100
		Elective Course 1 in Major B	60	4	4	30	70	100

		Skill Enhancement Course 1 inB	45	3	3	25	50	75
		Total		23	23			575
6	ISH6CJ304/ ISH8MN304	Core Course 8 in Major – SUFISM AND SUFI TRENDS IN MODERN ERA	60	4	4	30	70	100
	ISH6CJ303	Core Course 10 in Major B –	60	4	4	30	70	100
	ISH6CJ305/ ISH8MN305	Core Course 9 in Major IslamicHistory– GLORY OF EGYPT UNDER THE FATHIMIDS AND PETTY DYNASTIES	60	4	4	30	70	100
		Elective Course 2 in Islamichistory	60	4	4	30	70	100
		Elective Course 2 in Major B	60	4	4	30	70	100
		Skill Enhancement Course 2 inB – (for batch B1 only)	45	3	3	25	50	75
		Internship in Major B (Credit for internship to be awarded only at the end of Semester 6)	60		2	50	-	50
		Total		23	25			625
	Total Credits for Three Years					133		

To continue to study Islamic History in semesters 7 and 8, batch B1(A2) needs to earn additional 15 credits in Islamic History to make the total credits of 68. Suppose this condition is achieved, and the student of batch B1(A2) proceeds to the next semesters to study Islamic history. The course structure in semesters 7 and 8 is the same as for pathways 1 – 4, except that the number of the core and elective courses is in continuation of the number of courses in the two categories completed at the end of semester 6, taking into account the number of courses in Islamic history taken online to earn the additional 15 credits.

\* The course code of the same course as used for the pathways 1 – 4



CREDIT DISTRIBUTION FOR BATCH B1(A2) IN PATHWAY 5: DOUBLE MAJOR

Semester	Major Courses in B	General Foundation Courses in B	Internship/ Project in B	Major Courses in Islamic history	General Foundation Courses in Islamic history	AEC	Total
1	4 + 4	3	-	4	-	3 + 3	21
2	4	-	-	4 + 4	3	3 + 3	21
3	4 + 4	3 + 3	-	4 + 4	-	-	22
4	4 + 4	3	-	4	3 + 3	-	21
5	4 + 4 + 4	3	-	4 + 4	-	-	23
6	4 + 4	3	2	4 + 4 + 4	-	-	25
Total for Three Years	48	18	2	44	9	12	133
	68			53		12	133
	Major Courses in B	Minor Courses					
7	4 + 4 + 4 + 4 + 4	-			-	-	20
8	4 + 4 + 4	4 + 4 + 4	8* / 12**		-	-	24
* Instead of two Major courses.							

## EVALUATION SCHEME

1. The evaluation scheme for each course contains two parts: internal evaluation (about 30%) and external evaluation (about 70%). Each of the Major and Minor courses is of 4-credits. It is evaluated for 100 marks, out of which 30 marks is from internal evaluation and 70 marks, from external evaluation. Each of the General Foundation course is of 3-credits. It is evaluated for 75 marks, out of which 25 marks is from internal evaluation and 50 marks, from external evaluation.
2. The 4-credit courses (Major and Minor courses) are of two types: (i) courses with only theory and (ii) courses with 3-credit theory and 1-credit practical.
  - In 4-credit courses with only theory component, out of the total 5 modules of the syllabus, one open-ended module with 20% content is designed by the faculty member teaching that course, and it is internally evaluated for 10 marks. The internal evaluation of the remaining 4 theory modules is for 20 marks.
3. All the 3-credit courses (General Foundational Courses) in Islamic history are with only theory component. Out of the total 5 modules of the syllabus, one open-ended module with 20% content is designed by the faculty member teaching that course, and it is internally evaluated for 5 marks. The internal evaluation of the remaining 4 theory modules is for 20 marks.
4. The students can write the examinations in Islamic History either completely in English or in Malayalam.

Sl. No.	Nature of the Course		Internal Evaluation in Marks (about 30% of the total)		External Exam on 4 modules (Marks)	Total Marks
			Open-ended module / Practical	On the other 4 modules		
1	4-credit course	only theory (5 modules)	10	20	70	100
2	3-credit course	only theory (5 modules)	5	20	50	75

### 1. MAJOR AND MINOR COURSES

#### 1.1. INTERNAL EVALUATION OF THEORY COMPONENT

Sl. No.	Components of Internal Evaluation of Theory Part of a Major / Minor Course	Internal Marks for the Theory Part of a Major / Minor Course of 4-credits			
		Theory Only			
		4 Theory Modules	Open-ended Module		
1	Test paper/ Mid-semester Exam	10	4		
2	Seminar/ Viva/ Quiz	6	4		
3	Assignment	4	2		
Total		20	10		
		30			

\*Refer the table in section 1.2 for the evaluation of practical component

### 1.3. EXTERNAL EVALUATION OF THEORY COMPONENT

External evaluation carries 70% marks. Examinations will be conducted at the end of each semester. Individual questions are evaluated in marks and the total marks are converted into grades by the University based on 10-point grading system (refer section 5).

### PATTERN OF QUESTION PAPER FOR MAJOR AND MINOR COURSES

Duration	Type	Total No. of Questions	No. of Questions to be Answered	Marks for Each Question	Ceiling of Marks
2 Hours	Short Answer	10	8 – 10	3	24
	Paragraph/ Problem	8	6 – 8	6	36
	Essay	2	1	10	10
Total Marks					70

## 2. INTERNSHIP

- All students should undergo Internship of 2-credits during the first six semesters in a firm, industry or organization, or training in labs with faculty and researchers of their own institution or other Higher Educational Institutions (HEIs) or research institutions.
- Internship can be for enhancing the employability of the student or for developing the research aptitude.
- Internship can involve hands-on training on a particular skill/ equipment/ software. It can

be a short project on a specific problem or area. Attending seminars or workshops related to an area of learning or skill can be a component of Internship.

- A faculty member/ scientist/ instructor of the respective institution, where the student does the Internship, should be the supervisor of the Internship.

## 2.1. GUIDELINES FOR INTERNSHIP

- Internship can be in Islamic history or allied disciplines.
- There should be minimum 60 hrs. of engagement from the student in the Internship.
- Summer vacations and other holidays can be used for completing the Internship.
- In BA Islamic History Honours programme, study tour is a requirement for the completion of Internship. Visit to historical places in national and regional level should be part of the study tour. A brief report of the study tour has to be submitted with photos and analysis.
- The students should make regular and detailed entries in to a personal log book through the period of Internship. The log book will be a record of the progress of the Internship and the time spent on the work, and it will be useful in writing the final report. It may contain experimental conditions and results, ideas, mathematical expressions, rough work and calculation, computer file names etc. All entries should be dated. The Internship supervisor should periodically examine and countersign the log book.
- The log book and the typed report must be submitted at the end of the Internship.
- The institution at which the Internship will be carried out should be prior-approved by the Department Council of the college where the student has enrolled for the UG Honours programme.

## 2.2. EVALUATION OF INTERNSHIP

- The evaluation of Internship shall be done internally through continuous assessment mode by a committee internally constituted by the Department Council of the college where the student has enrolled for the UG Honours programme.
- The credits and marks for the Internship will be awarded only at the end of semestre 6.
- The scheme of continuous evaluation and the end-semester viva-voce examination based on the submitted report shall be as given below:

Sl. No.	Components of Evaluation of Internship		Marks for Internship 2 Credits	Weightage
1	Continuous evaluation of internship through interim presentations and reports by the committee internally constituted by the Department Council	Acquisition of skill set	10	40%
2		Interim Presentation and Viva-voce	5	
3		Punctuality and Log Book	5	
4	Report of Institute Visit/ Study Tour		5	10%
5	End-semester viva-voce examination to be conducted by the committee internally constituted by the Department Council	Quality of the work	6	35%
6		Presentation of the work	5	
7		Viva-voce	6	
8	Evaluation of the day-to-day records, the report of internship supervisor, and final report submitted for the end semester viva-voce examination before the committee internally constituted by the Department Council		8	15%
	Total Marks		50	

### 3. PROJECT

#### 3.1. PROJECT IN HONOURS PROGRAMME

- In Honours programme, the student has the option to do a Project of 8-credits instead of two Core Courses in Major in semester 8.
- The Project can be done in the same institution or any other higher educational institution (HEI) or research centre.
- A faculty member of the respective institution, where the student does the Project, should be the supervisor of the Project.

#### 3.2. PROJECT IN HONOURS WITH RESEARCH PROGRAMME

- Students who secure 75% marks and above (equivalently, CGPA 7.5 and above) cumulatively in the first six semesters are eligible to get selected to Honours with Research

stream in the fourth year.

- In Honours with Research programme, the student has to do a mandatory Research Project of 12-credits in semester 8.
- The approved research centres of University of Calicut or any other university/ HEI can offer the Honours with Research programme. The departments in the affiliated colleges under University of Calicut, which are not the approved research centres of the University, should get prior approval from the University to offer the Honours with Research programme. Such departments should have minimum one faculty member with Ph.D., and they should also have the necessary infrastructure to offer Honours with Research programme.
- A faculty member of the University/ College with a Ph.D. degree can supervise the research project of the students who have enrolled for Honours with Research. One such faculty member can supervise maximum four students in Honours with Research stream.

### 3.3. GUIDELINES FOR THE PROJECT IN HONOURS

#### PROGRAMME AND HONOURS WITH RESEARCH PROGRAMME

1. Project can be in Islamic History or allied disciplines.
2. Project should be done individually.
3. Project work can be of experimental/ theoretical/ computational in nature.
4. There should be minimum 240 hrs. of engagement from the student in the Project work in Honours programme.
5. There should be minimum 360 hrs. of engagement from the student in the Project work in Honours with Research programme.
6. The various steps in project works are the following:
  - Book review of the selected topic.
  - Investigation on a problem in systematic way using appropriate techniques.
  - Systematic data collection of the work.
  - Reporting the results with interpretation in a standard documented form.
  - Presenting the results before the examiners.
7. During the Project the students should make regular and detailed entries in to a personal log book through the period of investigation. The log book will be a record of the progress of the Project and the time spent on the work, and it will be useful in writing the final report. It may contain the progress of the research

work in detail. The Project supervisor should periodically examine and countersign the log book.

8. The log book and the typed report must be submitted at the end of the Project. A copy of the report should be kept for reference at the department. A soft copy of the report too should be submitted, to be sent to the external examiner in advance.
9. It is desirable, but not mandatory, to publish the results of the Project in a peer reviewed journal.
10. The project report shall have an undertaking from the student and a certificate from the research supervisor for originality of the work, stating that there is no plagiarism, and that the work has not been submitted for the award of any other degree/ diploma in the same institution or any other institution.
11. The project proposal, institution at which the project is being carried out, and the project supervisor should be prior-approved by the Department Council of the college where the student has enrolled for the UG (Honours) programme.

### 3.4. EVALUATION OF PROJECT

- The evaluation of Project will be conducted at the end of the eighth semester by both internal and external modes.
- The Project in Honours programme will be evaluated for 200 marks. Out of this, 60 marks is from internal evaluation and 140 marks, from external evaluation.
- The Project in Honours with Research programme will be evaluated for 300 marks. Out of this, 90 marks is from internal evaluation and 210 marks, from external evaluation.
- The internal evaluation of the Project work shall be done through continuous
  - assessment mode by a committee internally constituted/ by the Department Council of the college where the student has enrolled for the UG (Honours) programme. 30% of the weightage shall be given through this mode.
- The remaining 70% shall be awarded by the external examiner appointed by the University.
- The scheme of continuous evaluation and the end-semester viva-voce of the Project shall be as given below:

Components of Evaluation of Project	Marks for the Research Project (Honours / Honours with Research)	Weightage
	12 Credits	

Continuous evaluation of project work through interim presentations and reports by the committee internally constituted by the Department Council	90	30%
End-semester viva-voce examination to be conducted by the external examiner appointed by the university	150	50%
Evaluation of the day-to-day records and project report submitted for the end-semester viva-voce examination conducted by the external examiner	60	20%
Total Marks	300	

#### INTERNAL EVALUATION OF PROJECT

Sl. No	Components of Evaluation of Project	Marks for the Research Project (Honours/ Honourswith Research programme) 12 credits
1	Skill in doing project work	30
2	Interim Presentation and Viva-Voce	20
3	Punctuality and Log book	20
4	Scheme/ Organization of Project Report	20
Total Marks		90

#### EXTERNAL EVALUATION OF PROJECTS

Sl. No	Components of Evaluation of Project	Marks for the Research Project (Honours/ Honourswith Research programme) 12 credits
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1	Content and relevance of the Project, Methodology, Quality of analysis, and Innovations of Research	50
2	Presentation of the Project	50
3	Project Report (typed copy), Log Book and References	60
4	Viva-Voce	50
Total Marks		210

#### 4. GENERAL FOUNDATION COURSES

All the General Foundation Courses (3-credits) in Islamic history are with only theory component

##### 4.1. INTERNAL EVALUATION

Sl. No.	Components of Internal Evaluation of a General Foundation Course in Islamic history	Internal Marks of a General Foundation Course of 3-credits in Islamic history	
		4 Theory Modules	Open-ended Module
1	Test paper/ Mid-semester Exam	10	2
2	Seminar/ Viva/ Quiz	6	2
3	Assignment	4	1
Total		20	5
		25	

##### 4.2. EXTERNAL EVALUATION

External evaluation carries about 70% marks. Examinations will be conducted at the end of each semester. Individual questions are evaluated in marks and the total marks are converted into grades by the University based on 10-point grading system (refer section 5).

**PATTERN OF QUESTION PAPER FOR GENERAL FOUNDATION COURSES**

Duration	Type	Total No. of Questions	No. of Questions to be Answered	Marks for Each Question	Ceiling of Marks
1.5 Hours	Short Answer	10	8 – 10	2	16
	Paragraph/ Problem	5	4 – 5	6	24
	Essay	2	1	10	10

## 5. LETTER GRADES AND GRADE POINTS

- Mark system is followed for evaluating each question.
- For each course in the semester letter grade and grade point are introduced in 10-point indirect grading system as per guidelines given below.
- The Semester Grade Point Average (SGPA) is computed from the grades as a measure of the student's performance in a given semester.
- The Cumulative GPA (CGPA) is based on the grades in all courses taken after joining the programme of study.
- Only the weighted grade point based on marks obtained shall be displayed on the grade card issued to the students.

## LETTER GRADES AND GRADE POINTS

Sl. No.	Percentage of Marks (Internal & External Put Together)	Description	Letter Grade	Grade Point	Range of Grade Points	Class
1	95% and above	Outstanding	O	10	9.50 – 10	First Class with Distinction
2	Above 85% and below 95%	Excellent	A+	9	8.50 – 9.49	
3	75% to below 85%	Very Good	A	8	7.50 – 8.49	
4	65% to below 75%	Good	B+	7	6.50 – 7.49	First Class
5	55% to below 65%	Above Average	B	6	5.50 – 6.49	
6	45% to below 55%	Average	C	5	4.50 – 5.49	Second Class

7	35% to below 45% aggregate (internal and external put together) with a minimum of 30% in external valuation	Pass	P	4	3.50 – 4.49	Third Class
8	Below an aggregate of 35% or below 30% in external evaluation	Fail	F	0	0 – 3.49	Fail
9	Not attending the examination	Absent	Ab	0	0	Fail

- When students take audit courses, they will be given Pass (P) or Fail (F) grade without any credits.
- The successful completion of all the courses and capstone components prescribed for the three-year or four-year programme with 'P' grade shall be the minimum requirement for the award of UG Degree or UG Degree Honours or UG Degree Honours with Research, as the case may be.

### 5.1. COMPUTATION OF SGPA AND CGPA

The following method shall be used to compute the Semester Grade Point Average (SGPA):

The SGPA equals the product of the number of credits ( $C_i$ ) with the grade points ( $G_i$ ) scored by a student in each course in a semester, summed over all the courses taken by a student in the semester, and then divided by the total number of credits of all the courses taken by the student in the semester,

$$\text{i.e. SGPA (S}_i\text{)} = \frac{\sum_i (C_i \times G_i)}{\sum_i (C_i)}$$

where  $C_i$  is the number of credits of the  $i^{\text{th}}$  course and  $G_i$  is the grade point scored by the student in the  $i^{\text{th}}$  course in the given semester. Credit Point of a course is the value obtained by multiplying the credit ( $C_i$ ) of the course by the grade point ( $G_i$ ) of the course.

$$SGPA = \frac{\sum \text{of the credit points of all the courses } \in \text{ a semester}}{\text{Total credits } \in \text{ that semester}}$$

*Total credits  $\in$  that semester*

### ILLUSTRATION – COMPUTATION OF SGPA

Semester	Course	Credit	Letter Grade	Grade point	Credit Point (Credit x Grade)
I	Course 1	3	A	8	3 x 8 = 24
I	Course 2	4	B+	7	4 x 7 = 28
I	Course 3	3	B	6	3 x 6 = 18
I	Course 4	3	O	10	3 x 10 = 30
I	Course 5	3	C	5	3 x 5 = 15
I	Course 6	4	B	6	4 x 6 = 24
	Total	20			139
	SGPA				139/20 = 6.950

- The Cumulative Grade Point Average (CGPA) of the student shall be calculated at the end of a programme. The CGPA of a student determines the overall academic level of the student in a programme and is the criterion for ranking the students.
- CGPA for the three-year programme in CUFYUGP shall be calculated by the following formula.
- $CGPA = \frac{\sum \text{of the credit points of all the courses} \in \text{six semesters}}{\text{Total credits} \in \text{six semesters (133)}}$
- CGPA for the four-year programme in CUFYUGP shall be calculated by the following formula.
- $CGPA = \frac{\sum \text{of the credit points of all the courses} \in \text{eight semesters}}{\text{Total credits} \in \text{eight semesters (177)}}$
- The SGPA and CGPA shall be rounded off to three decimal points and reported in the transcripts.
- Based on the above letter grades, grade points, SGPA and CGPA, the University shall issue the transcript for each semester and a consolidated transcript indicating the performance in all semesters.

## **MAJOR COURSES**

SEMESTER I  
MAJOR

PROGRAMME	BA ISLAMIC HISTORY				
COURSE CODE	ISH1CJ101/ISHIMN100				
COURSE TITLE	INTRODUCTION TO ISLAMIC HISTORY				
TYPE OF COURSE	MAJOR/MINOR				
SEMESTER	I				
ACADEMIC LEVEL	100 – 199				
COURSE DETAILS	CREDIT	LECTURE PER WEEK	TUTORIAL PER WEEK	PRACTICAL PER WEEK	TOTAL HOURS
	4	4	-	-	60
Pre-requisites					
COURSE SUMMERY	<p>Islamic history. It begins with an exploration of the development and major branches of social sciences, highlighting the differences between social sciences and the humanities. The course then delves into the study of Islamic history, examining its nature, key historical definitions, sources, and methodologies. It also emphasizes the academic and career opportunities available in fields related to Islamic history. Additionally, the course covers significant periods, figures, and contributions of Islamic civilization, including art, architecture, and global Islamic influence. Important terminologies related to religion, politics, and law in Islamic history are also explained, providing students with a solid foundation for further studies in these areas.</p>				

**COURSE OUTCOMES**

CO	CO STATEMENT	COGNITIVE LEVEL*	KNOWLEDGE CATEGORY*	EVALUATION TOOLS USED
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CO1	Understand the fundamental concepts and distinctions between Social Sciences and Humanities.	U	C	Instructor created exams/ Quiz
CO2	Analyze key historical definitions, sources, and methodologies in Islamic History.	AN	C	Practical Assignment/ Observation of practical skills
CO3	Identify major periods, figures, and contributions of Islamic Civilization.	R	F	Seminar Presentation/ Group tutorial work
CO4	Evaluate the significance of Islamic arts, architecture, and global Islamic influence.	E	C	Instructor-created exams/ Home assignment
C05	Develop an understanding of career and higher education opportunities in Islamic History.	U	M	Quiz/ Home assignment
CO6	Gain proficiency in historical terminology related to Islamic religion, politics, and law.	AP	P	Quiz/ Home assignment
<p>* - Remember (R), Understand (U), Apply (AP), Analyse (AN), Evaluate (E), Create (C)  # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P)  Metacognitive Knowledge (M)</p>				

## DETAILED SYLLABUS

MODULE	UNIT	CONTENT	Hrs
I	An Introduction to Social Science		
	1	Introduction to Social Science	
	2	Development of Social Sciences	

	3	Major branches in Social Sciences: History, Geography, Political Science, Anthropology, Economics, Sociology, Psychology, Demography	
	4	An overview on the Humanities	
	5	Social Sciences vs Humanities	
II	Islamic History as an Academic Subject		
	6	History: Nature and Scope	
	7	Definitions of E H Carr, Thomas Carlyle and Rousseau	
	8	Sources and Methodologies of History	
	9	Islamic History and definitions	
	10	Sources of Islamic History	
	11	Higher studies in Islamic history (Global and National)	
	12	Career Opportunities in Islamic History (Historian, Archivist, teacher, journalist, Content creator etc.)	
III	Major Areas of Study in Islamic History: Brief Introduction		
	13	Prophet and Islam	
	14	Caliphate and dynasties (Umayyads, Abbasids, Ottomans and Mughals etc.)	
	15	Contributions of Muslims- Bagdad of Abbasids, Cordoba of Umayyads	
	16	Islamic Art: Calligraphy, Arabesque and Geometric Patterns.	
	17	Islamic Architecture: Mosque, palace and Tombs	
	18	Global Islam: Islamic countries in Asia and Africa	
IV	Major Terminologies in Islamic History		
	19	Core Religious Terms: Islam, Quran, Hadith, Sharia, Sunni and Shia	
	20	Terms in political and Social Structure: Hijra, Ummah, Caliphate, Caliph, Dhimmi, Jizya	
	21	Legal and jurisprudence Terms: Fiqh, madhhab, Ijthihad, Fatwa, Qazi, Waqf	
	22	Other Major terms: Tasawwuf, Tariqah, Jihad, Madrassa	
V	Open Ended		



	1	Prepare 2 Minute video on the Islamic arts and architectures	
	2	PPT presentations on higher education and career opportunities (group work)	
	3	Review the articles about the major terminologies in Islamic History	

Note: The course is divided into five modules, with four having total 22 fixed units and one open-ended module with a variable number of units. there are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). the final exam, however, covers only the 22 units from the fixed modules.

#### MAPPING OF COS WITH PSOS AND POS :

CO\PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO1	3	-	-	-	2	-	-	3	-	-	-	-	-
CO2	3	-	-	-	3	-	-	3	-	-	-	-	-
CO3	-	-	3	-	-	-	-	-	-	-	-	3	-
CO4	3	-	-	-	3	-	-	-	-	-	-	3	-
CO5	-	-	2	-	-	-	3	-	2	-	3	-	-
CO6	-	3	-	2	-	-	-	-	3	-	-	-	-
Total	3	3	2.5	2	2.67	-	3	3	2.5	-	3	3	-

#### CORRELATION LEVELS:

level	Correlation
-	Nil
1	Slightly / low
2	Moderate / Medium
3	Substantial / High

Assessment rubrics:

- quiz / assignment/ quiz/ discussion / seminar

- midterm exam
- programming assignments (20%)
- final exam (70%)

(Please note that these evaluation rubrics serve as illustrative examples within the context of a data structure course and are not intended to be definitive or prescriptive. suggested methods of formative/summative assessment are listed in the latest version of the guidelines to bos.)

mapping of cos to assessment rubrics :

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
co 1	✓			✓
co 2	✓			✓
co 3	✓			✓
co 4		✓		✓
co 5		✓		✓

## References

1. Calhoun, C., et al. (Eds.). The Social Science Encyclopedia (4th ed.). Routledge.
2. Delanty, G., & Isin, E. F. (Eds.). Handbook of Historical Sociology. SAGE Publications.
3. Khalidi, T. Arabic Historical Thought in the Classical Period. Cambridge University Press.
4. Robinson, C. F. (Ed.). Islamic Historiography. Cambridge University Press.
5. Kennedy, H. The Prophet and the Age of the Caliphates (3rd ed.). Routledge.
6. Bloom, J., & Blair, S. Islamic Arts. Phaidon Press.
7. Ahmed, A. S. Journey into Islam: The Crisis of Globalization. Brookings Institution Press.
8. Esposito, J. L. (Ed.). The Oxford Dictionary of Islam. Oxford University Press.
9. Hallaq, W. B. A History of Islamic Legal Theories. Cambridge University Press.
10. Stearns, P. N., Seixas, P., & Wineburg, S. (Eds.). Knowing, Teaching, and Learning History. NYU Press.

SEMESTER I&II

MAJOR

PROGRAMME	BA ISLAMIC HISTORY				
COURSE CODE	ISH1CJ102/ISH2CJ101/ISH2MN100				
COURSE TITLE	EXCERPTS FROM THE ISLAMIC HERITAGE OF KERALA				
TYPE OF COURSE	MAJOR				
SEMESTER	II				
ACADEMIC LEVEL	100 – 199				
COURSE DETAILS	CREDIT	LECTURE PER WEEK	TUTORIAL PER WEEK	PRACTICAL PER WEEK	TOTAL HOURS
	4	4	-	-	60
Pre-requisites					
COURSE SUMMERY	<p>This course provides a comprehensive study of Kerala’s geography, history, and the early spread of Islam, with a focus on the Mappila Muslim community. It explores pre-Islamic trade networks, initial contacts with West Asia, and theories on Islam’s spread, including Sebastian Prange’s <i>Monsoon Islam</i>. Emphasizing Malabar’s role in maritime trade, it examines key routes, commodities, and the influence of Malabar Muslims. The course also discusses the rise of Mappila communities, Sufi networks, royal patronage, and Islamic learning at Ponnani. Cultural exchanges, kinship systems, Arabi-Malayalam language, Mappila literature, art, festivals, and cuisine are analyzed, concluding with <i>Thuhfatul Mujahidin</i> to understand historical social structures.</p>				

**COURSE OUTCOMES**

CO	CO STATEMENT	COGNITIVE LEVEL*	KNOWLEDGE CATEGORY*	EVALUATION TOOLS USED

CO1	Describe the geographical and historical context of the Malabar Coast before the spread of Islam	R	F	Instructor-created exams/ quiz
CO2	Explain the trade networks and economic impact of Malabar Muslims in the Indian Ocean trade.	U	C	Practical assignment / observation of practical skills
CO3	Analyze the establishment and unique characteristics of the Mappila Muslim community.	AN	C	Seminar presentation / group tutorial work
CO4	Evaluate the cultural exchanges between Kerala and the Islamic world, including language, literature, and art.	E	C	Instructor-created exams / home assignments
C05	Conduct research on Islamic learning centers and the influence of Sufi saints.	C	P	One minute reflection writing assignments
CO6	Engage in practical learning through field studies and heritage documentation.	AP	P	Instructor-created exams / home assignments
<p>* - Remember (R), Understand (U), Apply (AP), Analyse (AN), Evaluate (E), Create (C)  # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P)  Metacognitive Knowledge (M)</p>				

## DETAILED SYLLABUS

MODULE	UNIT	CONTENT	Hrs
I	Introduction to the Malabar Coast		10
	1	Geographical overview of Kerala and the Malabar Coast	2
	2	Historical context: Pre-Islamic trade networks and political landscape	2

	3	Early contacts between Kerala and West Asia	2
	4	Theories on the spread of Islam in Kerala	3
	5	Review of “Monsoon Islam: Trade and Faith on the Medieval Malabar Coast” (Sebastian Prange)	1
II	Maritime Trade and Economic Networks		12
	6	Key trade routes – Silk route, Spice Route, Trans-Saharan Trade	2
	7	Major trade Commodities and routes connecting the Malabar Coast	2
	8	Medieval Ports and Maritime Activities on the Malabar Coast	2
	9	The role of Malabar Muslims in Indian Ocean trade	2
	10	The impact of trade on social structures and economic development	2
	11	Shipbuilding and Maritime Technology	2
III	The Rise of Muslim Communities		14
	12	Establishment of Muslim communities-Mappila	3
	13	The role of Sufi saints and religious networks	3
	14	Support of Native kings	2
	15	Unique characteristics of Mappila Muslims	3
	16	Development of Islamic learning and Makdoods of Ponnani	3
IV	Cultural Exchange and Artistic Expressions		12
	17	Kinship System, inheritance and Marriage	2
	18	Development of Arabi Malayalam	2
	19	Mappila Literature: Theme and presentation	2
	20	Festivals, Rituals and Culinary Influences	2
	21	Mappila art forms	2
	22	<i>Thuhfatul Mujahidin</i> (Excerpts on Social System)	2
V	Open Ended		12
	1	PPT presentations on Mappila artistic expressions	5
	2	Heritage walk to the major cites of Malabar and Prepare 2 Minute video	4+3

Note: The course is divided into five modules, with four having total 22 fixed units and one open-ended module with a variable number of units. there are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). the final exam, however, covers only the 22 units from the fixed modules.

#### MAPPING OF COS WITH PSOS AND POS :

CO\PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO1	3	-	-	-	-	-	-	3	-	-	-	-	-
CO2	-	-	-	-	3	2	-	-	-	-	-	3	2
CO3	-	3	-	-	-	3	-	-	-	3	-	-	3
CO4	-	-	2	-	3	-	-	-	-	-	3	3	-
CO5	-	-	-	-	-	-	3	-	-	3	-	-	3
CO6	-	-	3	-	-	-	3	-	3	-	3	-	-
Total	3	3	2.5	-	3	2.5	3	3	3	3	3	3	2.67

#### CORRELATION LEVELS:

level	Correlation
-	Nil
1	Slightly / low
2	Moderate / Medium
3	Substantial / High

Assessment rubrics:

- quiz / assignment/ quiz/ discussion / seminar
- midterm exam
- programming assignments (20%)
- final exam (70%)

(Please note that these evaluation rubrics serve as illustrative examples within the context of a data structure course and are not intended to be definitive or prescriptive. suggested methods of formative/summative assessment are listed in the latest version of the guidelines to bos.)

mapping of cos to assessment rubrics :

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
co 1	✓			✓
co 2	✓			✓
co 3	✓			✓
co 4		✓		✓
co 5		✓		✓

## References

1. Prange, Sebastian. *Monsoon Islam: Trade and Faith on the Medieval Malabar Coast*.
2. Bahauddin, Prof. K.M. *Kerala Muslim History: A Revisit*.
3. Panikkasheri, Velayudhan, and C. Hamza. *Thuhfathul Mujahidin* (Malayalam).
4. Miller, Roland E. *Mappila Muslim Culture*.
5. Panikkar, K. N. *Against Lord and State: Religion and Peasant Uprisings in Malabar 1836–1921*.
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10. Menon, A. Sreedhara. *Cultural Heritage of Kerala: An Introduction*.

## SEMESTER II

## MAJOR

PROGRAMME	BA ISLAMIC HISTORY				
COURSE CODE	ISH2CJ102				
COURSE TITLE	PRE-ISLAMIC ARABIAN SOCIETY AND CULTURE				
TYPE OF COURSE	MAJOR				
SEMESTER	II				
ACADEMIC LEVEL	100 – 199				
COURSE DETAILS	CREDIT	LECTURE PER WEEK	TUTORIAL PER WEEK	PRACTICAL PER WEEK	TOTAL HOURS
	4	4	-	-	60
Pre-requisites	Qualified in higher secondary				
COURSE SUMMERY	This course deals with geographical conditions of Arabia, physical features of the land of Arabia, its climate, flora and fauna. this also included the history of South Arabian kingd,oms like the Sabaen kingdom ,the Minaean Kingdom, the Qataban and Hadramawt and the Himyarite kingdom. Another area of the course is the history of petty kingdoms of north and central Arabia like the Nabateans, Palmyrena, the Ghassanids, and the Lakhmids. it also discusses the social political and economic conditions of Arabia on the eve of Islam.				

## COURSE OUTCOMES

CO	CO STATEMENT	COGNITIVE LEVEL*	KNOWLEDGE CATEGORY*	EVALUATION TOOLS USED
CO1	Describe the geographical and climatic conditions of Arabia and their influence on civilization.	R	F	Instructor-created exams / quiz
CO2	Analyze the political and social structures of	AN	C	Practical assignment /



	the South Arabian kingdoms.			observation of practical skills
CO3	Evaluate the significance of North and Central Arabian kingdoms in pre-Islamic history.	E	C	Seminar presentation / group tutorial work
CO4	Understand the socio-economic and cultural life of Arabs before Islam.	U	C	Instructor-created exams / home assignments
CO5	Conduct research and review literary sources about Pre-Islamic Arabia.	C	P	Report writing
CO6	Compare and contrast different historical narratives on the rise of Islam.	AN	M	Instructor-created exams / home assignments
<p>* - Remember (R), Understand (U), Apply (AP), Analyse (AN), Evaluate (E), Create (C)  # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P)  Metacognitive Knowledge (M)</p>				

## DETAILED SYLLABUS

MODULE	UNIT	CONTENT	Hrs
I	THE ARABIAN PENINSULA		10
	1	Arabia the cradle of Semites	1
	2	Physical features of the land of Arabia	2
	3	Climatic conditions	3
	4	Flora and fauna	4
	5	Bedouin life	5
II			12

	SOUTH ARABIAN KINGDOMS		
	6	The Sabaen kingdom	6
	7	<i>Sadd Ma`rib</i>	7
	8	The Minaean kingdom	8
	9	The Qataban and Hadramawt	9
	10	The Himyarite kingdom	10
III	NORTH AND CENTRAL ARABIAN KINGDOMS		15
	11	The Nabateans-	11
	12	Palmyrena	12
	13	The Ghassanids	13
	14	The Lakhmids	14
	15	Kindite Kingdom	15
	16	Read a book review of <i>History of the Arabs</i> by P.K. Hitti.	16
	17	Chapter review of <i>A History of the Arab Peoples</i> (Chapter One)	17
IV	ARABIA ON THE EVE OF THE RISE OF PROPHET MUHAMMAD		11
	18	Conditions of Arabia on the eve of rise of Prophet Muhammad	18
	19	Jahiliyya Days	19
	20	Ayyamul Arab	20
	21	Diwan al Arab	21
	22	Tribalism	22
V	OPEN ENDED MODULE:		12
	1	Presentation of the report on the social and religious condition of pre-Islamic Arabia	1
	2	Collection of Jahiliya poetry	2
	3	Review on the film 'The Message' by Mustapha Akkad	3

Note: the course is divided into five modules, with four having total 22 fixed units and one open-ended module with a variable number of units. There are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 22 units from the fixed modules.

#### **MAPPING OF COS WITH PSOS AND POS :**

O\PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	-	-	-	3	-	-	3	-	-	-	-	-
CO2	3	-	-	-	3	2	-	-	-	-	-	3	2
CO3	-	3	-	-	2	3	-	-	-	3	-	-	3
CO4	-	-	2	-	3	-	-	-	-	-	3	3	-
CO5	-	-	-	-	-	-	3	-	-	3	-	-	3
CO6	-	-	3	-	-	-	3	-	3	-	3	-	-
Total	3	3	2.5	-	2.75	2.5	3	3	3	3	3	3	2.6

### CORRELATION LEVELS:

level	Correlation
-	Nil
1	Slightly / low
2	Moderate / Medium
3	Substantial / High

Assessment rubrics:

- quiz / assignment/ quiz/ discussion / seminar
- midterm exam
- programming assignments (20%)
- final exam (70%)

(Please note that these evaluation rubrics serve as illustrative examples within the context of a data structure course and are not intended to be definitive or prescriptive. suggested methods of formative/summative assessment are listed in the latest version of the guidelines to bos.)

mapping of cos to assessment rubrics :

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
co 1	✓			✓
co 2	✓			✓
co 3	✓			✓
co 4		✓		✓
co 5		✓		✓

Reference:

1. Carl Brockelmann , History of Islamic People
2. K Ali , A Study of Islamic History
3. N S Hussain ,The Science and the Civilization in Islam
4. Philip K Hitti ,History of the Arabs
5. Prof. Masudul Hassan , History of Islam vol. 1
6. Syed Amir Ali , A Short History of Islam
7. William Montgomery , A Short History of Islam

## SEMESTER III

## MAJOR

PROGRAMME	BA ISLAMIC HISTORY				
COURSE CODE	ISH3CJ202/ISH3MN200				
COURSE TITLE	THE CALIPHATE PERIOD AS THE AGE OF MODEL ADMINISTRATION				
TYPE OF COURSE	MAJOR				
SEMESTER	III				
ACADEMIC LEVEL	200-299				
COURSE DETAILS	CREDIT	LECTURE PER WEEK	TUTORIAL PER WEEK	PRACTICAL PER WEEK	TOTAL HOURS
	4	4	-	-	60
Pre-requisites	Qualified in higher secondary level				
COURSE SUMMERY	<p>This course mainly deals with the administrative system of the pious caliphate, this stands as a remarkable epoch in history, renowned for its exemplary model of administration that laid the foundation for governance in Islamic civilizations. This era showcased a sophisticated and efficient system of governance characterized by principles of justice, accountability, and inclusivity. under the leadership of the Rashidun and subsequent caliphs, administrative structures were established to govern vast territories with fairness and efficiency. The Umayyad and Abbasid caliphates further refined these systems, introducing administrative reforms and institutions that facilitated the management of diverse populations and resources. Islamic law (sharia) played a central role in guiding administrative practices, ensuring adherence to ethical and legal principles in governance. the legacy of the caliphate period endures as a testament to the success of its model administration, influencing subsequent governments and serving as a source of inspiration for contemporary debates on effective governance and political theory.</p>				

## COURSE OUTCOMES

CO	CO STATEMENT	COGNITIVE LEVEL*	KNOWLEDGE CATEGORY*	EVALUATION TOOLS USED
CO1	Explain the political and administrative systems established during the Caliphate period.	U	C	Group discussion/ book reading
CO2	Analyze the leadership qualities and governance styles of the Rashidun Caliphs.	AN	C	Assignment / seminar
CO3	Examine the legal and ethical aspects of governance in the Islamic state.	AN	C	Seminar presentation / group tutorial work
CO4	Evaluate the influence of Umayyad and Abbasid administrative reforms on later governments.	E	C	Teacher-student interaction/assignments
C05	Assess the role of Islamic law (Sharia) in shaping governance structures.	E	C	Debate, assignment / seminar
CO6	Conduct case studies on administrative practices of different caliphs.	AP	P	Debate, assignment / seminar
* - Remember (R), Understand (U), Apply (AP), Analyse (AN), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

## DETAILED SYLLABUS

MODULE	UNIT	CONTENT	Hrs
I	ABU BAKR: UNITY AND FOUNDATION		12
	1	Early Life	1
	2	Election	2
	3	Inaugural Address	3
	4	Consolidation of Power: Ridda Wars	4

	5	Compilation of the Quran	5
II	UMAR: EXPANSION AND GOVERNANCE		16
	6	Early Life	6
	7	Conversion to Islam	7
	8	Nomination to Caliphate	8
	9	Political Expansion: –Persia, Syria and Egypt	9
	10	Administrative Reforms	10
	11	Assassination	11
III	UTHMAN: COMPILATION AND CHALLENGES		10
	12	Early Life & Conversion	2
	13	Election-	1
	14	Contributions: Standardization of Quran and Formation of Muslim Navy	2
	15	Internal strife	4
	16	Martyrdom	1
IV	ALI: JUSTICE AND TURMOIL		10
	17	Early life-	17
	18	Accession of Caliphate	18
	19	Civil Wars: Battle of Camel- Battle of Siffin	19
	20	Emergence of Kharijites	20
	21	Battle of Nahrawan	21
	22	Assassination	22
	Open Ended		12
		Case studies on administration of various caliphs	
		Seminar Presentation	

Note: The course is divided into five modules, with four having total 22 fixed units and one open-ended module with a variable number of units. There are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 22 units from the fixed modules.

#### **MAPPING OF COS WITH PSOS AND POS :**

CO\PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO1	3	-	-	-	3	-	-	3	-	-	-	-	-
CO2	3	2	-	-	3	2	-	-	-	-	-	3	2
CO3	-	2	-	-	3	3	-	-	-	3	-	-	3
CO4	-	-	3	-	3	-	-	-	-	-	3	3	-
CO5	-	-	-	-	3	3	3	-	-	3	-	-	3
CO6	-	-	3	-	-	-	3	-	3	-	3	-	-
Total	3	2	3	-	3	2.7	3	3	3	3	3	3	2.7

### CORRELATION LEVELS:

level	Correlation
-	Nil
1	Slightly / low
2	Moderate / Medium
3	Substantial / High

### Assessment rubrics:

- quiz / assignment/ quiz/ discussion / seminar
- midterm exam
- programming assignments (20%)
- final exam (70%)

(Please note that these evaluation rubrics serve as illustrative examples within the context of a data structure course and are not intended to be definitive or prescriptive. suggested methods of formative/summative assessment are listed in the latest version of the guidelines to bos.)

### mapping of cos to assessment rubrics :

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
co 1	✓			✓
co 2	✓			✓
co 3	✓			✓
co 4		✓		✓
co 5		✓		✓



## References

1. Ameer Ali Spirit of Islam
2. Bhat, Manzoor Ahmad. The Pious Caliphate: A Study of Hazrat Ali, Srinagar
3. Din A.A: The Umayyad Caliphate
4. Hamidullah, M. Introduction to Islam, Delhi.
5. Hasan, Prof.Masudul. History of Islam (2 Vols.), Delhi.
6. Haykal, The Life of Muhammad, Delhi.
7. Hitti, P. K. History of the Arabs, Macmillan, UK.
8. Hodgson, Marshall. The Venture of Islam, UK.
9. Hussain, S. Athar. The Glorious Caliphate, Delhi.
10. Khan, M. A. Muhammad the Final Messenger, Delhi.
11. Philip K Hitti, The Cambridge History of Islam
12. S. AtharHussain: The glorious Caliphate
13. Shaban, M.A. Islamic History: An Interpretation, UK.
14. Siddiqui, M. Mazharuddin. Development of Islamic State and Society, Pakistan.

SEMESTER III

MAJOR

PROGRAMME	BA ISLAMIC HISTORY				
COURSE CODE	ISH3CJ203				
COURSE TITLE	PERSONALITY DEVELOPMENT AND THE TEACHINGS OF PROPHET				
TYPE OF COURSE	MAJOR				
SEMESTER	III				
ACADEMIC LEVEL	200 – 299				
COURSE DETAILS	CREDIT	LECTURE PER WEEK	TUTORIAL PER WEEK	PRACTICAL PER WEEK	TOTAL HOURS
	4	4	-	-	60
Pre-requisites	Qualified higher secondary level				
COURSE SUMMERY	<p>The course "Prophet Muhammad: Life and Legacy" covers key aspects of the Prophet's life, focusing on his early years in Makkah, his prophethood, and the migration to Madinah. It explores his leadership in establishing the first Muslim community, including the battles of Badr, Uhud, and Khandaq, the Hudaibiyya Treaty, and the conquest of Makkah. The course also examines his diplomatic strategies, including relations with the Jews and key military expeditions, alongside his role as a social reformer and mentor, highlighting his moral teachings, religious concepts, and approach to leadership</p>				

**COURSE OUTCOMES**

CO	CO STATEMENT	COGNITIVE LEVEL*	KNOWLEDGE CATEGORY*	EVALUATION TOOLS USED
CO1	Understand the Prophet's early life and his impact on leadership.	U	F	Instructor created exams/ Quiz

CO2	Analyze the social, political, and ethical teachings of the Prophet.	AN	C	Practical Assignment/ Observation of practical skills
CO3	Examine the Prophet's approach to diplomacy and governance.	AN	C	Seminar Presentation/ Group tutorial work
CO4	Assess the Prophet's role as a social reformer and mentor.	E	C	Instructor-created exams/ Home assignment
CO5	Explore the religious, moral, and psychological aspects of the Prophet's teachings.	U	C	Quiz/ Home assignment
CO6	Conduct group discussions and reviews on the Prophet's legacy.	AP	P	Quiz/ Home assignment
<p>* - Remember (R), Understand (U), Apply (AP), Analyse (AN), Evaluate (E), Create (C)  # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P)  Metacognitive Knowledge (M)</p>				

## DETAILED SYLLABUS

MODULE	UNIT	CONTENT	Hrs
I	PROPHET MUHAMMAD AT MAKKAH-		
	1	Quraish family	
	2	Birth and childhood of Prophet Muhammad	
	3	Marriage with Khadijah	
	4	Prophet hood and early followers	
	5	Opposition of the Quraish and Migrations to Abyssinia	
	6	Covenant of Aqaba-Hijra and its significance	

II	PROPHET AT MADINAH		
	7	Socio-political and religious conditions of Madinah	
	8.	Prophet's State at Madina:- Constitution of Madina	
	9.	Defensive Wars:-Badr,Uhd and Khandaq	
	10	Hudaibiyya Treaty	
	11	Fatah Makkah	
	12	Farewell Sermon	
III	DIPLOMACY AND EXPANSION OF THE STATE		
	13	Jews and the Prophet	
	14	Victory of Makkah	
	15	Battle of Hunayan	
	16	Tabuk expedition.	
	17	Read and review the third chapter of " <i>The Arabs: A Political and Cultural History</i> " by Dr. T. Jamal Muhammad.	
IV	PROPHET AS A SOCIAL MENTOR		
	18	Prophet as areformer and statesman	
	19	Religious teachings-concept of God-articles of faith-	
	20	five pillars of Islam	
	21	Moral teachings-honesty and trustworthiness	
	22	Psychological approach and mentoring: 5 examples from Prophet's life	
	Open Ended		
		Write a review on the various internet sources on Islam and Prophet Muhammed	1 2
		Group seminar: presentation on the diplomacy and humanism of prophetduring the war	

Note: The course is divided into five modules, with four having total 22 fixed units and one open-ended module with a variable number of units. There are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 22 units from the fixed modules.

## MAPPING OF COS WITH PSOS AND POS :

O\PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO6
CO1	3	-	-	-	3	-	-	3	-	-	-	-	-
CO2	3	2	-	-	3	2	-	-	-	-	-	3	2
CO3	-	2	-	-	3	3	-	-	-	3	-	-	2
CO4	-	-	3	-	2	-	-	-	-	-	3	3	-
CO5	-	-	-	-	3	3	3	-	-	3	-	-	3
CO6	-	-	3	-	-	-	3	-	3	-	3	-	-
Total	3	2	3	-	2.8	2.7	3	3	3	3	3	3	2.3

## CORRELATION LEVELS:

level	Correlation
-	Nil
1	Slightly / low
2	Moderate / Medium
3	Substantial / High

Assessment rubrics:

- Quiz / assignment/ quiz/ discussion / seminar
- midterm exam
- programming assignments (20%)
- final exam (70%)

(Please note that these evaluation rubrics serve as illustrative examples within the context of a data structure course and are not intended to be definitive or prescriptive. suggested methods of formative/summative assessment are listed in the latest version of the guidelines to bos.)

mapping of cos to assessment rubrics :

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
co 1	✓			✓
co 2	✓			✓
co 3	✓			✓

co 4		✓		✓
co 5		✓		✓

## REFERENCES

1. Ameer Ali Spirit of Islam
2. Arnold T.W: The Caliphate
3. Bhat, Manzoor Ahmad. The Pious Caliphate: A Study of Hazrat Ali, Srinagar
4. Din A.A: The Umayyad Caliphate
5. Dr. T. Jamal Muhammad. The Arabs: A Political and Cultural History
6. Hamidullah, M. Introduction to Islam, Delhi.
7. Hasan, Prof.Masudul. History of Islam (2 Vols.), Delhi.
8. Haykal, The Life of Muhammad, Delhi.
9. Hitti, P. K. History of the Arabs, Macmillan, UK.
10. Hodgson, Marshall. The Venture of Islam, UK.
11. Hussain, S. Athar. The Glorious Caliphate, Delhi.
12. Khan, M. A. Muhammad the Final Messenger, Delhi.
13. Philip K Hitti, The Cambridge History of Islam
14. S. Athar Hussain: The glorious Caliphate
15. Shaban, M.A. Islamic History: An Interpretation, UK.
16. Siddiqui, M. Mazharuddin. Development of Islamic State and Society, Pakistan.

## SEMESTER IV

## MAJOR

PROGRAMME	BA ISLAMIC HISTORY				
COURSE CODE	ISH4CJ204				
COURSE TITLE	ARAB WORLD IN A NEW ERA				
TYPE OF COURSE	MAJOR				
SEMESTER	IV				
ACADEMIC LEVEL	200-299				
COURSE DETAILS	CREDIT	LECTURE PER WEEK	TUTORIAL PER WEEK	PRACTICAL PER WEEK	TOTAL HOURS
	4	4	-	-	60
Pre-requisites	Qualified higher secondary				
COURSE SUMMERY	<p>The course "Arab World in a New Era" offers a comprehensive overview of the key political, social, and economic events that shaped the modern Arab world. It begins with an introduction to the Arab world and explores its transformation during World War I, the formation of the Baghdad Pact, and the impact of the Eisenhower Doctrine on the region. The course also delves into the rise and fall of Saddam Hussein in Iraq. In Egypt, topics include Napoleon's invasion, the rise of Muhammad Ali, the construction of the Suez Canal, Egyptian nationalism, the establishment of the Egyptian Republic, the nationalization of the Suez Canal, and the Jasmine Revolution. The course further examines Palestine and Israel, focusing on the mandate period, Zionism, the Balfour Declaration, the Peel Report, the establishment of Israel, the Arab-Israeli Wars, peace efforts such as the Camp David Accords, and the role of the PLO and Yasser Arafat. The final section covers the significance of oil in the Arabian Peninsula, discussing OPEC, the Arab League, and the Gulf Cooperation Council (GCC).</p>				

## COURSE OUTCOMES

CO	CO STATEMENT	COGNITIVE LEVEL*	KNOWLEDGE CATEGORY*	EVALUATION TOOLS USED
CO1	Explain key events shaping the modern Arab world	U	F	Instructor created exams/ Quiz
CO2	Analyze political and economic transformations in the Arab world.	AN	C	Practical Assignment/ Observation of practical skills
CO3	Assess the role of oil and economic organizations like OPEC in global politics.	E	C	Seminar Presentation/ Group tutorial work
CO4	Examine Arab-Israeli conflicts and peace attempts.	AN	C	Instructor-created exams/ Home assignment
CO5	Evaluate the role of media and propaganda in shaping perceptions of the Arab world.	E	C	Quiz/ Seminar
CO6	Conduct case studies and research on Arab identity and international relations.	AP	P	Quiz/ Seminar
<p>* - Remember (R), Understand (U), Apply (AP), Analyse (AN), Evaluate (E), Create (C)            # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P)            Metacognitive Knowledge (M)</p>				



## DETAILED SYLLABUS

MODULE	UNIT	CONTENT	Hrs
I	Arab World		
	1	Introduction to Arab world	
	2	Arab World during world War I	
	3	Baghdād Pact	
	4	Eisenhower Doctrine	
	5	Iraqi Republic	
	6	Rise and Fall of Saddam Hussain	
II	Egypt		
	7	Napoleon's Invasion of Egypt	
	8	Rise Of Mohammed Ali	
	9	Construction of Suez Canal	
	10	Nationalism	
	11	Egyptian the Republic	
	12	Nationalization of the Suez Canal Company	
	13	Jasmine Revolution	
III	Palestine and Israel		
	14	Palestine Under The Mandate	
	15	Zionism, Balfour Declaration	
	16	Peel Report	
	17	Establishment Of Israel	
	18	Arab- Israel Wars	
	19	Arab-Israeli Peace Attempts :Camp David Accord	
	20	The PLO And Yasar Arafath	
IV	Oil and Arabia		
	21	OPEC-OAPEC	
	22	The Arab League- aims and objectives	
	23	GCC	
	Open Ended		
		Case studies : development of Arab identity through Palestine issue	

		Group assignment: collect data on influence of western media on the propaganda of “war on terror” in Arab world	
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Note: The course is divided into five modules, with four having total 22 fixed units and one open-ended module with a variable number of units. There are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 22 units from the fixed modules.

**MAPPING OF COS WITH PSOS AND POS :**

O\PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	-	-	-	3	-	-	3	-	-	-	-	-
CO2	3	2	-	-	2	2	-	-	-	-	-	3	3
CO3	-	2	-	-	3	3	-	-	-	2	-	-	2
CO4	-	-	3	-	3	-	-	-	-	-	3	3	-
CO5	-	-	-	-	2	3	3	-	-	3	-	-	3
CO6	-	-	3	-	-	-	3	-	3	-	2	-	-
Total	3	2	3	-	2.6	2.7	3	3	3	2.5	2.5	3	2.7

**CORRELATION LEVELS:**

level	Correlation
-	Nil
1	Slightly / low
2	Moderate / Medium
3	Substantial / High

Assessment rubrics:

- quiz / assignment/ quiz/ discussion / seminar
- midterm exam
- programming assignments (20%)
- final exam (70%)

(Please note that these evaluation rubrics serve as illustrative examples within the context of a data structure course and are not intended to be definitive or prescriptive. suggested methods of formative/summative assessment are listed in the latest version of the guidelines to bos.)

mapping of cos to assessment rubrics :

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
co 1	✓			✓
co 2	✓			✓
co 3	✓			✓
co 4		✓		✓
co 5		✓		✓

#### References

- David Kenneth Field House. Western Imperialism in the Middle East
- Don Peretz, The Middle East Today
- J.Esposito, The Oxford Encyclopaedia of the Modern Islamic World.
- M Durger, The Arab World Today
- M.H Sayed, Islamic Terrorism, Myth or Reality, volume 1
- Phebe Marr, Modern History of Iraq
- Rahul Mahajan, The New Crusade- Americas War on Terrorism
- S.N. Fisher, The Middle East-A History
- Yahoshafat Harkabi, Arab Attitude to Israel

## SEMESTER IV

## MAJOR

PROGRAMME	ISH4CJ205				
COURSE CODE	MEDIEVAL INDIA: SULTANATE AND MUGHALS				
COURSE TITLE	MAJOR				
TYPE OF COURSE	IV				
SEMESTER	200-299				
ACADEMIC LEVEL	ISH4CJ205				
COURSE DETAILS	CREDIT	LECTURE PER WEEK	TUTORIAL PER WEEK	PRACTICAL PER WEEK	TOTAL HOURS
	4	4	-	-	60
Pre-requisites	Qualified higher secondary				
COURSE SUMMERY	<p>The course covers the rise and fall of the Delhi Sultanates, highlighting key figures like Qutbuddin Aibak and Alauddin Khilji, and their contributions to political, economic, and cultural life in India. It then moves on to the Mughal Empire, exploring the foundation by Babur, the religious tolerance and cultural achievements under Akbar, Shah Jahan's architectural legacy, and the territorial expansion under Aurangzeb. The course also examines the Deccan Sultanates, their conflicts with the Mughals, and the region's integration, complemented by a review of <i>The Rebel Sultans</i> by Manu S Pillai. Lastly, the influence of Sufism in medieval India is explored, focusing on prominent Sufi figures such as Khwaja Muinuddin Chishti and H. Nizamuddin Auliya, and their impact on spirituality, culture, and society.</p>				

## COURSE OUTCOMES

CO	CO STATEMENT	COGNITIVE LEVEL*	KNOWLEDGE CATEGORY*	EVALUATION TOOLS USED
CO1	Analyze the political, economic, and cultural developments during the Delhi Sultanate period.	U	F	Instructor created exams/ Quiz
CO2	Evaluate the administrative and architectural contributions of the Mughals and their impact on Indian society.	E	C	Practical Assignment/ Observation of practical skills
CO3	Examine the interactions and conflicts between the Mughals and the Deccan Sultanates.	AN	C	Seminar Presentation/ Group tutorial work
CO4	Understand the influence of Sufism on Indian society and culture.	U	C	Instructor-created exams/ Home assignment
CO5	Develop analytical skills by reviewing historical books, preparing research-based presentations, and participating in discussions.	AP	P	Quiz/ Seminar Presentation/
* - Remember (R), Understand (U), Apply (AP), Analyse (AN), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

## DETAILED SYLLABUS

MODULE	UNIT	CONTENT	Hrs
I	Delhi Sultanates		
	1	Qutbuddin Aibak: Establishment of Muslim Rule in India	

	2	Expansion of borders (map study)	
	3	Cultural and architectural contributions	
	4	Alauddin Khilji: Economic and Market Reforms	
	5	Muhammad bin Thuglaq: reforms and results	
	6	Decline of the Sultanate	
II	Mughal Empire		
	7	Babur: Foundation of the First unified empire	
	8	Suri dynasty: Impact of Mughals	
	9	Akbar (1556–1605): Cultural and artistic contributions	
	10	Religious tolerance and co-existence	
	11	Shah Jahan (1628–1658): Architectural achievements	
	12	Aurangzeb (1658–1707): Largest territorial expansion.	
	13	Portrayals of Aurangzeb in Indian history.	
III	Deccan Sultanates		
	14	Introduction to 5 Sultanates	
	15	Integration of Deccan region- map study	
	16	Conflicts with Mughals	
	17	Book reviews: The Rebel Sultans (Manu S Pillai)	
IV	Sufism in Medieval India		
	18	Introduction to four Sufis: Khwaja Muinuddin Chishti, H. Nizamuddin Auliya, Baba Farid and Gezu Daraz	
	19	Inclusion and empathy: Characteristics of Sufi preaching	
	20	Charismatic leadership	
	21	Sufism in popular culture	
	22	Introduction to four Sufis: Khwaja Muinuddin Chishti, H. Nizamuddin Auliya, Baba Farid and Gezu Daraz	
	Open Ended		
		Prepare 2 Minute video on the major Mughal monuments	
		PPT presentations on major Forms of Art and Architecture medieval India	
		Conduct Historical Visit and Submit a Report	

Note: The course is divided into five modules, with four having total 22 fixed units and one open-ended module with a variable number of units. There are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10

marks) and the fixed modules (20 marks). The final exam, however, covers only the 22 units from the fixed modules.

**MAPPING OF COS WITH PSOS AND POS :**

CO \ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	-	-	-	3	-	-	3	-	-	-	3	-
CO2	3	-	-	-	3	-	-	3	3	-	-	-	-
CO3	-	-	3	-	-	-	3	3	-	-	-	3	-
CO4	-	-	-	-	-	3	-	-	-	3	-	-	3
CO5	-	3	-	2	3	-	-	-	-	-	3	3	-
Total	3	3	3	2	3	3	3	3	3	3	3	3	3

**CORRELATION LEVELS:**

level	Correlation
-	Nil
1	Slightly / low
2	Moderate / Medium
3	Substantial / High

Assessment rubrics:

- quiz / assignment/ quiz/ discussion / seminar
- midterm exam
- programming assignments (20%)
- final exam (70%)

(Please note that these evaluation rubrics serve as illustrative examples within the context of a data structure course and are not intended to be definitive or prescriptive. suggested methods of formative/summative assessment are listed in the latest version of the guidelines to bos.)

mapping of cos to assessment rubrics :

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
co 1	✓			✓
co 2	✓			✓
co 3	✓			✓

co 4		✓		✓
co 5		✓		✓

## References

1. A.B.M. Habibullah, The Foundation of Muslim Rule in India.
2. Abdul Hameed, Muslim Separation in India.
3. Athar Ali, Mughal India
4. Chandra, Bipan Essays on Medieval Indian History
5. Chopra, P. N. Advanced Study in the History of Medieval India
6. I.H. Qureshi, The Administration of Mughal Empire.
7. I.H. Qurshi, The Administration of the Sultanate of Delhi.
8. Islam R. Sufism in South Asia



## SEMESTER V

## MAJOR

PROGRAMME	BA ISLAMIC HISTORY				
COURSE CODE	ISH5CJ301				
COURSE TITLE	EXPLORATION ON THE ACHIEVEMENTS OF SELECTED RULERS OF UMAYYADS				
TYPE OF COURSE	MAJOR				
SEMESTER	V				
ACADEMIC LEVEL	300-399				
COURSE DETAILS	CREDIT	LECTURE PER WEEK	TUTORIAL PER WEEK	PRACTICAL PER WEEK	TOTAL HOURS
	4	4	-	-	60
Pre-requisites	Qualified higher secondary				
COURSE SUMMARY	<p>The goal of this program is to provide students with a fresh perspective of the Umayyad rulers made significant achievements during their rule in Damascus, which was the capital of Umayyad caliphate from 661 to 750 AD. This course is designed to give students to understand the achievements of Umayyad rulers, provide fundamental acquirement about Umayyad dynasty after the pious caliphate. Through this study students were able to designed the region of the Umayyad empire and its program of Arabisation were responsible for spreading Islam and the Arabic language over a vast area. this course is intended to understand the first great Muslim dynasty to rule the empire of the caliphate, reflecting traditional Muslim disapproval of the first secular Arab kingdom of the world.</p>				

## COURSE OUTCOMES

CO	CO STATEMENT	COGNITIVE LEVEL*	KNOWLEDGE CATEGORY*	EVALUATION TOOLS USED
CO1	Explain the origins of the Umayyad dynasty and its rise to power.	U	F	Instructor created exams/ Quiz
CO2	Analyze the administrative and military reforms of the Umayyad rulers.	AN	C	Practical Assignment/ Observation of practical skills
CO3	Evaluate the expansion of the Umayyad Empire and its impact on global history.	E	C	Seminar Presentation/ Group tutorial work
CO4	Assess the intellectual and scientific contributions of the Umayyads.	E	C	Instructor-created exams/ Home assignment
CO5	Examine the role of Umayyad rulers in spreading Islamic culture and language.	U	C	Quiz/ Home assignment
CO6	Conduct a critical analysis of the governance strategies of the Umayyad caliphs.	AP	P	presentation /Exam/ Home assignment
* - Remember (R), Understand (U), Apply (AP), Analyse (AN), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

## DETAILED SYLLABUS

MODULE	UNIT	CONTENT	Hrs
I	RISE OF Umayyad's TO POWER		
	1	Origin of Umayyads	

	2	Mu`awiyah	
	3	Administrative changes	
	4	Yazid	
	5	Battle of Karbala	
	6	Growth of Shiaism	
II	EXPANSION OF UMAYYAD EMPIRE		
	7	Abdul Malik-the real founder	
	8	Administrative Reforms of Abdul Malik	
	9	Al-Walid I	
	10	Expansion of the empire into central Asia-Sind and Spain	
	11	Sulayman ibn Abdul Malik	
	REINSTATEMENT OF KHILAFATH		
	12	Umar II	
	13	Religious policy	
	14	Administration	
	15	Hisham	
	16	Marwan II	
	17	decline of the empire	
IV	INTELLECTUAL CONTRIBUTIONS OF UMAYYADS		
	18	Centers of Intellectual Activity: Basra and Kufah	2
	19	Development of religious Literature: Hadees and Thafseer	2
	20	Education	2
	21	Science- Alchemy	
	22	Architecture	1
	Open Ended		12
		Case studies : Estimate the administration of Ummayads	
		Group assignment: debate the administrative changes brought about by Muawiyah as the first king in Islam.	

Note: The course is divided into five modules, with four having total 22 fixed units and one open-ended module with a variable number of units. There are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 22 units from the fixed modules.

## MAPPING OF COS WITH PSOS AND POS :

CO\PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	-	-	-	3	-	-	3	-	-	-	-	-
CO2	3	2	-	-	3	2	-	-	-	-	-	3	2
CO3	-	2	-	-	3	3	-	-	-	3	-	-	3
CO4	-	-	3	-	3	-	-	-	-	-	3	3	-
CO5	-	-	-	-	3	3	3	-	-	3	-	-	3
CO6	-	-	3	-	-	-	3	-	3	-	3	-	-
Total	3	2	3	-	3	2.7	3	3	3	3	3	3	2.7

## CORRELATION LEVELS:

level	Correlation
-	Nil
1	Slightly / low
2	Moderate / Medium
3	Substantial / High

## Assessment rubrics:

- quiz / assignment/ quiz/ discussion / seminar
- midterm exam
- programming assignments (20%)
- final exam (70%)

(Please note that these evaluation rubrics serve as illustrative examples within the context of a data structure course and are not intended to be definitive or prescriptive. suggested methods of formative/summative assessment are listed in the latest version of the guidelines to bos.)

## mapping of cos to assessment rubrics :

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
co 1	✓			✓
co 2	✓			✓

co 3	✓			✓
co 4		✓		✓
co 5		✓		✓

## References

1. Carl Brockelman , History of Islamic People
2. K Ali , A Study of Islamic History
3. N S Hussain ,The science and the civilization in Islam
4. Philip K Hitti ,History of the Arabs
5. Prof. Masudul Hassan , History of Islam vol. 1
6. Syed Amir Ali , A short history of Islam
7. William Montgomery , A Short History of Islam

SEMESTER V

MAJOR

PROGRAMME	BA ISLAMIC HISTORY				
COURSE CODE	ISH5CJ302/ISH6CJ303				
COURSE TITLE	ASSESSMENT OF SELECTED RULERS OF ABBASIDS DYNASTY				
TYPE OF COURSE	MAJOR				
SEMESTER	V				
ACADEMIC LEVEL	300-399				
COURSE DETAILS	CREDIT	LECTURE PER WEEK	TUTORIAL PER WEEK	PRACTICAL PER WEEK	TOTAL HOURS
	4	4	-	-	60
Pre-requisites	Qualified higher secondary				
COURSE SUMMERY	<p>This course draws on diverse perspectives about the Abbasids who ruled from Baghdad, had an unbroken line of caliphs for ever three centuries .the students understand the advancement of Abbasids in the field of Algebra, Geometry, Chemistry, Biology, Medicine and Astronomy. Through this paper the students understand the glories and scientific contributions of Abbasids. This course also provide their patronage of science and philosophy notably the translation movement of Greek philosophical and scientific works into Arabic. established the Bayt al-Hikma (house of wisdom) in Baghdad, a major centre of learning and scholarship. this course is cavernous to understand the Abbasid era is often referred to as the golden age of Islam, marked by advancement in various fields of knowledge and cultural flourishing.</p>				

**COURSE OUTCOMES**

CO	CO STATEMENT	COGNITIVE LEVEL*	KNOWLEDGE CATEGORY*	EVALUATION TOOLS USED
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CO1	Understand the origins and political evolution of the Abbasid Dynasty.	U	F	Instructor created exams/ Quiz
CO2	Analyze the Abbasid contributions to medicine, philosophy, astronomy, mathematics, and historiography.	AN	C	Practical Assignment/ Observation of practical skills
CO3	Evaluate the development of Islamic mysticism and the emergence of different sects.	E	C	Seminar Presentation/ Group tutorial work
CO4	Examine the administrative structure, governance, and Persianization of the Abbasid court.	AN	C	Instructor-created exams/ Home assignment
CO5	Engage in critical analysis through case studies and group assignments on Abbasid contributions	AP	P	Quiz/ Seminar Presentation/ Group tutorial work
<p>* - Remember (R), Understand (U), Apply (AP), Analyse (AN), Evaluate (E), Create (C)  # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P)  Metacognitive Knowledge (M)</p>				

## DETAILED SYLLABUS

MODULE	UNIT	CONTENT	Hrs
I	ORIGIN AND DEVELOPMENT OF THE ABBASIDS:		
	1	The Abbasiya propaganda-Abul Abbas Assaffah	
	2	Al Mansoor	
	3	Haroon al Rashid-rise	

	4	Fall of Burmakid	
	5	Al Ma'mun-Baitul Hikma	
II	INTELLECTUAL HAND-OUTS OF ABBASIDS		
	6	Development in medicine-philosophy-astronomy-mathematics-	
	7	Geography- alchemy-physics	
	8	History and historiography	
	9	Development of education	
	DEVELOPMENT OF MYSTICISM AND THE EMERGENCE OF SECTS IN ISLAM		
	10	Development in mysticism and Fiqh	
	11	Sihah al-sita	
	12	Four schools of thought	
	13	Development of different sects in Islam:mu'tazila-alasha'rites	
	14	Sufism-Shi'ism	
	15	Ismailites	
	16	Batinites	
	17	Qaramatians- Assassins	
IV	PROGRESS OF SOCIETY AND POLITY OF ABBASIDS		
	18	Abbasid administration	
	19	central-provincial-judicial-financial-military-postal,	
	20	Persianization of Abbasid court	
	21	Islamization of the empire	
	22	Abbasid society	
	Open Ended		
	1	Case studies : position of Arab and non-Arab during Abbasids	
	2	Group assignment:. Collect the data about the scientific and literary contributions of Abbasids	

Note: The course is divided into five modules, with four having total 22 fixed units and one open-ended module with a variable number of units. There are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10



marks) and the fixed modules (20 marks). The final exam, however, covers only the 22 units from the fixed modules.

### MAPPING OF COS WITH PSOS AND POS :

CO \ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	-	3	-	-	-	-	3	-	-	-	-	3
CO2	2	-	-	-	3	-	3	-	3	-	-	3	-
CO3	-	-	-	-	-	3	-	-	-	3	-	-	3
CO4	-	-	3	-	-	3	-	3	-	-	-	-	3
CO5	-	3	-	3	3	-	-	-	-	-	3	3	-
<b>Total</b>	2.5	3	3	3	3	3	3	3	3	3	3	3	3

### CORRELATION LEVELS:

level	Correlation
-	Nil
1	Slightly / low
2	Moderate / Medium
3	Substantial / High

Assessment rubrics:

- quiz / assignment/ quiz/ discussion / seminar
- midterm exam
- programming assignments (20%)
- final exam (70%)

(Please note that these evaluation rubrics serve as illustrative examples within the context of a data structure course and are not intended to be definitive or prescriptive. suggested methods of formative/summative assessment are listed in the latest version of the guidelines to bos.)

mapping of cos to assessment rubrics :

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
co 1	✓			✓

co 2	✓			✓
co 3	✓			✓
co 4		✓		✓
co 5		✓		✓

## References

- Ameer Ali, *Spirit of Islam*
- Arnold T.W, *The Caliphate*
- Athar Hussain, *The glorious Caliphate*
- Bernard Lewis, *The Arabs in History*, New York, 1960
- Carl Brockelman, *History of Islamic People.*
- Habib Hourani, *History of the Arabs.*
- Joseph Hell, *Arab Civilization.*
- Levy, *The Social Structure of Islam.*
- Philip K. Hitti, *History of the Arabs, London, 1953*
- S.A.Q. Hussani, *Arab Administration.*
- Sha'ban, *Islamic History, A New Interpretation.*
- Philip K Hitti, *The Cambridge History of Islam*
- Siddiqui, A.H, *The Origin and Development of Muslim Institutions*

SEMESTER VI

MAJOR

PROGRAMME	BA ISLAMIC HISTORY				
COURSE CODE	ISH6CJ304/ISH8MN304				
COURSE TITLE	SUFISM AND SUFI TRENDS IN MODERN ERA				
TYPE OF COURSE	MAJOR				
SEMESTER	VI				
ACADEMIC LEVEL	300-399				
COURSE DETAILS	CREDIT	LECTURE PER WEEK	TUTORIAL PER WEEK	PRACTICAL PER WEEK	TOTAL HOURS
	4	4	-	-	60
Pre-requisites	Qualified higher secondary				
COURSE SUMMERY	<p>This course offers a comprehensive exploration of sufism, the mystical tradition within Islam, and its evolving trends in the contemporary world. it delves into the historical development, spiritual practices, and cultural expressions of sufism, while critically examining its encounter with modernity and globalization. the course also investigates the role of sufi orders in promoting interfaith dialogue, social justice, and peacebuilding initiatives, highlighting their relevance in addressing contemporary challenges and fostering spiritual resilience. through reflective exercises and dialogue, students cultivate a deeper understanding of sufi spirituality and its transformative potential in navigating the complexities of the modern world.</p>				

**COURSE OUTCOMES**

CO	CO STATEMENT	COGNITIVE LEVEL*	KNOWLEDGE CATEGORY*	EVALUATION TOOLS USED
CO1	Understand the historical development and core teachings of	U	F	Provide Group Discussion

	Sufism.			
CO2	Examine the contributions of major Sufi masters and their impact on Islamic history.	AN	C	Practical Assignment / Observation Of Practical Skills
CO3	Analyze the influence of Sufism on art, literature, and culture.	AN	C	Seminar Presentation / Group Tutorial Work
CO4	Evaluate the role of Sufism in modern interfaith dialogue and social justice movements	E	C	Instructor-Created Exams / Home Assignments
C05	Assess contemporary debates on Sufism, secularism, and mysticism	E	C	Seminar
CO6	Conduct research on Sufi practices and their relevance in today's world.	AP	P	Presentation /Exam
<p>* - Remember (R), Understand (U), Apply (AP), Analyse (AN), Evaluate (E), Create (C)  # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P)  Metacognitive Knowledge (M)</p>				

## DETAILED SYLLABUS

MODULE	UNIT	CONTENT	Hrs
I	INTRODUCTION TO SUFISM		
	1	Emergence of Sufism – Sufi – historical background	
	2	Basic teachings: Ihsan, Tazkiya, Zuhd, Tawakkul, Taqwa, Ikhlas	

	3	Introducing classical Sufi literatures: <i>kitabul luma'</i> , <i>qut al qulub</i> , <i>risalatul qushayriyya</i> , <i>Ihya uloomiddeen</i> , <i>kashf al mahjub</i> , <i>awarif al ma'arif</i>	
	4	Major sufi terminologies: <i>ishq</i> , <i>ma'rifa</i> , <i>dikr</i> , <i>muraqaba</i> , <i>mushahada</i> , <i>fana</i> , <i>baqa</i>	
II	EMINENT SUFI MASTERS AND SUFI ORDERS		
	5	Sufi orders: Qadiri, Chishti, Naqshbandi	
	6	Suhrawardi, Shadhili, Ba-alavi	
	7	A brief life sketch of: Hasan al Basri, Junaid al Baghdadi, Ibn Arabi, Al Gazzali, Rabia	
	8	Sheikh Jilani	
	9	Sheikh Rifa'i	
	10	Moinuddin Chishti	
III	CONTEMPORARY STUDIES ON ISLAMIC MYSTICISM		
	11	Western approaches on sufism (R.A. Nicholson, Annemarie Schimmel, Nile Green, W.Chittick, Idris Shah)	
	12	Recent readings on Rumi, Ibn arabi, Omar Khayyam, Shirazi.	
	13	Sufism in Malayalam literature (Icha Masthan, Moin Kutty Vaidyar, Kunjayin Musliyar, KV Abdu Rahman, Kadayikkal, Shujai, Vaikom Mohamed Basheer, Nithya Chaithanya Yathi, Changampuzha, Vailloppilli)	
	14	Sufi music ( <i>sama</i> ) and dance ( <i>raqs</i> ) - origin and history	
	15	Debates on secular Sufism	
	16	influence of Bhakti movement and other non-Islamic concepts	
	17	Anti-Sufism – Ibn Taymiyyah	
IV	SUFI WORLDVIEW AND ACTIVISM		
	18	Role of Sufis in the popularization of Islam	
	19	Sufi worldview: inclusiveness, cultural harmony, social justice,	
	20	Community empowerment, education, peace building and conflict resolution.	

	21	Sufi activism	
	22	Sufis in anti-colonial struggles	
	Open Ended		
		Write a book review on <i>Sufism: an introduction</i> by Farida Khanam, Good word publications, New Delhi. (2009)	
		Visit a nearby Sufi shrine and prepare a video presentation.	
		A field trip to major Sufi Centers in Kerala and submit a detailed Report	
		Familiarize the musical instruments commonly used in the Sufi musicespecially in the Indian context	

Note: The course is divided into five modules, with four having total 22 fixed units and one open-ended module with a variable number of units. There are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 22 units from the fixed modules.

#### MAPPING OF COS WITH PSOS AND POS :

CO\PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	2	-	-	-	2	-	-	3	-	-	-	-	-
CO2	3	2	-	-	3	2	-	-	-	-	-	3	2
CO3	-	2	-	-	2	2	-	-	-	3	-	-	2
CO4	-	-	3	-	3	-	-	-	-	-	3	3	-
CO5	-	-	-	-	2	3	3	-	-	3	-	-	2
CO6	-	-	3	-	-	-	3	-	3	-	3	-	-
Total	2.5	2	3	-	2.4	2.3	3	3	3	3	3	3	2

#### CORRELATION LEVELS:

level	Correlation
-	Nil
1	Slightly / low

2	Moderate / Medium
3	Substantial / High

Assessment rubrics:

- quiz / assignment/ quiz/ discussion / seminar
- midterm exam
- programming assignments (20%)
- final exam (70%)

(Please note that these evaluation rubrics serve as illustrative examples within the context of a data structure course and are not intended to be definitive or prescriptive. suggested methods of formative/summative assessment are listed in the latest version of the guidelines to bos.)

mapping of cos to assessment rubrics :

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
co 1	✓			✓
co 2	✓			✓
co 3	✓			✓
co 4		✓		✓
co 5		✓		✓

## References

1. Al-Sarraj, *Al-Luma` : The Principles of Sufism* (Trans. R.A. Nicholson).
2. Al-Qushayri, *Al-Qushayri's Epistle on Sufism* (Trans. Alexander Knysh).
3. Al-Ghazali, *The Revival of the Religious Sciences (Ihya Ulum al-Din)* (Abridged trans. Timothy Winter).
4. J.S. Trimingham, *The Sufi Orders in Islam*.
5. William C. Chittick, *The Sufi Path of Knowledge: Ibn al-Arabi's Metaphysics of Imagination*.
6. Annemarie Schimmel, *Rumi: The Mystic and the Poet*.
7. Annemarie Schimmel, *Mystical Dimensions of Islam*.
8. Nile Green, *Sufism: A Global History*.
9. Carl W. Ernst, *The Shambhala Guide to Sufism*.
10. Michel Boivin & Matthew A. Cook (Eds.), *Sufism in South Asia: Piety, Politics, and Popular Culture*.
11. William C. Chittick (Ed. & Trans.), *Sufi Lyrics: Selected Poems from the World of Islamic Mysticism*.

12. Claudia Liebeskind & P. Werbner (Eds.), *Sufi Rituals and Practices: Experiences from South Asia*.
13. Yossef Rapoport & Shahab Ahmed (Eds.), *Ibn Taymiyya and His Times*.
14. Nile Green, *Sufis and Soldiers in Awadh Society*.
15. M. Ishaq Khan, *Islamic Mysticism in India: Tolerance, Ethics, and Reform*.



## SEMESTER VI

## MAJOR

PROGRAMME	BA ISLAMIC HISTORY				
COURSE CODE	ISH5CJ303				
COURSE TITLE	GLORY OF EGYPT UNDER THE FATHIMIDS AND PETTY DYNASTIES				
TYPE OF COURSE	MAJOR				
SEMESTER	VI				
ACADEMIC LEVEL	300-399				
COURSE DETAILS	CREDIT	LECTURE PER WEEK	TUTORIAL PER WEEK	PRACTICAL PER WEEK	TOTAL HOURS
	4	4	-	-	60
Pre-requisites					
COURSE SUMMERY	<p>This course explores the dynastic transitions and contributions in medieval Egypt, covering the Tulunids, Ikshidids, Fatimids, Ayyubids, and Mamluks. It examines the governance and public works of Ahmad bin Tulun, Khumarawayh, and Abul al Misk Kafur, followed by the rise of the Fatimids (909-1171), their scientific and architectural advancements, and the foundation of Cairo. The course also covers the Ayyubid dynasty (1171-1250), focusing on Salahuddin Ayyubi, the conquest of Jerusalem, and the dynasty's decline. Finally, it analyzes the Mamluk era (1250-1517), highlighting the Bahri and Burji Mamluks, military victories like the Battle of Ayn Jalut, and their intellectual and architectural contributions.</p>				

## COURSE OUTCOMES

CO	CO STATEMENT	COGNITIVE LEVEL*	KNOWLEDGE CATEGORY*	EVALUATION TOOLS USED
CO1	Explain the rise and governance of the Tulunid and	U	F	Provide group discussion

	Ikshidid dynasties in Egypt.			
CO2	Analyze the establishment and rule of the Fatimid Dynasty, including their scientific and architectural contributions.	AN	C	Practical Assignment/ Observation of practical skills
CO3	Evaluate the role of Salahuddin Ayyubi in the conquest of Jerusalem and the decline of the Ayyubid Dynasty.	E	C	Seminar Presentation/ Group tutorial work
CO4	Discuss the Mamluk period and their role in major battles, statecraft, and architecture.	U	C	Instructor- created exams/ Home assignment
C05	Conduct research and presentations on the historical progress of Egypt under the Fatimids.world.	AP	P	Quiz// Home assignment
<p>* - Remember (R), Understand (U), Apply (AP), Analyse (AN), Evaluate (E), Create (C)  # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P)  Metacognitive Knowledge (M)</p>				

## DETAILED SYLLABUS

MODULE	UNIT	CONTENT	Hrs
I	Tulunids and Ikshidids		
	1	Tulunids: Ahmad bin Tulun	
	2	Khumarawayh	

	3	Public Works	
	4	Ikshidids: Muhammad bin Tughj	
	5	Abul al Misk Kafur	
II	FATIMID'S OF EGYPT (909-1171)		
	6	Establishment of the Fatimid's dynasty.	
	7	Al Qaim	
	8	Al Mansur	
	9	Al Muiz- Foundation of Cairo	
	10	Al Aziz	
	11	Scientific–literary contributions	
	12	Architectural developments	
III	THE AYYUBIDS (1171-1250)		
	13	Origin.	
	14	Salahuddin Ayyubi	
	15	Conquest of Jerusalem	
	16	Decline of Ayyubids	
IV	MAMLUKS(1250-1517)		
	17	Establishment of the dynasty-	
	18	Bahri and Burji Mamluks	
	19	Baybars and Qalawun	
	20	Battle of Ayn Jalut	
	21	Battle Marj Dabiq	
	22	Intellectual and architectural contributions	
	Open Ended		
		Case studies : progress of Egypt under Fathimids.	
		Group assignment: collect data about the achievements of Fatimid's	

Note: The course is divided into five modules, with four having total 22 fixed units and one open-ended module with a variable number of units. There are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 22 units from the fixed modules.

#### **MAPPING OF COS WITH PSOS AND POS :**

CO \ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO 1	PSO 2	PSO3	PSO 4	PSO 5	PSO 6
CO1	3	-	3	-	-	-	-	3	-	-	-	-	3
CO2	3	-	-	-	3	-	3	-	3	-	-	3	-
CO3	-	-	-	-	3	3	-	3	-	3	-	-	3
CO4	3	-	3	-	3	-	-	3	-	-	-	-	-
CO5	-	3	-	3	3	-	3	-	-	-	3	3	-
<b>Tota l</b>	3	3	3	3	3	3	3	3	3	3	3	3	3

### CORRELATION LEVELS:

level	Correlation
-	Nil
1	Slightly / low
2	Moderate / Medium
3	Substantial / High

Assessment rubrics:

- quiz / assignment/ quiz/ discussion / seminar
- midterm exam
- programming assignments (20%)
- final exam (70%)

(Please note that these evaluation rubrics serve as illustrative examples within the context of a data structure course and are not intended to be definitive or prescriptive. suggested methods of formative/summative assessment are listed in the latest version of the guidelines to bos.)

mapping of cos to assessment rubrics :

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
co 1	✓			✓
co 2	✓			✓

co 3	✓			✓
co 4		✓		✓
co 5		✓		✓

## References

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9. Lyons, Malcolm C., and D.E.P. Jackson. *Saladin: The Politics of the Holy War*. Cambridge: Cambridge University Press, 1982.
10. Humphreys, R. Stephen. *From Saladin to the Mongols: The Ayyubids of Damascus, 1193–1260*. Albany: State University of New York Press, 1977.
11. Amitai-Preiss, Reuven. *Mongols and Mamluks: The Mamluk-Ilkhanid War, 1260–1281*. Cambridge: Cambridge University Press, 1995.
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## SEMESTER VII

## MAJOR

PROGRAMME	BA ISLAMIC HISTORY				
COURSE CODE	ISH7CJ401				
COURSE TITLE	WAQF MANAGEMENT				
TYPE OF COURSE	MAJOR				
SEMESTER	Seven				
ACADEMIC LEVEL	400-499				
COURSE DETAILS	CREDIT	LECTURE PER WEEK	TUTORIAL PER WEEK	PRACTICAL PER WEEK	TOTAL HOURS
	4	4	-	-	60
Pre-requisites	Higher Secondary Completion				
COURSE SUMMERY	The course aimed to impart an idea about the historical background and development of Waqf and its administration. The Waqf institutions played a vital role in the educational, economic and welfare activities of the Muslim community. The course also focusing on the important provisions of the Waqf Act of 1995 and the problems and prospects of the management of Waqf properties.				

## COURSE OUTCOMES

CO	CO STATEMENT	COGNITIVE LEVEL*	KNOWLEDGE CATEGORY*	EVALUATION TOOLS USED
CO1	Understand the historical background and significance of Waqf institutions.	U	F	Instructor-created exams / quiz
CO2	Examine the legal framework and	AN	C	Assignment/ quiz

	administration of Waqf properties.			
CO3	Evaluate the role of Waqf institutions in education and social welfare.	E	C	Seminar presentation / group tutorial work
CO4	Assess the financial management of Waqf properties.	E	C	Instructor-created exams / home assignments
CO5	Analyze the contemporary challenges and reforms in Waqf management	AN	C	Assignment/ quiz
CO6	Conduct field visits and case studies on Waqf institutions.	AP	P	Seminar presentation / group tutorial work
* - Remember (R), Understand (U), Apply (AP), Analyse (AN), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

## DETAILED SYLLABUS

MODULE	UNIT	CONTENT	Hrs
I	<b>Historical background of Waqf Institution</b>		
	1	Meaning and Definition of Waqf - Characteristics of Waqf	
	2	Objectives of Waqf – Founder of Waqf	
	3	Types of Waqf : Public and Private Waqfs	
	4	Significance of Waqf in Islamic Societies-	
	5	Beneficiaries of Waqf	
II	Development of Waqf		
	6	Development of Waqf during the Caliphate period, Umayyad, Abbasid	
	7	Ottomans, Fatimids	
	8	Waqf after the advent of Muslim	

		rulers in India, Sultanate and Mughal Period	
	9	Development of Waqf in India after Independence	
	10	Development of Waqf in Kerala	
III	Mode of Management over the Waqf Institution		
	11	Administration of Mutawallis over the Waqf properties	
	12	Meaning and definition of Mutawalli	
	13	Methods of appointment of Mutawallis over the Waqf properties	
	14	Duties, Reward or Remuneration of Mutawalli	
	15	Procedure of removing a Mutawalli, Administration of Mahal Management Committees	
	16	Election of Mahal Management Committees	
	17	Duties and Functions of Mahal Management Committee	
IV	Highlight of the Waqf Act of 1995		
	18	Survey of Waqf – Central Waqf Council	
	19	Establishment of Waqf Board and their functions	
	20	Registration of Waqf properties	
	21	Finance of the Waqf Board	
	22	Judicial proceedings	
	Open Ended		
		Prepare 2 Minute video on the notable waqf institutions	
		Field Visit (Project) – Mahals (Waqf Institutions)	
		Case study of Waqf related issues	

Note: The course is divided into five modules, with four having total 22 fixed units and one open-ended module with a variable number of units. There are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 22 units from the fixed modules.

#### MAPPING OF COS WITH PSOS AND POS :

CO\PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	2	-	-	-	2	-	-	3	-	-	-	-	-
CO2	2	2	-	-	2	2	-	-	-	-	-	3	2
CO3	-	2	-	-	2	2	-	-	-	2	-	-	3



CO4	-	-	2	-	3	-	-	-	-	-	3	2	-
CO5	-	-	-	-	3	3	2	-	-	3	-	-	2
CO6	-	-	3	-	-	-	3	-	3	-	3	-	-
Total	2	2	2.5	-	2.4	3.5	2.5	3	3	2.5	3	2.5	2.3

### CORRELATION LEVELS:

level	Correlation
-	Nil
1	Slightly / low
2	Moderate / Medium
3	Substantial / High

### Assessment rubrics:

- quiz / assignment/ quiz/ discussion / seminar
- midterm exam
- programming assignments (20%)
- final exam (70%)

(Please note that these evaluation rubrics serve as illustrative examples within the context of a data structure course and are not intended to be definitive or prescriptive. suggested methods of formative/summative assessment are listed in the latest version of the guidelines to bos.)

mapping of cos to assessment rubrics :

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
co 1	✓			✓
co 2	✓			✓
co 3	✓			✓
co 4		✓		✓
co 5		✓		✓

### References

- S A Khader, (2017), Law of Waqfs, Eastern Law House
- M.A Qureshi, (1990), Waq fs in India: A Study of Administrative and Statutory Control, South Asia Books

- Lawmann's Waqf Act of 1995, Kamal Publishers (2021)
- Elarag H, Endowment in Islam, Createspace Independent Publishing Platform
- Cizakca, (2000), A History of Philanthropic Foundation: The Islamic World from the 7<sup>th</sup> century to the Present, Bogazici University
- 6. Cajee SA, (2013), Waq f Anthology : A Collection of Articles and Papers, AS Noorudeen
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- Abdul Rashid K, (2021), Financing Kindness as a Society: The Rise and Fall of Islamic Philanthropic Institution (Waqf)

SEMESTER VII

MAJOR

PROGRAMME	BA ISLAMIC HISTORY				
COURSE CODE	ISH7CJ402				
COURSE TITLE	THE OTTOMANS: A LEGACY IN TURKISH HISTORY				
TYPE OF COURSE	MAJOR				
SEMESTER	SEVEN				
ACADEMIC LEVEL	400-499				
COURSE DETAILS	CREDIT	LECTURE PER WEEK	TUTORIAL PER WEEK	PRACTICAL PER WEEK	TOTAL HOURS
	4	4	-	-	60
Pre-requisites	Higher Secondary Completion				
COURSE SUMMERY	<p>The course “The Ottomans: A Legacy in Turkish History” explores the rise, expansion, and administration of the Ottoman Empire, examining key rulers like Osman I, Murad I, and Suleiman the Magnificent. It covers the empire’s social, economic, and trade systems, including the millet system, agricultural reforms, and the impact on global trade. The course also delves into the reasons for the empire’s decline, including internal challenges and Western influence, while evaluating the reform efforts during the Tanzimat era and the rise of the Young Turks, providing a comprehensive understanding of the Ottoman legacy in Turkish history.</p>				

**COURSE OUTCOMES**

CO	CO STATEMENT	COGNITIVE LEVEL*	KNOWLEDGE CATEGORY*	EVALUATION TOOLS USED
CO1	Trace the origins and rise of the Ottoman Empire, including key conquests and expansion strategies.	U	F	Instructor-created exams / quiz

CO2	Analyze the statecraft, administration, and military systems of the Ottomans.	AN	C	Quiz / assignment
CO3	Examine the Ottoman social and economic structure, including the millet system, trade, and taxation.	AN	C	Seminar presentation / group tutorial work
CO4	Evaluate the decline of the empire, its modernization efforts, and reform movements.	E	C	Instructor-created exams / home assignments
C05	Develop research and analytical skills through case studies, presentations, and reviews.	AP	P	Quiz / assignment
<p>* - Remember (R), Understand (U), Apply (AP), Analyse (AN), Evaluate (E), Create (C)  # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P)  Metacognitive Knowledge (M)</p>				

## DETAILED SYLLABUS

MODULE	UNIT	CONTENT	Hrs
I		From Beylik to Empire: Rise of the Ottomans	
	1	The Ghazi States of Anatolia- Decline of the Seljuks- Usman I and formation of Ottoman Empire- Orhan	
	2	Conquests and expansion of Empire- Murad I ,Muhammad I, Expansion and settlement in Europe- Murad II	
	3	Muhammad II – Conquest of Constantinople,	
	4	Ottomans as the Heirs of Islamic Caliphate- Selim I	
	5	The Peak of Ottoman Grandeur- Sulaiman The Magnificent- His Reforms- The Ottomans and the World: Analyzing the empire’s interactions with Europe, the Safavids, and the Habsburgs	
II			

	Statecraft and Administration of the Ottoman Empire		
	6	The Sultan as the ultimate authority- Succession System- The Grand Vizier- His functions-	
	7	The Diwan-i Humayun (Imperial Councils)- Bureaucracy-Decentralization of Administration- Major Divisions-Provinces-Sub-Provinces- Districts	
	8	Finance-Military Administration- Janissaries- Dershirme system	
	9	Judicial Administration- Qadi's Court- Millet Court-	
III	The Social and Economic Landscape of the Ottomans		
	10	Structure and Hierarchy- Social Classes- Ethnic Diversity- Religious Pluralism	
	11	Millet System- Social Status- Religious Autonomy- Millet Administration	
	12	Ottoman Architecture- Functional Designs- Use of Domes, Minarets- Courtyards and Porticos	
	13	Development of Agriculture- Timar System - New Techniques in irrigation System	
	14	Trade: Role in the global trade network- Major Trade Centres- Istanbul- Bursa- Smyrna- Salonica	
	15	Taxation- types of Taxes- methods of Tax Collection- Impact on Society	
IV	Ottoman Decline and Transformation		
	16	Decline of Ottoman grandeur- Social, Political, Economic and Religious causes	
	17	Rise of nationalism among Ottoman minorities and Ethnic Groups- Western Approach	
	18	Attempts to revitalise the Empire- Sultan Selim III- Nizam-i- Jadid	
	19	The Janissary Crisis and the Rise of Mahmud II- His reforms	
	20	The Tanzimat Era: Modernization and the Quest for Renewal	

	21	The Reign of Abdul Hamid II- Early Challenges- Constitutional Experiment-Shifting Policies and Pan- Islamism- Centralized rule and the Question of Autocracy-	
	22	The Young Turks and the Quest for Constitutional Rule	
	Open Ended		
		Film and Documentary reviews -	
		PPT presentations	
		Seminar presentations	

Note: The course is divided into five modules, with four having total 22 fixed units and one open-ended module with a variable number of units. There are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 22 units from the fixed modules.

#### MAPPING OF COS WITH PSOS AND POS :

CO \ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	-	3	-	-	-	-	3	-	-	-	-	2
CO2	3	-	-	-	3	-	-	3	-	-	-	3	-
CO3	-	-	-	-	3	3	-	-	3	3	-	-	3
CO4	-	-	-	-	3	-	3	3	-	-	-	-	-
CO5	-	3	-	3	-	-	3	-	-	-	3	2	-
<b>Total</b>	3	3	3	3	3	3	3	3	3	3	3	2.5	2.5

#### CORRELATION LEVELS:

level	Correlation
-	Nil
1	Slightly / low
2	Moderate / Medium
3	Substantial / High

Assessment rubrics:

- quiz / assignment/ quiz/ discussion / seminar
- midterm exam

- programming assignments (20%)
- final exam (70%)

(Please note that these evaluation rubrics serve as illustrative examples within the context of a data structure course and are not intended to be definitive or prescriptive. suggested methods of formative/summative assessment are listed in the latest version of the guidelines to bos.)

mapping of cos to assessment rubrics :

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
co 1	✓			✓
co 2	✓			✓
co 3	✓			✓
co 4		✓		✓
co 5		✓		✓

#### References

- H. A. Gibbon : The Foundation of the Ottoman Empire.
- Gary Leiser : The Origins of the Ottoman Empire.
- Gabor Agoston& : Encyclopaedia of the Ottoman Empire 60
- Colin Imber : The Ottoman Empire, 1300-1650
- Colin Heywood (Ed). : The Rise of the Ottoman Empire.
- Donald Quataerf : The Ottoman Empire, 1700- 1922.
- Stanford J. Shaw : History of the Ottoman Empire and Modern Turkey ( Vol. I).
- Stanford J. Shaw & : History of the Ottoman Empire and
- Modern Turkey EzelKural Shaw ( Vol. I).
- Daniel Goffman : The Ottoman Empire and Early Modern Europe.
- Caroline Finkel : Osman’s Dream: The Story of the Ottoman Empire 1300-1923.
- Erick J. Zurcher : Turkey- A Modern History
- William Ochsenwald& Sydney Nettleton Fisher : The Middle East-A History.
- Peretz,John : The Middle East Today
- S.N.Fischer: History of the Middle East

SEMESTER VII

MAJOR

PROGRAMME	BA ISLAMIC HISTORY				
COURSE CODE	ISH7CJ403				
COURSE TITLE	ROLE OF MUSLIMS IN INDIAN NATIONAL MOVEMENT				
TYPE OF COURSE	MAJOR				
SEMESTER	SEVEN				
ACADEMIC LEVEL	400-499				
COURSE DETAILS	CREDIT	LECTURE PER WEEK	TUTORIAL PER WEEK	PRACTICAL PER WEEK	TOTAL HOURS
	4	4	-	-	60
Pre-requisites	qualified higher secondary				
COURSE SUMMERY	The Course “Role of Muslims in Indian National Movement” aims to present an overview on the evolution of various national movements during the course of the freedom struggle in India with special emphasis on the role of Muslims in it. It also attempts on the socio- political circumstances involved with the political stand of Indian Muslims in particular.				

**COURSE OUTCOMES**

CO	CO STATEMENT	COGNITIVE LEVEL*	KNOWLEDGE CATEGORY*	EVALUATION TOOLS USED
CO1	Analyze the role of Muslim rulers and scholars in resisting British colonial rule.	AN	C	Quizzes and Short answer questions
CO2	Evaluate the political involvement of	E	C	Essay, Presentation



	Muslims in shaping modern Indian politics.			and Peer reviews
CO3	Assess the contributions of nationalist Muslim leaders in India's struggle for independence.stages of the freedom movement.	E	F	Discussion forums Comparative essays, debates
CO4	Compare different perspectives on the involvement of Muslims in pre- and post-independence India.	AN	C	Essay, Presentation and Peer reviews
C05	Develop research skills through presentations and critical discussions on historical events.	AP	P	Quizzes and Short answer questions
* - Remember (R), Understand (U), Apply (AP), Analyse (AN), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

## DETAILED SYLLABUS

MODULE	UNIT	CONTENT	Hrs
I		Muslim Resistance to British Ascendancy	12
	1	Nawab Siraj-ud-Dawla of Bengal	2
	2	Rohollas of Doab	2
	3	Sayyid Ahmad Shahid	2
	4	Failure of 1857 Revolt and British attempt of Muslim genocide	3
	5	British reconciliation with Muslims	3
II		<b>The Political Involvement of Muslims</b>	<b>16</b>
	6	Foundation of Indian National Congress	3
	7	Urdu Defense Society	3
	8	Muslim Education Congress	3

	9	Birth of Muslim League	2
	10	Role of Agha Khan III	2
	11	Silk letter conspiracy	3
III	The Role of Nationalist Muslim Leaders-1		
	12	Badr ud din Tyabji	2
	13	Maulana Shaukat Ali	2
	14	Maulana Muhammed Ali	2
	15	Hakeem Ajmal Khan	2
	16	Maulana Hasrat Mohani	1
	17	Abdul Karim Jilani	1
IV	<b>The Role of Nationalist Muslim Leaders-2</b>		
	18	Sir Syed Ahmed Khan	2
	19	Maulana Shibli Nomani	2
	20	Khan Abdul Ghaffer Khan	2
	21	Dr. M.A. Ansari	1
	22	Rafi Amad Kidwai	1
	23	Zakir Hussain	2
	Open Ended		
		Seminar presentation Field visit	6
		PPT presenataion	6

Note: The course is divided into five modules, with four having total 22 fixed units and one open-ended module with a variable number of units. There are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 22 units from the fixed modules.

#### MAPPING OF COS WITH PSOS AND POS :

CO \ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO6
CO1	3	-	3	-	3	-	-	3	-	-	-	-	3
CO2	3	-	-	-	3	3	-	-	3	-	-	-	3
CO3	-	3	-	-	3	-	3	3	-	3	-	-	-
CO4	-	-	-	-	3	3	3	-	-	-	-	3	3

<b>CO5</b>	-	3	-	3	-	-	3	-	-	-	3	3	-
<b>Tota</b>													
<b>l</b>	3	3	3	3	3	3	3	3	3	3	3	3	3

### CORRELATION LEVELS:

level	Correlation
-	Nil
1	Slightly / low
2	Moderate / Medium
3	Substantial / High

Assessment rubrics:

- quiz / assignment/ quiz/ discussion / seminar
- midterm exam
- programming assignments (20%)
- final exam (70%)

(Please note that these evaluation rubrics serve as illustrative examples within the context of a data structure course and are not intended to be definitive or prescriptive. suggested methods of formative/summative assessment are listed in the latest version of the guidelines to bos.)

mapping of cos to assessment rubrics :

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
co 1	✓			✓
co 2	✓			✓
co 3	✓			✓
co 4		✓		✓
co 5		✓		✓

### References

1. Role of Indian Muslims in the Struggle for Freedom : P.N. Chopra
2. Sociological Aspects of Indian Political System : Verinder Grover
3. Indian Nationalism: A History : Jimmessolos

4. Sectarian Nationalism and Khilafath : A.M. Zaidi
5. The All India Muslim League up to 1919 : S. Ahmed
6. A New Look on Modern Indian History : B.L. Grover, S. Grover
7. India Wins Freedom : Abul Kalam Azad
8. The Reforms and Religious Ideas of Sir Sayd Ahmad Khan: Baljon. J.M.S
9. Indian Muslims-A Political History : Ram Gopal
10. Constitutional History of India : Keith. A.B
11. Muslim Nationalism in India and Pakistan : Malik Hafeez
12. Islamic Revival in British India : Met Calf, Barbara Daly
13. The Khilafat Movement : Minault, Gail
14. The Struggle for Pakistan : I.H. Qureshi
15. Partition of India: legend and reality : H.M. Seervani
16. Jinnah of Pakistan : Wolpert, Stanley
17. Muslim politics in India : Chaudhari. B.M
18. Britain and Muslim India : K.K. Aziz
19. The Muslim League : L. Bahadur

SEMESTER VII

MAJOR

PROGRAMME	BA ISLAMIC HISTORY				
COURSE CODE	ISH7CJ404				
COURSE TITLE	History of Muslim Sects and Ilm al-Kalam				
TYPE OF COURSE	MAJOR				
SEMESTER	Seven				
ACADEMIC LEVEL	400-499				
COURSE DETAILS	CREDIT	LECTURE PER WEEK	TUTORIAL PER WEEK	PRACTICAL PER WEEK	TOTAL HOURS
	4	4	-	-	60
Pre-requisites	Higher Secondary Completion				
COURSE SUMMERY	This course explores the origins of dissent in Islam, examining the political, social, and religious factors behind the development of major sects and theological schools like Mutazilism, Ash‘arism, and Maturidism. It also highlights the contributions of key scholars such as Al-Ghazali, Ibn Taymiyyah, Mulla Sadra, Shah Waliullah, and Shibli Nomani, offering insights into how theological debates shaped Islamic thought				

**COURSE OUTCOMES**

CO	CO STATEMENT	COGNITIVE LEVEL*	KNOWLEDGE CATEGORY*	EVALUATION TOOLS USED
CO1	Analyze the political, social, and religious causes of dissent in early Islam.	AN	C	Instructor-created exams / quiz
CO2	Understand the key Islamic sects and their doctrines.	U	F	Assignment/

CO3	Explore major theological schools and their contributions to faith and reason	AN	C	Seminar presentation / group tutorial work
CO4	Critically assess the contributions of scholars like Al-Ghazali, Ibn Taymiyyah, and others	E	C	Instructor-created exams / home assignments
C05	Develop a deeper understanding of how theological divides shaped Islamic thought	U	C	Quiz/ assignments
<p>* - Remember (R), Understand (U), Apply (AP), Analyse (AN), Evaluate (E), Create (C)  # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P)  Metacognitive Knowledge (M)</p>				

## DETAILED SYLLABUS

MODULE	UNIT	CONTENT	Hrs
I	Dissent in Islam		10
	1	Dissent: Meaning, Definition & Importance	1
	2	The Beginning of Differences in Islam	2
	3	Causes of Dissent: Political Factors	3
	4	Causes of Dissent: Social Factors	2
	5	Causes of Dissent: Religious Factors	2
	6	The Role of Early Caliphs and Scholars in Managing Dissent	
II	Major Sects		12
	7	Kharijites: Origin and Doctrine	2
	8	Qadrites: Origin and Doctrine	1
	9	Jabrites: Origin and Doctrine	2
	10	Murjites: Origin and Doctrine	1
	11	Shi'a Islam: Doctrinal Development	2
III	Ilm-i-Kalam (Islamic Theology)		15

	12	Definition, Origin,	3
	13	Development of Ilm-i-Kalam	
	14	Mutazilism: Rationalist Theology	3
	15	Ash'arism: Theological Foundations	
	16	Maturidism: Synthesis of Reason and Revelation	2
	17	Traditionalism vs. Rationalism in Kalam	2
IV	Eminent Scholars (Mutakallimin)		11
	18	Al-Ghazali (1058–1111)	3
	19	Ibn Taymiyyah (1263–1328)	
	20	Mulla Sadra (1571–1640)	3
	21	Shah Waliullah (1703–1762)	3
	22	Shibli Nomani (1857–1914)	2
	Open Ended		12
	Comparative Analysis of the Major Sects		5
	PPT presentations on major sects and their doctrine		5
	Seminar presentation on eminent Scholars (Mutakallimin) and their teaching		2

Note: The course is divided into five modules, with four having total 22 fixed units and one open-ended module with a variable number of units. There are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 22 units from the fixed modules.

#### MAPPING OF COS WITH PSOS AND POS :

CO \ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	-	-	-	2	-	-	3	-	-	-	-	2
CO2	2	-	3	-	3	-	-	2	3	-	-	-	-
CO3	3	-	-	-	3	-	3	-	2	-	-	3	-
CO4	-	-	-	-	2	3	-	-	-	3	-	2	3
CO5	-	3	-	3	-	-	3	-	-	-	3	3	-
<b>Total</b>	2.7	3	3	3	2.5	3	3	2.5	2.5	3	3	2.7	2.5

#### CORRELATION LEVELS:

level	Correlation
-	Nil

1	Slightly / low
2	Moderate / Medium
3	Substantial / High

Assessment rubrics:

- quiz / assignment/ quiz/ discussion / seminar
- midterm exam
- programming assignments (20%)
- final exam (70%)

(Please note that these evaluation rubrics serve as illustrative examples within the context of a data structure course and are not intended to be definitive or prescriptive. suggested methods of formative/summative assessment are listed in the latest version of the guidelines to bos.)

mapping of cos to assessment rubrics :

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
co 1	✓			✓
co 2	✓			✓
co 3	✓			✓
co 4		✓		✓
co 5		✓		✓

## References

1. M. A. Shahrastani – *The Muslim Sects & Divisions*
2. W. Montgomery Watt – *The Formative Period of Islamic Thought*
3. Moojan Momen – *An Introduction to Shi'i Islam*
4. M. Abuzahra – *Islami Mazahib*
5. Muzaffaruddin Nadwi – *Muslim Thought and Its Sources*
6. Hodgson, Marshall G.S. *The Venture of Islam: Conscience and History in a World Civilization.*
7. 5. Madelung, Wilferd. *Religious Schools and Sects in Medieval Islam.*
8. al-Baghdadi, Abu Mansur Abd al-Qahir. *al-Farq bayn al-Firaq.*
9. Nasr, Seyyed Hossein. *Islamic Philosophy from Its Origin to the Present: Philosophy in the Land of Prophecy.*
10. Winter, Tim (ed.). *The Cambridge Companion to Classical Islamic Theology.*



SEMESTER VII

MAJOR

PROGRAMME	BA ISLAMIC HISTORY				
COURSE CODE	ISH7CJ405				
COURSE TITLE	WOMEN, GENDER AND ISLAM				
TYPE OF COURSE	MAJOR				
SEMESTER	SEVEN				
ACADEMIC LEVEL	400-499				
COURSE DETAILS	CREDIT	LECTURE PER WEEK	TUTORIAL PER WEEK	PRACTICAL PER WEEK	TOTAL HOURS
	4	4	-	-	60
Pre-requisites	Higher Secondary Completion				
COURSE SUMMERY	<p>The course "Women, Gender, and Islam" explores the evolving dynamics of gender roles within Islamic contexts, tracing historical shifts from Pre-Islamic Arabia to contemporary debates. It delves into gender representations in Islamic scriptures, examining Quranic teachings on equality, equity, and social justice. The course also analyzes key gender theories, including Foucault's biopower, and critically assesses the impact of patriarchy, colonialism, and Victorian morality. Further, it explores modern gender issues, such as the sexualization of women in media and the capitalist economy, and highlights the contributions of prominent Islamic feminists like Fatema Mernissi, Amina Wadud, and Leila Ahmed in shaping contemporary gender debates.</p>				

**COURSE OUTCOMES**

CO	CO STATEMENT	COGNITIVE LEVEL*	KNOWLEDGE CATEGORY*	EVALUATION TOOLS USED
CO1	Understand the historical context of gender roles in	U	F	Instructor-created exams / QUIZ

	Pre-Islamic Arabia and early Islamic society.			
CO2	Analyze gender equality, equity, and justice in Islamic teachings	AN	C	Quiz / assignment
CO3	Examine the contributions of Islamic feminists to gender debates.	AN	C	Seminar presentation / group tutorial work
CO4	Assess modern gender dynamics and media representations of women in Islam.	E	C	Instructor-created exams / home assignments
C05	Investigate the impact of Islamic teachings on modern gender issues.	AN	C	Quiz / assignment
<p>* - Remember (R), Understand (U), Apply (AP), Analyse (AN), Evaluate (E), Create (C)  # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P)  Metacognitive Knowledge (M)</p>				

## DETAILED SYLLABUS

MODULE	UNIT	CONTENT	Hrs
I		Gender Dynamics in Islamic Contexts	10
	1	An overview of gender roles in Pre-Islamic Arabia	
	2	Male and Female in Islamic scriptures	
	3	Gender roles in Islam- Al-Nisa- Chapter in Quran- Gender equality and equity in the Quran - Last sermon of Prophet Muhammed- Quranic verses on women: Education, Marriage, Divorce, Inheritance	
	4	Khadija: Life and achievements	
	5	Aisha: knowledge, social life and activism	
	6	Fathima: How Prophet brought up his daughter?	
II		Theories and Structures of Gender: A Historical Perspective	12

	7	Femininities and Masculinities	2
		Foucault's concept of biopower	
	8	Patriarchy: nature and impact	1
	9	Brahmanical Patriarchy and Indian society	2
	10	Victorian Morality and its impact,	1
	11	Gender and Colonial Laws	2
III	Modern Gender Dynamics and Representation		15
	12	Understanding 'women' in European modernity	3
	13	Women's body: Sexualization and objectification	3
	14	Dignity of women in capitalist economy	
	15	Advertisements, cheer girls, women in showbiz	2
	16	Modern slavery: commercialization of women's body	2
IV	Contemporary Islamic Feminism and Gender Debates/ Contemporary Gender Debates in Islam		11
	17	Islam and Gender Debates	
	18	Gender- Definition, Issues, Challenges	3
	19	Hijab and Niqab: Personal choice and social paradigms	
	20	Concepts: Gender equality, Gender equity, Gender justice	3
	21	Prominent Islamic feminists: Fatema Mernissi, Amina Wadud, Leila Ahmed,	3
	22	Ziba Mir-Hosseini and Asma Barlas.	2
	Open Ended		
		Documentary review	5
		PPT presentations	5
		Seminar Presentation	2

Note: The course is divided into five modules, with four having total 22 fixed units and one open-ended module with a variable number of units. There are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 22 units from the fixed modules.

## MAPPING OF COS WITH PSOS AND POS :

CO \ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	-	-	-	3	-	-	3	-	-	-	-	2
CO2	-	-	-	-	3	3	-	2	3	-	-	-	-
CO3	-	3	-	-	3	-	3	-	2	-	-	3	-
CO4	-	-	-	-	-	3	3	-	-	-	-	2	3
CO5	3	-	-	-	3	-	-	-	-	-	-	3	-
<b>Total</b>	3	3	0	0	3	3	3	2.5	2.5	0	0	2.7	2.5

## CORRELATION LEVELS:

level	Correlation
-	Nil
1	Slightly / low
2	Moderate / Medium
3	Substantial / High

## Assessment rubrics:

- quiz / assignment/ quiz/ discussion / seminar
- midterm exam
- programming assignments (20%)
- final exam (70%)

(Please note that these evaluation rubrics serve as illustrative examples within the context of a data structure course and are not intended to be definitive or prescriptive. suggested methods of formative/summative assessment are listed in the latest version of the guidelines to bos.)

## mapping of cos to assessment rubrics :

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
co 1	✓			✓
co 2	✓			✓
co 3	✓			✓
co 4		✓		✓
co 5		✓		✓

## References

1. Abbott, Nabia. *Women in Pre-Islamic Arabia*. Princeton: Princeton University Press, 1941.
2. Abu-Lughod, Lila. *Do Muslim Women Need Saving?* Cambridge: Harvard University Press, 2013.
3. Ahmed, Leila. *Women and Gender in Islam: Historical Roots of a Modern Debate*. New Haven: Yale University Press, 1992.
4. Anwar, Etin. *Gender and Self in Islam*. New York: Routledge, 2006.
5. Barlas, Asma. *"Believing Women" in Islam: Unreading Patriarchal Interpretations of the Quran*. Austin: University of Texas Press, 2002.
6. Barlas, Asma. *Quran, Gender, and Modernity*. New York: Oxford University Press, 2019.
7. Butler, Judith. *Gender Trouble: Feminism and the Subversion of Identity*. New York: Routledge, 1990.
8. Cohn, Bernard S. *Colonialism and Its Forms of Knowledge: The British in India*. Princeton: Princeton University Press, 1996.
9. Foucault, Michel. *The History of Sexuality, Volume 1: An Introduction*. Translated by Robert Hurley. New York: Pantheon Books, 1978.
10. Haylamaz, Resit. *Aisha: The Wife, the Companion, the Scholar*. Clifton: Tughra Books, 2014.
11. Haylamaz, Resit. *Khadija: The First Muslim and the Wife of the Prophet Muhammad*. Clifton: Tughra Books, 2014.
12. Heath, Jennifer, ed. *The Veil: Women Writers on Its History, Lore, and Politics*. Berkeley: University of California Press, 2008.
13. Ibn Ishaq. *The Life of the Prophet Muhammad*. Translated by Alfred Guillaume. Oxford: Oxford University Press, 1955.
14. Kristof, Nicholas D., and Sheryl WuDunn. *Half the Sky: Turning Oppression into Opportunity for Women Worldwide*. New York: Vintage Books, 2010.
15. Mahmood, Saba. *Politics of Piety: The Islamic Revival and the Feminist Subject*. Princeton: Princeton University Press, 2005.

SEMESTER VIII

MAJOR

PROGRAMME	BA ISLAMIC HISTORY				
COURSE CODE	ISH8CJ406/ISH8MN406				
COURSE TITLE	MUSLIM PERSONAL LAW: AN INDIAN EXPERIENCE				
TYPE OF COURSE	MAJOR				
SEMESTER	EIGHT				
ACADEMIC LEVEL	400-499				
COURSE DETAILS	CREDIT	LECTURE PER WEEK	TUTORIAL PER WEEK	PRACTICAL PER WEEK	TOTAL HOURS
	4	4	-	-	60
Pre-requisites	Higher Secondary Completion				
COURSE SUMMERY	Understanding the development of personal law of Muslims. - Importance of individual in the collective consciousness of religion based on the legal framework of Indian Constitution- Knowledge of the Key, core, and sole of the constitution –Evaluate the transformation of community centered social relations to statist discourse. Creation of new paradigms in familial and societal norms of Indian Muslims				

**COURSE OUTCOMES**

CO	CO STATEMENT	COGNITIVE LEVEL*	KNOWLEDGE CATEGORY*	EVALUATION TOOLS USED
CO1	Understand the historical evolution and administration of personal laws in India..	U	C	Instructor-created exams / quiz
CO2	Analyze the impact of customary Muslim personal laws before 1937.	AN	F	Assignment/

CO3	Evaluate the role of legislative interventions, including the Shariat Act and Dissolution of Muslim Marriage Act.	E	C	Seminar presentation / group tutorial work
CO4	Assess the judicial and legislative influences on Muslim personal law, including landmark cases.	E	P	Instructor-created exams / home assignments
CO5	Engage in critical discussions and case studies on contemporary debates around Muslim personal law.	C	M	Quiz / assignment
<p>* - Remember (R), Understand (U), Apply (AP), Analyse (AN), Evaluate (E), Create (C)  # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P)  Metacognitive Knowledge (M)</p>				

#### DETAILED SYLLABUS

MODULE	UNIT	CONTENT	Hrs
I	Personal laws: Concept and History		10
	1	Public and Personal laws	
	2	Personal laws Concept	
	3	Different Personal laws in India, Hindu law, Muslim Law, Christian Law, Parsi Law, and Jewish Law	
	4	Administration of Personal Laws- Ancient period	
	5	Administration of Personal Laws- Medieval period	
	6	Administration of Personal Laws-Modern period	
II	Muslim customary practices related to private affairs -before 1937		12
	7	Introduction to customary Muslim Personal law in India	
	8	Concept of Marriage	
	9	Concept of Talaq	
	10	Concept of Iddah	
	11	Concept of Will , Special property: Mahr	





<b>CO4</b>	2	3	3	2	3	3	2	3	3	3	3	3	3
<b>CO5</b>	1	3	2	3	2	3	3	2	3	3	3	3	3
<b>Total</b>	2.2	2.4	2.4	2.4	2.6	2.8	2.4	2.8	2.6	2.6	2.4	2.6	3

### CORRELATION LEVELS:

level	Correlation
-	Nil
1	Slightly / low
2	Moderate / Medium
3	Substantial / High

### Assessment rubrics:

- quiz / assignment/ quiz/ discussion / seminar
- midterm exam
- programming assignments (20%)
- final exam (70%)

(Please note that these evaluation rubrics serve as illustrative examples within the context of a data structure course and are not intended to be definitive or prescriptive. suggested methods of formative/summative assessment are listed in the latest version of the guidelines to bos.)

### mapping of cos to assessment rubrics :

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
co 1	✓			✓
co 2	✓			✓
co 3	✓			✓
co 4		✓		✓
co 5		✓		✓

### References

1. Introduction to Islamic Law by Tahir Mahmood

2. Islamic Law in Indian Courts since Independence: Fifty Years of Judicial Interpretation by Hilary Lim and Rohit De
3. Modern Perspectives on Islamic Law edited by Anver M. Emon, Rumees Ahmed, and David R. Vishanoff
4. Mohammedan Law by Ameer Ali
5. Mulla's Principles of Mahomedan Law by Sir Dinshah Fardunji Mulla
6. Muslim Law in India and Abroad by Tahir Mahmood
7. Muslim Law in India: History and Practice by Tahir Mahmood
8. Muslim Law of Marriage and Succession by Tahir Mahmood

SEMESTER VIII

MAJOR

PROGRAMME	BA ISLAMIC HISTORY				
COURSE CODE	ISH8CJ407/ ISH8MN407				
COURSE TITLE	HISTORY OF MODERN INDIA (1757 TO 1947)				
TYPE OF COURSE	MAJOR				
SEMESTER	EIGHT				
ACADEMIC LEVEL	400-499				
COURSE DETAILS	CREDIT	LECTURE PER WEEK	TUTORIAL PER WEEK	PRACTICAL PER WEEK	TOTAL HOURS
	4	4	-	-	60
Pre-requisites	Higher Secondary Completion				
COURSE SUMMERY	<p>This course provides an in-depth study of India's struggle for independence, focusing on the decline of the Mughal Empire, the rise of British power, and the subsequent political movements that shaped modern India. It covers key events such as the Battles of Plassey and Buxar, the formation of the Indian National Congress and the Muslim League, as well as significant movements like the Khilafat and Non-Cooperation Movements. Students will explore the political rivalries, constitutional changes, and role of leaders such as Gandhi, Jinnah, and Nehru in the lead-up to independence. The course also delves into the causes, events, and consequences of India's partition, providing a comprehensive understanding of the historical and political forces that shaped the subcontinent's transition from colonial rule to independence.</p>				

**COURSE OUTCOMES**

CO	CO STATEMENT	COGNITIVE LEVEL*	KNOWLEDGE CATEGORY*	EVALUATION TOOLS USED

CO1	Understand the decline of the Mughal Empire and the rise of British rule.	U	F	Instructor created exams/ Quiz
CO2	Analyze the formation of political movements and their role in India's independence.	AN	C	Practical Assignment/ Observation of practical skills
CO3	Evaluate key political developments and rivalries leading to India's partition.	E	C	Seminar Presentation/ Group tutorial work
CO4	Assess major constitutional and legislative changes during the period	E	P	Instructor-created exams/ Home assignment
C05	Conduct independent research on historical events and leaders through case studies and reports.	C	M	Quiz
<p>* - Remember (R), Understand (U), Apply (AP), Analyse (AN), Evaluate (E), Create (C)  # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P)  Metacognitive Knowledge (M)</p>				

## DETAILED SYLLABUS

MODULE	UNIT	CONTENT	Hrs
I	Decline of the Mughals and Ascendancy of the British		
	1	Decline of the Mughal Empire	
	2	Battle of Plassey (1757)	
	3	Battle of Buxar (1764)	
	4	Revolt of 1857	
	5	Sir Syed Ahmad Khan	
	6	Aligarh Movement	
II	Formation of Political Movements and Early Struggles for Independence		

	7	Formation of the Indian National Congress (1885)	
	8	Partition of Bengal (1905):	
	9	All India Muslim League(1906)	
	10	Indian Councils Acts of 1909 and 1919	
	11	Khilafat and Non-Cooperation Movement	
	12	Muslim Leaders: Ali Brothers, Allama Muhammad Iqbal, Muhammad Ali Jinnah and Khan Abdul Ghaffar Khan:	
III	Key Political Developments and Rivalries		
	13	Nehru Report	
	14	14 Points of Jinnah	
	15	Pakistan Project of Chaudhary Rahmat Ali	
	16	Government of India Act of 1935	
	17	Provincial Elections of 1936 and Congress-League Rivalry	
IV	Towards Freedom and Partition		
	18	Lahore Session of the Muslim League (1940):	
	19	Cripps Mission (1942) and Quit India Movement (1942)	
	20	Cabinet Mission (1946)	
	21	Indian Independence Act (1947)	
	22	Partition and analysis of causes	
	Open Ended		12
		Prepare 1 minute video about the role of main independence leaders	
		PPT presentations	
		Visit historical places related with paper and submit the report	

Note: The course is divided into five modules, with four having total 22 fixed units and one open-ended module with a variable number of units. There are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 22 units from the fixed modules.

## MAPPING OF COS WITH PSOS AND POS :

CO \ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	2	1	1	3	2	1	3	2	1	1	3	2
CO2	2	3	2	2	3	3	2	3	3	2	2	3	3
CO3	3	3	2	3	3	3	3	3	3	3	2	3	3
CO4	2	3	2	3	3	3	3	3	3	3	3	3	3
CO5	2	3	3	3	3	3	3	3	3	3	3	3	3
<b>Total</b>	2.4	2.8	2	2.4	3	2.8	2.4	3	2.8	2.4	2.2	3	2.8

## CORRELATION LEVELS:

level	Correlation
-	Nil
1	Slightly / low
2	Moderate / Medium
3	Substantial / High

### Assessment rubrics:

- quiz / assignment/ quiz/ discussion / seminar
- midterm exam
- programming assignments (20%)
- final exam (70%)

(Please note that these evaluation rubrics serve as illustrative examples within the context of a data structure course and are not intended to be definitive or prescriptive. suggested methods of formative/summative assessment are listed in the latest version of the guidelines to bos.)

### mapping of cos to assessment rubrics :

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
co 1	✓			✓
co 2	✓			✓
co 3	✓			✓
co 4		✓		✓
co 5		✓		✓

## References

1. Tara Chand, *History of Freedom Movement* (vol. I-IV)
2. Bipan Chandra, *Indian Struggle for Independence*
3. Aziz Ahammmad, *Islamic Modernism in India and Pakistan*
4. AbidHussain, *Destiny of Indian Muslims*
5. Ram Gopal, *Indian Muslims,*
6. RafiqZkharia, *Rise of Muslims in Indian Politics.*
7. Chopra, *Indian Muslims in Freedom struggle*
8. Mujeeb. M, *Indian Muslims*
9. Aziz K.K, *Britain and Muslim India*
10. Ambedhkar, *Pakistan or Partition of India.*
11. Mohd.Raza Khan, *What Price Freedom*

## SEMESTER VIII

## MAJOR

PROGRAMME	BA ISLAMIC HISTORY				
COURSE CODE	ISH8CJ408/ISH8MN408				
COURSE TITLE	Revival and revivalist movements in Islam				
TYPE OF COURSE	MAJOR				
SEMESTER	EIGHT				
ACADEMIC LEVEL	400-499				
COURSE DETAILS	CREDIT	LECTURE PER WEEK	TUTORIAL PER WEEK	PRACTICAL PER WEEK	TOTAL HOURS
	4	4	-	-	60
Pre-requisites	Higher Secondary Completion				
COURSE SUMMERY	<p>The course "Revival and Revivalist Movements in Islam" explores the historical, social, and political contexts of Islamic revivalism, examining key movements that have shaped Islamic thought and practice from the early Islamic period to the present day. It covers foundational concepts like Tajdid (renewal), Islah (reform), and Jihad (struggle), and explores the contributions of notable scholars and movements such as the Wahhabi, Salafi, Deobandi, and Muslim Brotherhood. The course also investigates the impact of colonialism, the rise of political Islam, the role of Islamic NGOs, and the influence of digital media on contemporary revivalist efforts. Students will critically analyze the evolution of these movements and assess their influence on global Muslim communities and future directions for Islamic revivalism.</p>				



## COURSE OUTCOMES

CO	CO STATEMENT	COGNITIVE LEVEL*	KNOWLEDGE CATEGORY*	EVALUATION TOOLS USED
CO1	Understand the foundational concepts of Islamic revivalism.	U	C	Instructor created exams/ Quiz
CO2	Analyze key historical revivalist movements and their impact on Islamic thought.	AN	F	Practical Assignment/ Observation of practical skills
CO3	Evaluate contemporary revivalist movements and their socio-political implications.	E	C	Seminar Presentation/ Group tutorial work
CO4	Assess the role of digital media and NGOs in shaping modern Islamic revivalism.	E	P	Instructor-created exams/ Home assignment
C05	Engage in debates and presentations on the future of Islamic revivalist thought.	C	M	Quiz/ Home assignment
* - Remember (R), Understand (U), Apply (AP), Analyse (AN), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

## DETAILED SYLLABUS

MODULE	UNIT	CONTENT	Hrs
I	<b>Foundations of Islamic Revivalism</b>		
	•	Introduction to Islamic Revivalism - Definition and significance of revivalism in Islam - Key concepts: Tajdid (renewal), Islah (reform), and Jihad (struggle)	

		- Historical context and early examples of revivalist thought	
	•	The Role of the Ulama and Traditional Scholars - The role of the ulama in Islamic societies - Contributions of Al-Ghazali, Ibn Taymiyyah, and other scholars - The relationship between tradition and reform	
	•	Revivalism in the Early Islamic Period - Revivalist tendencies during the Rashidun and Umayyad caliphates - The influence of scholars like Imam Malik and Imam Shafi'i - The impact of early Islamic jurisprudence on revivalist thought	
	•	The Influence of Sufism on Revivalist Movements - The role of Sufi orders in Islamic revivalism - Notable Sufi reformers: Abd al-Qadir al-Jilani, Ahmad Sirhindi - The relationship between spirituality and socio-political reform	
	5.	The Impact of Colonialism on Muslim Societies - The encounter between Islamic societies and European colonial powers - How colonialism shaped the need for revival and reform - Responses to colonialism from within the Muslim world	
	6.	Early Revivalist Movements: The Wahhabi Movement* - Origins and ideology of the Wahhabi movement - Contributions of Muhammad ibn Abd al-Wahhab - The socio-political impact of Wahhabism in the Arabian Peninsula	
II	<b>FORMS OF ISLAMIC ARCHITECTURE</b>		
	7	The Salafi Movement - Origins and core beliefs of Salafism - Key figures: Jamal al-Din al-Afghani, Muhammad Abduh, Rashid Rida	

		- The movement's impact on Islamic thought and modernity	
	8	The Deobandi Movement - Origins and development of the Deobandi school in India - Theological and educational focus - The movement's influence on South Asian Islam	
	9	The Barelvi Movement - Emergence of the Barelvi movement in reaction to Deobandism - Emphasis on Sufi practices and the veneration of saints - The movement's role in shaping South Asian Islamic identity	
	10	The Muslim Brotherhood - The foundation of the Muslim Brotherhood in Egypt - Hassan al-Banna's vision and principles - The movement's socio-political impact in the Arab world	
	11	Jamaat-e-Islami and Maududi's Vision - The formation of Jamaat-e-Islami in South Asia - Abul A'la Maududi's ideology of Islamic governance - The movement's influence on political Islam in Pakistan and beyond	
	12	The Mahdist Movement - Origins and beliefs of the Mahdist movement in Sudan - The role of Muhammad Ahmad al-Mahdi - The movement's impact on Sudanese and African Islam	
	13	The Sanusiyya Movement* - The foundation of the Sanusiyya order in North Africa - Contributions of Muhammad ibn Ali al-Sanusi - The movement's resistance to colonialism and its legacy	
III	<b>Contemporary Revivalist Movements</b>		
	14	The Islamic Revolution in Iran - The origins of the Islamic Revolution - Ayatollah Khomeini's leadership and ideology - The revolution's impact on global Islamic movements	

	15	<p>The Rise of Political Islam</p> <ul style="list-style-type: none"> <li>- The emergence of political Islam in the 20th century</li> <li>- Key figures and movements: Sayyid Qutb, Hizb ut-Tahrir</li> <li>- The impact on global Muslim politics and governance</li> </ul>	
	16	<p>The Role of Islamic NGOs and Charities</p> <ul style="list-style-type: none"> <li>- The emergence of Islamic NGOs as part of revivalist efforts</li> <li>- Case studies: Islamic Relief, Muslim Aid</li> <li>- The social impact of these organizations in Muslim communities</li> </ul>	
	17	<p>The Salafi-Jihadi Movement</p> <ul style="list-style-type: none"> <li>- The evolution of Salafi-Jihadism from the Salafi movement</li> <li>- Key organizations: Al-Qaeda, ISIS</li> <li>- The movement's impact on global security and Muslim perceptions</li> </ul>	
	18	<p>The Revival of Sufism in the Modern World</p> <ul style="list-style-type: none"> <li>- The resurgence of Sufi orders in response to extremist ideologies</li> <li>- Prominent contemporary Sufi leaders and their teachings</li> <li>- The role of Sufism in promoting peace and spiritual revival</li> </ul>	
	19	<p>The Role of Islamic Feminism in Revivalism</p> <ul style="list-style-type: none"> <li>- The emergence of Islamic feminist movements</li> <li>- Key figures: Amina Wadud, Fatima Mernissi</li> <li>- The impact on gender roles and interpretations of Islamic texts</li> </ul>	
IV	<b>Global Influence and Future Directions</b>		
	20	<p>The Role of Digital Media in Islamic Revivalism</p> <ul style="list-style-type: none"> <li>- The use of social media and digital platforms by revivalist movements</li> <li>- The impact of online fatwas, blogs, and videos</li> <li>- How digital media shapes contemporary Islamic thought</li> </ul>	

	21	The Impact of Revivalist Movements on Global Muslim Diasporas - How revivalist movements influence Muslim communities in the West - Case studies: Muslim communities in Europe, North America -The challenge of balancing cultural integration and religious identity	
	22	The Future of Islamic Revivalism - Emerging trends in revivalist thought - The potential for reform and reconciliation within Islam - The role of education and dialogue in shaping the future of Islamic revivalism	
	Open Ended		
		Seminar Presentation	
		PPT presentations	
		Debate	

Note: The course is divided into five modules, with four having total 22 fixed units and one open-ended module with a variable number of units. There are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 22 units from the fixed modules.

#### **MAPPING OF COS WITH PSOS AND POS :**

CO \ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
<b>CO1</b>	3	2	1	2	3	2	2	3	2	2	2	3	2
<b>CO2</b>	3	3	2	2	3	3	2	3	3	3	2	3	3
<b>CO3</b>	3	3	2	2	3	3	3	3	3	3	2	3	3
<b>CO4</b>	2	3	3	3	3	3	3	3	3	3	3	3	3
<b>CO5</b>	2	3	3	3	3	3	3	3	3	3	3	3	3
<b>Total</b>	2.6	2.8	2.2	2.4	3	2.8	2.6	3	2.8	2.8	2.4	3	2.8

## CORRELATION LEVELS:

level	Correlation
-	Nil
1	Slightly / low
2	Moderate / Medium
3	Substantial / High

### Assessment rubrics:

- quiz / assignment/ quiz/ discussion / seminar
- midterm exam
- programming assignments (20%)
- final exam (70%)

(Please note that these evaluation rubrics serve as illustrative examples within the context of a data structure course and are not intended to be definitive or prescriptive. suggested methods of formative/summative assessment are listed in the latest version of the guidelines to bos.)

### mapping of cos to assessment rubrics :

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
co 1	✓			✓
co 2	✓			✓
co 3	✓			✓
co 4		✓		✓
co 5		✓		✓

### References

1. Al-Ghazali, A. H. (2000). *The revival of religious sciences (Ihya Ulum al-Din)* (F. Karim, Trans.). Islamic Book Trust.
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5. Bunt, G. R. (2018). *Hashtag Islam: How cyber-Islamic environments are transforming religious authority*. University of North Carolina Press.
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18. Kepel, G. (2002). *Jihad: The trail of political Islam*. Harvard University Press.
19. Laoust, H. (2010). *Essays on the origins of Islamic revivalism*. Routledge.
20. Lapidus, I. M. (2014). *A history of Islamic societies* (3rd ed.). Cambridge University Press.

SEMESTER VIII  
MAJOR

PROGRAMME	BA ISLAMIC HISTORY				
COURSE CODE	ISH8CJ489				
COURSE TITLE	Research Methodology and Ethics				
TYPE OF COURSE	MAJOR				
SEMESTER	EIGHT				
ACADEMIC LEVEL	400-499				
COURSE DETAILS	CREDIT	LECTURE PER WEEK	TUTORIAL PER WEEK	PRACTICAL PER WEEK	TOTAL HOURS
	4	4	-	-	60
Pre-requisites	Higher Secondary Completion				
COURSE SUMMERY	<p>This course on Research Methodology and Ethics provides a comprehensive foundation in social science research, covering key concepts, methodologies, and ethical principles. It explores research design, data collection techniques, and analytical tools, emphasizing both qualitative and quantitative approaches. Students will learn to formulate research problems, conduct literature reviews, and apply proper citation and referencing styles. The course also highlights the importance of academic integrity, ethical considerations, and intellectual property rights. Additionally, it equips students with skills for writing research proposals, publishing in academic journals, and presenting findings effectively. Emerging trends like digital humanities, big data, and AI in research are also explored, preparing students for advanced academic and professional</p>				



## COURSE OUTCOMES

CO	CO STATEMENT	COGNITIVE LEVEL*	KNOWLEDGE CATEGORY*	EVALUATION TOOLS USED
CO1	Understand fundamental research concepts, methodologies, and their applications.	U	C	Instructor created exams/ Quiz
CO2	Develop skills in research design, data collection, and analysis.	AP	P	Practical Assignment/ Observation of practical skills
CO3	Apply ethical principles and academic integrity in research.	AP	M	Seminar Presentation/ Group tutorial work
CO4	Gain proficiency in writing research papers, citations, and publication processes.	AP	P	Instructor-created exams/ Home assignment
CO5	Explore emerging trends in research, including digital humanities and AI.	U	C	Quiz
<p>* - Remember (R), Understand (U), Apply (AP), Analyse (AN), Evaluate (E), Create (C)            # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P)            Metacognitive Knowledge (M)</p>				

## DETAILED SYLLABUS

MODULE	UNIT	CONTENT	Hrs
I	<b>Foundations of Research</b>		
	1	Introduction to Research – Meaning, Purpose, and Scope	

	2	Types of Research – Basic, Applied, Qualitative, and Quantitative	
	3	Research Process – Steps from Problem Identification to Report Writing	
	4	Formulation of Research Problem	
	5	Literature Review – Importance, Sources, and Review Techniques	
	6	Formulation of Hypotheses	
II	<b>Research Methods and Data Collection</b>		
	7	Research Design – Experimental, Descriptive, and Exploratory Designs	
	8	Sources-	
	9	Data Collection Methods -Observation and interview methods, Surveys Questionnaires and schedules	
	10	Data Analysis- Report writing	
	11	Use of Software in Research – SPSS, NVivo, and Other Tools	
	12	Writing Research Proposals – Structure and Key Elements	
	13	Referencing and Citation Styles – APA, MLA, Chicago, and Others	
III	<b>Research Ethics and Integrity</b>		
	14	Ethics in Research – Importance and Fundamental Principles	
	15	Plagiarism and Academic Integrity – Detection and Prevention	
	16	Intellectual Property Rights (IPR) – Copyrights, Patents, and Fair Use	
	17	Ethical Guidelines in Social Research – Codes by UNESCO, APA, and Other Institutions	
IV	<b>Research Communication and Dissemination</b>		
	18	Writing Research Papers – Structure, Argumentation, and Citations	

	19	Presenting Social Science Research – Conferences, Seminars, and Public Engagement	
	20	Publishing in Social Science Journals – Peer Review Process and Open Access Issues	
	21	Research Grants and Funding – Proposal Writing and Grant Applications	
	22	Emerging Trends in Social Science Research – Digital Humanities, Big Data, and AI	
	Open Ended		
		Write Research Proposal,	
		Paper presentations with PPT	
		Abstract presentation	

Note: The course is divided into five modules, with four having total 22 fixed units and one open-ended module with a variable number of units. There are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 22 units from the fixed modules.

#### MAPPING OF COS WITH PSOS AND POS :

CO \ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	2	2	3	3	2	3	3	3	2	2	3	2
CO2	3	3	2	3	3	2	3	3	3	3	3	3	3
CO3	2	2	3	2	3	3	3	3	3	3	3	3	3
CO4	3	2	3	3	2	3	3	3	3	3	3	3	3
CO5	3	3	2	3	3	2	3	3	3	3	3	3	3
<b>Total</b>	2.8	2.4	2.4	2.8	2.8	2.4	3	3	3	2.8	2.8	3	2.8

#### CORRELATION LEVELS:

level	Correlation
-	Nil
1	Slightly / low
2	Moderate / Medium
3	Substantial / High

Assessment rubrics:

- quiz / assignment/ quiz/ discussion / seminar
- midterm exam

- programming assignments (20%)
- final exam (70%)

(Please note that these evaluation rubrics serve as illustrative examples within the context of a data structure course and are not intended to be definitive or prescriptive. suggested methods of formative/summative assessment are listed in the latest version of the guidelines to bos.)

mapping of cos to assessment rubrics :

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
co 1	✓			✓
co 2	✓			✓
co 3	✓			✓
co 4		✓		✓
co 5		✓		✓

## References

1. Kumar, R. (2019). *Research Methodology: A Step-by-Step Guide for Beginners*. SAGE Publications.
2. Creswell, J. W. (2014). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. SAGE Publications.
3. Saunders, M., Lewis, P., & Thornhill, A. (2019). *Research Methods for Business Students*. Pearson Education.
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6. Cohen, L., Manion, L., & Morrison, K. (2018). *Research Methods in Education*. Routledge.
7. Bell, J. (2018). *Doing Your Research Project: A Guide for First-Time Researchers*. Open University Press.
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9. Comstock, G. (2013). *Research Ethics: A Philosophical Guide to the Responsible Conduct of Research*. Cambridge University Press.
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11. Stewart, C. N. Jr. (2011). *Research Ethics for Scientists: A Companion for Students*. Wiley-Blackwell.
12. Iphofen, R., & Tolich, M. (Eds.). (2018). *Ethics and Integrity in Research*. Emerald Publishing.
13. Judd, C. M., McClelland, G. H., & Ryan, C. S. (2017). *Data Analysis: A Model Comparison Approach*. Routledge.

## **ELECTIVE COURSES**

## ELECTIVE 1

PROGRAMME	<b>BA ISLAMIC HISTORY</b>				
COURSE CODE	ISH5EJ301				
COURSE TITLE	Al-Andalus: The Golden Age of Muslim Spain				
TYPE OF COURSE	Major -Elective				
SEMESTER	V				
ACADEMIC LEVEL	300-399				
COURSE DETAILS	CREDIT	LECTURE PER WEEK	TUTORIAL PER WEEK	PRACTICAL PER WEEK	TOTAL HOURS
	4	4	-	-	60
Pre-requisites	Higher Secondary Completion				
COURSE SUMMERY	<p>This course explores the rich history of Muslim Spain (Al-Andalus) from the Arab conquest in 711 CE to the fall of Granada in 1492 CE, examining its political, cultural, and intellectual legacy. It covers the Umayyad Emirate and Caliphate, highlighting key rulers, administrative structures, and architectural marvels such as the Great Mosque of Córdoba and Madinat al-Zahra. The course also delves into the multicultural society of Al-Andalus, the rise and decline of petty dynasties, and the factors leading to the Reconquista and the expulsion of the Moriscos. Finally, it explores the intellectual contributions of Muslim Spain, including advancements in philosophy, medicine, astronomy, and mathematics, and their profound influence on medieval Europe and the Renaissance</p>				

### COURSE OUTCOMES

CO	CO STATEMENT	COGNITIVE LEVEL*	KNOWLEDGE CATEGORY*	EVALUATION TOOLS USED
CO1	Understand the political and cultural history of Al-Andalus.	U	F	Instructor created exams/ Quiz
CO2	Analyze the contributions of Muslim Spain to science, architecture, and philosophy.	AN	C	Practical Assignment/ Observation of practical skills
CO3	Assess the role of religious diversity in Al-Andalus and its societal structure.	E	C	Seminar Presentation/ Group tutorial work
CO4	Examine factors leading to the decline of Muslim rule in Spain	AN	F	Instructor-created exams/ Home assignment
CO5	Develop research and presentation skills through case studies on Al-Andalus.	C	M	Quiz
<p>* - Remember (R), Understand (U), Apply (AP), Analyse (AN), Evaluate (E), Create (C)  # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P)  Metacognitive Knowledge (M)</p>				

## DETAILED SYLLABUS

MODULE	UNIT	CONTENT	Hrs
I	<b>Umayyad Amirate in Spain</b>		
	1	Arab Conquest of Spain-Conditions of Spain on the eve of the Conquest-	
	2	Tariq IbnZiyad- Musa IbnNusyr- Effects of the conquest	
	3	Dependent Amirate-	
	4	Independent Amirate (756 to 929) -	
	5	HishamI- Hakam I-Abdul Rahman II	
II	The Umayyad Caliphate in Spain		

	6	Transition from Emirate to Caliphate- Abd al-Rahman III	
	7	Grandeur of Cordoba - Architecture- The Great Mosque of Córdoba and its significance.-Other architectural marvels: Madinat al-Zahra, the Alhambra	
	8	Religious Diversity in Al-Andalus	
	9	Saqalibah	
	10	Hakam II	
	11	Hajib Al-Mansur	
III	Rule of Petty Dynasties and the Decline of Muslim Rule in Spain		
	12	The Taifa Kingdoms	
	13	The Almoravid and Almohad Dynasties	
	14	The Nasrid Kingdom of Granada	
	15	Fall of Granada and Reconquista.	
	16	The Moriscos and Their Expulsion	
	17	Causes for the Downfall of Muslims in Spain	
	18	The administrative structures of the Emirate and Caliphate	
IV	<b>Intellectual Contributions of Muslim Spain</b>		
	19	The House of Wisdom in Córdoba- The translation movement and the preservation of classical knowledge.	
	20	Philosophy and Theology	
	21	Medicine and Pharmacology	
	22	Astronomy and Mathematics, Transmission of Arab learning to Europe	
	Open Ended		
		Seminar presentation	
		PPT presentations	

Note: The course is divided into five modules, with four having total 22 fixed units and one open-ended module with a variable number of units. There are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 22 units from the fixed modules.

#### **MAPPING OF COS WITH PSOS AND POS :**



CO \ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	2	2	2	3	2	3	3	3	2	2	3	2
CO2	3	2	3	3	3	3	3	3	3	3	3	3	3
CO3	2	3	3	2	3	3	3	3	3	3	3	3	3
CO4	3	3	3	2	3	3	3	3	3	3	3	3	3
CO5	3	3	3	3	3	3	3	3	3	3	3	3	3
<b>Total</b>	2.8	2.6	2.8	2.4	3	2.8	3	3	3	2.8	2.8	3	2.8

### CORRELATION LEVELS:

level	Correlation
-	Nil
1	Slightly / low
2	Moderate / Medium
3	Substantial / High

Assessment rubrics:

- quiz / assignment/ quiz/ discussion / seminar
- midterm exam
- programming assignments (20%)
- final exam (70%)

(Please note that these evaluation rubrics serve as illustrative examples within the context of a data structure course and are not intended to be definitive or prescriptive. suggested methods of formative/summative assessment are listed in the latest version of the guidelines to bos.)

mapping of cos to assessment rubrics :

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
co 1	✓			✓
co 2	✓			✓
co 3	✓			✓
co 4		✓		✓
co 5		✓		✓

## References

- Dr. Imam-ud-Din, Dacca, 1959, Political History of Muslim Spain.
- Dr. Imam-ud-Din, A Cultural History of Spain.
- Dozy, R., Spanish Islam.
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- T.B. Irving: The Falcons of Spain
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- Irving, W., Conquest of Granada and Spain
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- Hitti, P.K., History of the Arabs, London 1953.
- Nadwi, R.A., Tarikh-i-Andalus, Part-1, Azamgarh, 1950.
- Bernard Lewis: Islam and the World
- Philip K. Hitti: The Arabs: Short History, London, 1953
- Habib Hourani: History of the Arabs
- Syed Azizurahman: The Story of Islamic Spain.

## ELECTIVE 2

PROGRAMME	BA ISLAMIC HISTORY				
COURSE CODE	ISH5EJ302				
COURSE TITLE	IMPACT OF GULF MIGRATION IN KERALA				
TYPE OF COURSE	MAJOR ELECTIVE				
SEMESTER	V				
ACADEMIC LEVEL	300-399				
COURSE DETAILS	CREDIT	LECTURE PER WEEK	TUTORIAL PER WEEK	PRACTICAL PER WEEK	TOTAL HOURS
	4	4	-	-	60
Pre-requisites	Qualified higher secondary level				
COURSE SUMMERY	<p>Through the study of gulf migration the learners will get a clear picture about the contributions of expatriates. this study is primarily undertaken on the basisof the large scale migration of Keralites, to Persian gulf region. the central concern of the study rests on the transformation by emigration, and analyzing its socio- economic cultural and educational factors. the learners should understand the consequence of successful migration and amalgamation of the Arab culture and economy, a few of the very average people become top milliner's of the state. here the study of gulf migration is one of the need of the our and will help ma y choose to their career.</p>				

### COURSE OUTCOMES

CO	CO STATEMENT	COGNITIVE LEVEL*	KNOWLEDGE CATEGORY*	EVALUATION TOOLS USED
CO1	Learners able to			Instructor-

	understand the importance of migration.	U	C	created exams / quiz
CO2	Analyze the economic conditions of Muslims before and after the gulf migration.	AP	P	Practical assignment / observation of practical skills
CO3	This course generate critical thinking among the learners by understand the modernization of Muslim life in Kerala.	AP	P	Seminar presentation / group tutorial work
CO4	Skill to identify the social status of Muslims in Malabar before and after themigration.	U	C	Instructor-created exams / home assignments
C05	Differentiate the concepts of modernization policy of muslims inMalabar.	Ap	P	One minute reflection writing assignments
CO6	Demonstrate communicative skill	Ap	P	Report writing

	and writing ability by preparing report on social and cultural progress of Muslims in Kerala after The migration.			
* - Remember (R), Understand (U), Apply (AP), Analyse (AN), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

## DETAILED SYLLABUS

MODULE	UNIT	CONTENT	Hrs
I	INTRODUCTION		
	1	Migration: basic theories	
	2	Types of migration -	
	3	Push factors and pull factors of migration	
	4	Theories of migration -	
	5	Rawenstein stouffer and lees theory of migration.	
II	GULF MIGRATION IN KERALA.		
	6	Trade route of Arabs in Kerala	
	7	Trends of migration -	
	8	Multidimensional causes of migration	
	9	Social economic education and religious -	
	10	Earning mode of unprivileged Muslim women in Kerala (gaddama)	
III	Contributions of gulf migration.		
	11	Better living conditions -	
	12	Cultural interaction	
	13	Contributions of expatriates to kerala economy	
	14	Educational institutions and development	
	15	Formation of charitable activity	
	16	- New ideas of construction of buildings mal houses mosque	

	17	Growth of real estate business in kerala - growth of real estate business in kerala	
	18	Changes in food habits.	
IV	Problems of expatriates.		
	20	Unemployment	
	21	Impact of nitaqat in kerala	
	22	Governmental schemes to upliftment of the expatriates	
	Open ended		
	Case studies : Implementation of Nitaqat and its problems faced by expatriates in their own country		
	Group assignment: survey on issues faced by the expatriates		

Note: The course is divided into five modules, with four having total 22 fixed units and one open-ended module with a variable number of units. There are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 22 units from the fixed modules.

#### MAPPING OF COS WITH PSOS AND POS :

CO \ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	2	2	2	3	2	3	3	3	2	2	3	2
CO2	3	3	3	2	3	3	3	3	3	3	3	3	3
CO3	3	3	3	3	3	3	3	3	3	3	3	3	3
CO4	3	3	3	3	3	3	3	3	3	3	3	3	3
CO5	3	3	3	3	3	3	3	3	3	3	3	3	3
<b>Total</b>	3	2.8	2.8	2.6	3	2.8	3	3	3	2.8	2.8	3	2.8

#### CORRELATION LEVELS:

level	Correlation
-	Nil
1	Slightly / low
2	Moderate / Medium
3	Substantial / High

Assessment rubrics:

- quiz / assignment/ quiz/ discussion / seminar
- midterm exam
- programming assignments (20%)
- final exam (70%)

(Please note that these evaluation rubrics serve as illustrative examples within the context of a data structure course and are not intended to be definitive or prescriptive. suggested methods of formative/summative assessment are listed in the latest version of the guidelines to bos.)

mapping of cos to assessment rubrics :

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
co 1	✓			✓
co 2	✓			✓
co 3	✓			✓
co 4		✓		✓
co 5		✓		✓

#### References

- Ajmal khan and muneer illath. Nitaqath manifestation of new immigrant vulnerabilities.
- Anju c mohan .migration to kerala: issues and challenges
- B a prakash .gulf migration and its economic impact. The kerala's experience.
- Ismail p. Socio economic impact of nitaqath in kerala
- Jennifer r peck. The effect of the nitaqath program on the saudi private sectors
- K c zachariah t mathew and s iridiya rajan. Impact of gulf migration on kerala's economy and society
- Zachariah and irudiya rajan.keralas gulf connection 1998-2011 economic and social impact of migration

ELECTIVE 3

PROGRAMME	BA ISLAMIC HISTORY				
COURSE CODE	ISH5EJ303				
COURSE TITLE	IMPACT OF WORLD WAR I ON MIDDLE EAST				
TYPE OF COURSE	Major -Elective				
SEMESTER	V				
ACADEMIC LEVEL	300-399				
COURSE DETAILS	CREDIT	LECTURE PER WEEK	TUTORIAL PER WEEK	PRACTICAL PER WEEK	TOTAL HOURS
	4	4	-	-	60
Pre-requisites	Qualified higher secondary				
COURSE SUMMERY	<p>This active-learning lesson helps students learn more about World War I and the modern Middle East, both of which are important parts of the high school curriculum. Students meet important academic standards in Geography, World History, and English: increasing their reading, research, and presentation skills, working collaboratively on a research project, and presenting it to their school colleagues and parents. The creation of a Museum of the Middle East in World War I can be a stand-alone project; however, it would work particularly well as part of a greater collaborative (possibly school-wide) museum on World War I as a whole.</p>				

**COURSE OUTCOMES**

CO	CO STATEMENT	COGNITIVE LEVEL*	KNOWLEDGE CATEGORY*	EVALUATION TOOLS USED
CO1	Analyse the issues and impact of World War I, which	U	C	Group discussion



	Fundamentally transformed the Middle East.			
CO2	explore the ways in which the conflict and the treaties which resulted from WWI laid the groundwork for contemporary political and social conflicts in the region	Ap	P	Practical Assignment / Observation of Practical Skills
CO3	participate in a dialogue about the war	Ap	P	Seminar Presentation / Group Tutorial Work
CO4	integrate Language Arts skills (reading, writing, research) into the study of history	U	C	Instructor-created exams / Home Assignments
C05	develop critical thinking, literacy, and research skills.	U	C	Seminar
<p>* - Remember (R), Understand (U), Apply (AP), Analyse (AN), Evaluate (E), Create (C)  # - Factual Knowledge (F) Conceptual Knowledge (C) Procedural Knowledge (P)  Metacognitive Knowledge (M)</p>				

## DETAILED SYLLABUS

MODULE	UNIT	CONTENT	Hrs
I	Historical context of world war 1		
	1	World war 1	

	2	Major causes	
	3	Effect of world war 1	
	4	In-Depth World War 1 Analysis:	
	5	Key Events Leading Up to World War 1	
II	Overview – World War I in the Middle East		
	6	Why the Ottoman Empire entered the war	
	7	Why it entered on the side of Germany	
	8	Rise of Nationalism	
	9	Middle Eastern issues and the origins of the war	
III	The Middle East during the war		
	10	What are the main causes and impact of world war 1 from military campaigns to hunting locust	
	11	Arab revolt to the Armenian genocide	
	12	Causes of the war economic causes social causes	
	13	After effect of the war	
	14	How does war affect the economy in the Middle east	
	15	How to Affect oil price	
IV	The Middle East and the peace settlements after the war		
	16	End of the war-	
	17	Peace settlement	
	18	Division	
	19	Foreign -Occupation	
	20	Renewed war	
	21	Population exchanges	
	22	Aftermath	
	Open Ended		

Note: The course is divided into five modules, with four having total 22 fixed units and one open-ended module with a variable number of units. There are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 22 units from the fixed modules.

## MAPPING OF COS WITH PSOS AND POS :

CO \ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	2	2	2	3	2	3	3	3	2	2	3	2
CO2	3	3	3	2	3	3	3	3	3	3	3	3	3
CO3	3	3	3	3	3	3	3	3	3	3	3	3	3
CO4	3	3	3	3	3	3	3	3	3	3	3	3	3
CO5	3	3	3	3	3	3	3	3	3	3	3	3	3
<b>Total</b>	3	2.8	2.8	2.6	3	2.8	3	3	3	2.8	2.8	3	2.8

## CORRELATION LEVELS:

level	Correlation
-	Nil
1	Slightly / low
2	Moderate / Medium
3	Substantial / High

### Assessment rubrics:

- quiz / assignment/ quiz/ discussion / seminar
- midterm exam
- programming assignments (20%)
- final exam (70%)

(Please note that these evaluation rubrics serve as illustrative examples within the context of a data structure course and are not intended to be definitive or prescriptive. suggested methods of formative/summative assessment are listed in the latest version of the guidelines to bos.)

### mapping of cos to assessment rubrics :

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
co 1	✓			✓
co 2	✓			✓
co 3	✓			✓
co 4		✓		✓
co 5		✓		✓

## References

- The First World War in the Middle East
- By Kristian Coates Ulrichsen, this book explores the war's devastating consequences for the Middle East, the battles fought there, and the war's lasting impact on the region's political geography
- The First World War and Its Aftermath - The Shaping of the Middle East Hardcover – Import, 29 September 2015 by Tg Fraser (Author)
- The Impact of World War I on Middle East “Arabs” in Awwad’s “Al-Raghif”: A Cultural Perspective
- November 2017 Romanian Journal of English Studies 14(1) DOI:10.1515/rjes-2017-0005 LicenseCCBY-NC-ND 4.0 Authors: Wisam Lateef Al-turath university college
- Middle East Peace Plans 1st Edition Edited By Willard A. Beling October 02, 2017

Elective 4

PROGRAMME	BA ISLAMIC HISTORY				
COURSE CODE	ISH5EJ304				
COURSE TITLE	POST WORLD WAR ISLAMIC RESURGENCE AND FORMATION OF SAUDI ARABIA				
TYPE OF COURSE	Major -Elective				
SEMESTER	V				
ACADEMIC LEVEL	300-399				
COURSE DETAILS	CREDIT	LECTURE PER WEEK	TUTORIAL PER WEEK	PRACTICAL PER WEEK	TOTAL HOURS
	4	4	-	-	60
Pre-requisites	Qualified higher secondary				
COURSE SUMMERY	<p>.. This course shows historical and civilizational aspects of the Kingdom of Saudi Arabia and its cultural heritage, the efforts of its rulers in building a political and civilized state, their role in serving Arabian Islamic humanitarian causes, and achieving the vision in tourism and national heritage for the post world war.. Saudi Arabia, an absolute monarchy organized around Sunni Islam and home to the second largest oil reserves in the world, has enjoyed friendly relations with the West, especially the United States. So this paper focus that the idea of a formation of Saudi Arabia , economic stability and maintained friendly relation of foreigners</p>				

**COURSE OUTCOMES**

CO	CO STATEMENT	COGNITIVE LEVEL*	KNOWLEDGE CATEGORY*	EVALUATION TOOLS USED
CO1	Explains the			Provide

	history of the Kingdom and its cultural heritage through the ages	U	C	group discussion
CO2	Explains the efforts of the Kingdom of Saudi Arabia inserving Arab, Islamic and humanitarian issues	Ap	P	Practical Assignment / Observation of Practical Skills
CO3	Compares the development of the economic, social and security conditions of the Saudistate in its historical stages	Ap	P	Seminar Presentation / GroupTutorial Work
CO4	Assess the impact of oil on Saudi Arabia's economy and global influence.	U	C	Instructor-created exams / Home Assignments
C05	. Examine contemporary developments and future prospects, including Vision 2030.	U	C	Seminar
* - Remember (R), Understand (U), Apply (AP), Analyse (AN), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

## DETAILED SYLLABUS

MODULE	UNIT	CONTENT	Hrs
I		Introduction of Saudi Arabia	
	1	Land and climate	

	2	People and culture	
	3	Economy	
	4	Government History	
II	After World War II		
	5	Kingdom of Saudi Arabia-Wahabism-	
	6	Foreign Relation	
	7	Internal affairs--Reigns of Saud ibn ‘Abd al-‘Azīz and Faisal (1953–75) Domestic affairs	
	8	Reign of Khalid (1975–82)	
III	Oil and Arabia		
	9	Abdul Azeez Ibn Saud, King of Arabia	
	10	Discovery of Oil	
	11	Expansion of Oil Production;	
	12	Saudi Relation with other Arab countries Kuwait, Oman, Qatar, UAE	
	13	Oil Embargo of 1973	
	14	Reign of King Abdullah (2005–15)	
	15	Reign of King Salman from 2015	
	16	Reform momentum	
IV	Developments of Saudi Arabia		
	17	The Persian Gulf War and its	
	18	Aftermath of Persian Gulf War	
	19	Foreign policy since the end of the Persian Gulf War	
	20	Relation of Saudi Arabia and America	
	21	Economic growth of Saudi Arabia	
	22	Saudi vision 2030	
	Open Ended		
		Case studies: critical study on Nitaqat policy	

Note: The course is divided into five modules, with four having total 22 fixed units and one open-ended module with a variable number of units. There are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 22 units from the fixed modules

**MAPPING OF COS WITH PSOS AND POS :**

CO \ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	2	2	2	3	2	3	3	3	2	2	3	2
CO2	3	3	3	2	3	3	3	3	3	3	3	3	3
CO3	3	3	3	3	3	3	3	3	3	3	3	3	3
CO4	3	3	3	3	3	3	3	3	3	3	3	3	3
CO5	3	3	3	3	3	3	3	3	3	3	3	3	3
<b>Total</b>	3	2.8	2.8	2.6	3	2.8	3	3	3	2.8	2.8	3	2.8

**CORRELATION LEVELS:**

level	Correlation
-	Nil
1	Slightly / low
2	Moderate / Medium
3	Substantial / High

Assessment rubrics:

- quiz / assignment/ quiz/ discussion / seminar
- midterm exam
- programming assignments (20%)
- final exam (70%)

(Please note that these evaluation rubrics serve as illustrative examples within the context of a data structure course and are not intended to be definitive or prescriptive. suggested methods of formative/summative assessment are listed in the latest version of the guidelines to bos.)

mapping of cos to assessment rubrics :

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations



co 1	✓			✓
co 2	✓			✓
co 3	✓			✓
co 4		✓		✓
co 5		✓		✓

## References

- [1https://www.britannica.com/place/Saudi-Arabia/The-Persian-Gulf-War-and-its-aftermath](https://www.britannica.com/place/Saudi-Arabia/The-Persian-Gulf-War-and-its-aftermath)
- [https://tile.loc.gov/storage-services/master/frd/frdcstdy/sa/saudiarabiaccount00metz\\_0/saudiarabiaccount00metz\\_0.pdf](https://tile.loc.gov/storage-services/master/frd/frdcstdy/sa/saudiarabiaccount00metz_0/saudiarabiaccount00metz_0.pdf)
- The Formation of Saudi Arabia: The History of the Arabian Peninsula's Unification and the Discovery of Oil Paperback – Large Print, 12 February 2018

Elective 5

PROGRAMME	BA ISLAMIC HISTORY				
COURSE CODE	ISH6EJ305				
COURSE TITLE	Kerala Muslims in the Anti-Colonial Struggle				
TYPE OF COURSE	MAJOR EL-ECTIVE				
SEMESTER	VI				
ACADEMIC LEVEL	300-399				
COURSE DETAILS	CREDIT	LECTURE PER WEEK	TUTORIAL PER WEEK	PRACTICAL PER WEEK	TOTAL HOURS
	4	4	-	-	60
Pre-requisites	Higher Secondary Completion				
COURSE SUMMERY	<p>The course explores Kerala's anti-colonial struggles against the Portuguese and British. It examines the decline of indigenous trade, the resistance of Kunjali Marakkars and Arakkal Rajas, Tipu Sultan's reforms, and British agrarian policies leading to peasant uprisings like the Mappila outbreaks. Special focus is given to the Khilafat movement, the 1921 rebellion, and key events like the Pukkottur incident and Wagon Tragedy. The course also highlights the role of Muslim leaders, political movements, and anti-colonial literature in shaping Kerala's freedom struggle.</p>				

**COURSE OUTCOMES**

CO	CO STATEMENT	COGNITIVE LEVEL*	KNOWLEDGE CATEGORY*	EVALUATION TOOLS USED
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CO1	Understand the impact of colonialism on Kerala's Muslim community	<b>U</b>	<b>C</b>	Instructor created exams/ Quiz
CO2	Analyze resistance movements led by Kerala Muslims against the Portuguese and British.	<b>AN</b>	<b>F</b>	Practical Assignment/ Observation of practical skills
CO3	Evaluate the role of Muslim leaders in Kerala's anti-colonial movements.	<b>E</b>	<b>C</b>	Seminar Presentation/ Group tutorial work
CO4	Study the socio-political aftermath of the 1921 rebellion.	<b>U</b>	<b>F</b>	Instructor-created exams/ Home assignment
C05	Conduct historical analysis and case studies on Kerala's anti-colonial movements.	<b>C</b>	<b>M</b>	Quiz
<p>* - Remember (R), Understand (U), Apply (AP), Analyse (AN), Evaluate (E), Create (C)  # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P)  Metacognitive Knowledge (M)</p>				

## DETAILED SYLLABUS

MODULE	UNIT	CONTENT	Hrs
I	Early Resistance Against Colonial Powers		
	1	Portuguese arrival and the decline of indigenous trade networks	
	2	The Portuguese atrocities against the native rulers	
	3	The services of Kunjali Marakkars as the admirals of Zamorin against the Portuguese	
	4	The role of Arakkal Rajas in the struggle against the Portuguese	
II	British Era		
	5	Mysorean Interlude and Reforms of Tipu Sulthan	

	6	British Domination- The Anglo- Mysore War- Treaty of Sriranga Patanam- occupation of Malabar	
	7	The agrarian policies of The British in Malabar- the pro-Janmi attitude of the British -resentments of the Peasants	
	8	The repressive policy of the British- the peasant uprisings	
	9	The Mappila outbreaks- peasants – Major outbreaks- Angadipuram- Manjeri- Cherur-Mattannur- Important leaders- Mamburam Tangals- Umar Qazi	
	10	Various commissions appointed by the British – TL Strange commission- recommendations of the commission- deportation of Fazal Pukkoya Tangal to Arabia	
	11	The Mappila Outrageous Act- William Logan Commission- CA Innes Commission - eviction of Muslims	
	12	The revolt of 1919- the launching of Khilafat movement by Indian National Congress	
	13	Formation of Khilafat committees in Kerala – Important leaders	
III	The Rebellion of 1921 and aftermath		
	14	The Non- Co-operation - Khilafath Movement in Kerala- The British response- The outbreak of the Rebellion of 1921- reasons- The Pukkottur incident- Thirurangadi revolt- Wagon tragedy- results	
	15	Ali Musaliyar and Variyam Kunnathu Kunjahammed Haji- The political and social conditions of the Malabar Muslims after the revolt- rehabilitation initiatives - JDT Islam Sabha	
	16	Emergence of reformers and leaders - political uprisings - struggles under various political organizations – Indian National Congress- Muslim League and Communist Party - INA	
	17	Journals as political weapon of Muslims- Al Amin- Deepika- al Muslim-Swadeshabhmani- al Irshad	
IV	Prominent Muslim Leaders		

	18	Anti-Colonial Literature in Arabic: ZaynuddinMaqdum I (Tahrid), Zaynuddin II (Tuhfat-al-Mujahidin), Qazi Muhammad (Fatah-al-Mubin), SayyidAlaviTangal (Assayf-al-Battar).	
	19	MamburamSayyidAlaviTangal – SayyidFadlPookoyaTangal-	
	20	Muhammed Abdurahman Sahib- E. Moidu Maulavi	
	20	MaktiTangal, Vakkom Abdul KhadirMaulavi – Kerala Muslim AikyaSangam.	
	21	K M Seethi Sahib - B. Pokker Sahib	
	22	Abdul Sattar Sait-Abdurahman Bafaqi Tangal	
	Open Ended		
		Field Visit – The Malabar rebellion related areas	
		Film and Documentary reviews - (1921 directed by I V Sasi, Veera Puthran directed by P T Kunju Muhammed) Or related movies	
		Discussion on literary works on the topic related withthe Anti-Colonial Struggle.	

Note: The course is divided into five modules, with four having total 22 fixed units and one open-ended module with a variable number of units. There are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 22 units from the fixed modules.

#### MAPPING OF COS WITH PSOS AND POS :

CO \ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	2	2	2	3	2	3	3	3	2	2	3	2
CO2	3	3	3	2	3	3	3	3	3	3	3	3	3
CO3	3	3	3	3	3	3	3	3	3	3	3	3	3
CO4	3	3	3	3	3	3	3	3	3	3	3	3	3
CO5	3	3	3	3	3	3	3	3	3	3	3	3	3
<b>Total</b>	3	2.8	2.8	2.6	3	2.8	3	3	3	2.8	2.8	3	2.8

#### CORRELATION LEVELS:

level	Correlation
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-	Nil
1	Slightly / low
2	Moderate / Medium
3	Substantial / High

Assessment rubrics:

- quiz / assignment/ quiz/ discussion / seminar
- midterm exam
- programming assignments (20%)
- final exam (70%)

(Please note that these evaluation rubrics serve as illustrative examples within the context of a data structure course and are not intended to be definitive or prescriptive. suggested methods of formative/summative assessment are listed in the latest version of the guidelines to bos.)

mapping of cos to assessment rubrics :

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
co 1	✓			✓
co 2	✓			✓
co 3	✓			✓
co 4		✓		✓
co 5		✓		✓

References

- Bipan Chandra, *Indian Struggle for Independence*
- Tara Chand, *History of Freedom Movement* (vol. I-IV)
- Aziz Ahammmad, *Islamic Modernism in India and Pakistan*
- AbidHussain, *Destiny of Indian Muslims*
- Ram Gopal, *Indian Muslims,*
- RafiqZkharia, *Rise of Muslims in Indian Politics.*
- Chopra, *Indian Muslims in Freedom struggle*

- Mujeeb. M, *Indian Muslims*
- Aziz K.K, *Britain and Muslim India*
- Ambedhkar, *Pakistan or Partition of India.*
- Mohd.Raza Khan, *What Price Freedom*
- Alikunhi, K. V. (1970). *Malabar District and Its Talukas.* Kerala Historical Society.
- Chatterji, P. C. (1973). *Malabar Muslims and the Khilafat Movement.* Sterling Publishers Private Limited.
- amdani, A. K. (2008). *Muslim Mappila Identity in Kerala: An Historical Perspective.*Routledge.
- Haridas, M. K. (1984). *History of the Mappila Rebellion in Malabar (1921-1922).* Kottayam Publications.
- Hassan, M. G. (2002). *Mappila Lahala: A Study of Popular Resistance in Malabar (1921-1922).* Indian Social Institute.
- Jeffrey, R. & Majeed, A. A. (2004). *Malabar Muslims and the Indian National Congress:1885-1947.* Manohar Publishers & Distributors.
- Koya, K. M. (1967). *The Mappila Muslims of Malabar.* Longman Green and Co. Ltd.
- 17. Madhavan, P. K. (1983). *Malabar in the Early Nineteenth Century.* Kerala Historical Society.
- Mohammed, K. K. (1985). *Muslim Mappila History of Malabar.* Sterling Publishers Private

Elective 6

PROGRAMME	BA ISLAMIC HISTORY				
COURSE CODE	ISH6EJ306				
COURSE TITLE	THE ARAB SPRING AND ITS AFTERMATH				
TYPE OF COURSE	Major -Elective				
SEMESTER	VI				
ACADEMIC LEVEL	400-499				
COURSE DETAILS	CREDIT	LECTURE PER WEEK	TUTORIAL PER WEEK	PRACTICAL PER WEEK	TOTAL HOURS
	4	4	-	-	60
Pre-requisites	Qualified higher secondary				
COURSE SUMMERY	This course provides an in-depth examination of the Arab Spring, the series of anti- government uprisings that spread across the Arab world in the early 2010s, and its aftermath. The course will analyze the causes, key events, and consequences of these movements, as well as the political, social, and economic impacts on the countries involved.				

**COURSE OUTCOMES**

CO	CO STATEMENT	COGNITIVE LEVEL*	KNOWLEDGE CATEGORY*	EVALUATION TOOLS USED
CO1	Understanding the Causes and Dynamics of the Arab Spring	U	C	Instructor created exams/ Quiz
CO2	Evaluating the Immediate and Long-Term Political Outcomes	Ap	P	Practical Assignment/ Observation of practical skills



CO3	analyze the socio-economic consequences of the Arab Spring,	Ap	P	Seminar Presentation/ Group tutorial work
CO4	Analyze the Geopolitical and Security Implications	U	C	Seminar/debate
C05	assess the impact of the Arab Spring on regional organizations,	U	C	Quiz
C06	analyze the ongoing security challenges, including the refugee crisis, state fragility	Ap	P	Presentation /exam
* - Remember (R), Understand (U), Apply (AP), Analyse (AN), Evaluate (E), Create (C) # - Factual Knowledge (F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

## DETAILED SYLLABUS

MODULE	UNIT	CONTENT	Hrs
I	Introduction to the Arab Spring		
	1	Background and Context	
	2	The political landscape of the Arab world pre-2011	
	3	Social and economic conditions	
	4	Influence of previous revolutions and uprisings	
II	<b>Causes of the Arab Spring</b>		
	5	Political repression	
	6	Economic disenfranchisement	
	7	Social media and mobilization	
	8	Key Events of the Arab Spring	
III	Tunisia: The spark of revolution		
	9	Egypt: Tahrir Square and the fall of Mubarak	
	10	Libya: From uprising to civil war	
	11	Role of Social Media	

	12	Social media as a tool for mobilization	
	13	Case studies of social media impact	
	14	Overthrow of regimes	
	15	Initial responses from the international community	
IV	Country Case Studies		
	16	Tunisia-The revolution and democratic transition-	
	17	Political and economic challenges post-revolution	
	18	Egypt- The fall of Mubarak	
	19	The rise and fall of the Muslim Brotherhood- The military's return to power	
	20	Libya- The civil war and NATO intervention-	
	21	The fall of Gaddafi and subsequent instability	
	22	Yemen- The uprising and political transition- The humanitarian crisis and ongoing conflict	
	Open Ended		
		Prepare PPT on the following topics Regional and International Impacts Regional Dynamics Impact on neighboring countries The role of the Gulf Cooperation Council (GCC)	

Note: The course is divided into five modules, with four having total 22 fixed units and one open-ended module with a variable number of units. There are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 22 units from the fixed modules.

#### MAPPING OF COS WITH PSOS AND POS :

CO \ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	2	2	2	3	2	3	3	3	2	2	3	2
CO2	3	3	3	2	3	3	3	3	3	3	3	3	3
CO3	3	3	3	3	3	3	3	3	3	3	3	3	3
CO4	3	3	3	3	3	3	3	3	3	3	3	3	3
CO5	3	3	3	3	3	3	3	3	3	3	3	3	3
<b>Total</b>	3	2.8	2.8	2.6	3	2.8	3	3	3	2.8	2.8	3	2.8

## CORRELATION LEVELS:

level	Correlation
-	Nil
1	Slightly / low
2	Moderate / Medium
3	Substantial / High

### Assessment rubrics:

- quiz / assignment/ quiz/ discussion / seminar
- midterm exam
- programming assignments (20%)
- final exam (70%)

(Please note that these evaluation rubrics serve as illustrative examples within the context of a data structure course and are not intended to be definitive or prescriptive. suggested methods of formative/summative assessment are listed in the latest version of the guidelines to bos.)

### mapping of cos to assessment rubrics :

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
co 1	✓			✓
co 2	✓			✓
co 3	✓			✓
co 4		✓		✓
co 5		✓		✓

### References

1. Anderson, L. (2011). "Demystifying the Arab Spring: Parsing the Differences Between Tunisia, Egypt, and Libya." Foreign Affairs.
2. Gelvin, J. L. (2012). \*The Arab Uprisings: What Everyone Needs to Know\*. Oxford University Press.
3. Lynch, M. (2013). \*The Arab Uprising: The Unfinished Revolutions of the New Middle East\*. PublicAffairs.

4. Gause, F. G. (2011). "Why Middle East Studies Missed the Arab Spring: The Myth of Authoritarian Stability." *Foreign Affairs*.
5. Noueihed, L., & Warren, A. (2012). *\*The Battle for the Arab Spring: Revolution, Counter-Revolution, and the Making of a New Era\**. Yale University Press.
6. Goldstone, J. A. (2011). "Understanding the Revolutions of 2011." *Foreign Affairs*.
7. Korany, B., & El-Mahdi, R. (2012). *\*Arab Spring in Egypt: Revolution and Beyond\**. American University in Cairo Press.
8. Fawcett, L. (2013). *\*International Relations of the Middle East\**. Oxford University Press.

ELECTIVE 7

PROGRAMME	BA ISLAMIC HISTORY				
COURSE CODE	ISH6EJ307				
COURSE TITLE	ACADEMIC THEORIES OF IBN KHALDUN, IBN TAIMIYYAH ANDGHAZALI				
TYPE OF COURSE	Major -Elective				
SEMESTER	VI				
ACADEMIC LEVEL	300-399				
COURSE DETAILS	CREDIT	LECTURE PER WEEK	TUTORIAL PER WEEK	PRACTICAL PER WEEK	TOTAL HOURS
	4	4	-	-	60
Pre-requisites	Qualified higher secondary				
COURSE SUMMERY	<p>This course offers an in-depth examination of the academic theories and intellectual contributions of three prominent Muslim scholars: Ibn Khaldun, Ibn Taymiyyah, and Al-Ghazali. Through close analysis of their writings, students will explore their philosophical, theological, and socio-political theories, and assess their relevance to contemporary discourse in various academic fields. This course provides students with a comprehensive understanding of the academic theories of Ibn Khaldun, Ibn Taymiyyah, and Al-Ghazali, encouraging critical engagement with their ideas and their broader implications for Islamic scholarship and global intellectual history.</p> <p>This course explores the intellectual contributions of three prominent Muslim scholars—Ibn Khaldun, Ibn Taymiyyah, and al-Ghazali. Through an in-depth analysis of their major works and ideas, students will gain insights into their respective theories on history, theology, philosophy, and sociology, and their enduring impact on Islamic thought and scholarship.</p>				

## COURSE OUTCOMES

CO	CO STATEMENT	COGNITIVE LEVEL*	KNOWLEDGE CATEGORY*	EVALUATION TOOLS USED
CO1	Understand the Relevance of Ibn Khaldun, Ibn Taymiyyah, and al- Ghazali in contemporary discourse	U	C	Instructor created exams/ Quiz
CO2	Identify, significance and application of Asabiyyah thought in formation of a society	Ap	P	Practical Assignment/ Observation of practical skills
CO3	Demonstrate a solid understanding of history of women and gender in the Muslim world.	U	C	Seminar Presentation/ Group tutorial work
CO4	Sharpen students' critical and analytical skills by exposing them to different, even contradictory, points of views and contemporary debates relating of intersection of Influence of Ibn Khaldun on modern sociology	U	C	Instructor-created exams/ Home assignment
C05	Analyse the comparison of thought of al Gazzali and Ibn Taymiyyah in the theological and mystical areas	Ap	P	Presentation /exam

\* - Remember (R), Understand (U), Apply (AP), Analyse (AN), Evaluate (E), Create (C)

# - Factual Knowledge (F) Conceptual Knowledge (C) Procedural Knowledge (P)

Metacognitive Knowledge (M)

## DETAILED SYLLABUS

MODULE	UNIT	CONTENT	Hrs
I	Introduction to Islamic Intellectual Tradition		
	1	Overview of Islamic scholarship and intellectual history	
	2	Importance of classical Muslim scholars	
	3	Relevance of Ibn Khaldun, Ibn Taymiyyah, and al-Ghazali in contemporary discourse	
	4	Relevance of their theories in addressing contemporary challenges	
II	Life and Context of Ibn Khaldun		
	5	Biography of Ibn Khaldun	
	6	Historical context of the Maghreb and Andalusia	
	7	Influence of Ibn Khaldun's life experiences on his thought	
	8	Importance of Prologomina and its contribution in various disciplines	
III	Theory of Asabiyyah and Historiography and contribution in the field of sociology		
	9	Definition and significance of Asabiyyah (group solidarity)	
	10	Ibn Khaldun's theory of cyclical history	
	11	Critique of previous historiographical methods	
	12	Concept of 'Umran' (civilization) and its dynamics	
	13	Analysis of social cohesion and disintegration	
	14	Influence of Ibn Khaldun on modern sociology	
	15	Contribution of ibn Khaldun in the field of historiography	
IV	Theological and Legal Thought of ibn Taymiyyah & Mystical Philosophy and Sufism by al Gazzali		
	16	Ibn Taymiyyah's critique of societal norms and practices	
	17	Ibn Taymiyyah's influence on contemporary Islamist thought, Ibn Taymiyyah's influence on contemporary Islamist thought	
	18	Biography of al-Ghazali, Intellectual milieu of the Seljuk Empire	

		Al-Ghazali's critique of philosophy and rationalism & Contributions to theology, mysticism, and ethics	
	19	Al-Ghazali's critique of philosophy and rationalism & Reconciliation between reason and revelation	
	20	Impact of Ibn Khaldun, Ibn Taymiyyah, and al-Ghazali on Islamic thought	
	Open Ended		
		Identify and explain the key philosophical and theological ideas of Ibn Khaldun, Ibn Taymiyyah, and Al-Ghazali Analyze the primary texts and major works of these scholars, such as Ibn Khaldun's "Muqaddimah," Ibn Taymiyyah's "Al-Siyasa al-Shar'iyya," and Al-Ghazali's "Ihya' Ulum al-Din." Explore the historical and intellectual contexts in which these scholars wrote and how their ideas addressed the issues of their time.	

Note: The course is divided into five modules, with four having total 22 fixed units and one open-ended module with a variable number of units. There are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 22 units from the fixed modules.

#### MAPPING OF COS WITH PSOS AND POS :

CO \ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	2	2	2	3	2	3	3	3	2	2	3	2
CO2	3	3	3	2	3	3	3	3	3	3	3	3	3
CO3	3	3	3	3	3	3	3	3	3	3	3	3	3
CO4	3	3	3	3	3	3	3	3	3	3	3	3	3
CO5	3	3	3	3	3	3	3	3	3	3	3	3	3
<b>Total</b>	3	2.8	2.8	2.6	3	2.8	3	3	3	2.8	2.8	3	2.8

#### CORRELATION LEVELS:

level	Correlation
-	Nil
1	Slightly / low



2	Moderate / Medium
3	Substantial / High

Assessment rubrics:

- quiz / assignment/ quiz/ discussion / seminar
- midterm exam
- programming assignments (20%)
- final exam (70%)

(Please note that these evaluation rubrics serve as illustrative examples within the context of a data structure course and are not intended to be definitive or prescriptive. suggested methods of formative/summative assessment are listed in the latest version of the guidelines to bos.)

mapping of cos to assessment rubrics :

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
co 1	✓			✓
co 2	✓			✓
co 3	✓			✓
co 4		✓		✓
co 5		✓		✓

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ELECTIVE 8

PROGRAMME	BA ISLAMIC HISTORY				
COURSE CODE	ISH6EJ308				
COURSE TITLE	URBAN DEVELOPMENT AND OIL POLITICS IN GULF NATIONS				
TYPE OF COURSE	MAJOR Elective				
SEMESTER	VI				
ACADEMIC LEVEL	300-399				
COURSE DETAILS	CREDIT	LECTURE PER WEEK	TUTORIAL PER WEEK	PRACTICAL PER WEEK	TOTAL HOURS
	4	4	-	-	60
Pre-requisites	Qualified higher secondary				
COURSE SUMMERY	<p>This course provides an in-depth exploration of urban development and oil politics in the Gulf nations, focusing on the historical, economic, political, and social dimensions of the region. It examines the transformative impact of oil discovery on the Gulf states, the resulting urbanization and development strategies, and the socio-economic challenges and opportunities that have emerged. Through a comprehensive study of urban planning, governance, labor markets, cultural changes, and sustainability efforts, students will gain a holistic understanding of the complexities and future prospects of urban development in the context of oil politics in the Gulf.</p>				

**COURSE OUTCOMES**

CO	CO STATEMENT	COGNITIVE LEVEL*	KNOWLEDGE CATEGORY*	EVALUATION TOOLS USED
CO1	Understand the Historical			Instructor

	and Geopolitical Context of Gulf Nations	U	C	created exams/ Quiz
CO2	Understand the history and significance of oil discovery and exploitation in the Gulf.	Ap	P	Practical Assignment/ Observation of practical skills
CO3	Evaluate Urban Planning and Development Strategies	Ap	P	Seminar Presentation/ Group tutorial work
CO4	Assess the Socio-Economic Impacts of Oil and Urban Development	U	C	Instructor-created exams/ Home assignment
CO5	Explore Future Prospects and Challenges	U	C	Seminar/debate
CO6	Assess environmental sustainability efforts, urban resilience strategies, and the role of technological innovation in shaping the future of Gulf cities	Ap	P	Presentation /exam
<p>* - Remember (R), Understand (U), Apply (AP), Analyse (AN), Evaluate (E), Create (C)  # - Factual Knowledge (F) Conceptual Knowledge (C) Procedural Knowledge (P)  Metacognitive Knowledge (M)</p>				

## DETAILED SYLLABUS

MODULE	UNIT	CONTENT	Hrs
I	Geopolitical Importance of the Gulf		
	1	Strategic location and global significance	
	2	Role in international politics	
	3	Key geopolitical players and interests	
	4	Transportation networks	



CO5	3	3	3	3	3	3	3	3	3	3	3	3	3
<b>Total</b>	3	2.8	2.8	2.6	3	2.8	3	3	3	2.8	2.8	3	2.8

**CORRELATION LEVELS:**

level	Correlation
-	Nil
1	Slightly / low
2	Moderate / Medium
3	Substantial / High

Assessment rubrics:

- quiz / assignment/ quiz/ discussion / seminar
- midterm exam
- programming assignments (20%)
- final exam (70%)

(Please note that these evaluation rubrics serve as illustrative examples within the context of a data structure course and are not intended to be definitive or prescriptive. suggested methods of formative/summative assessment are listed in the latest version of the guidelines to bos.)

mapping of cos to assessment rubrics :

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
co 1	✓			✓
co 2	✓			✓
co 3	✓			✓
co 4		✓		✓
co 5		✓		✓

## References

- Davidson, C. (2012). *After the Sheikhs: The Coming Collapse of the Gulf Monarchies*. Hurst.
- Al-Rasheed, M. (2010). *A History of Saudi Arabia*. Cambridge University Press.
- Kamrava, M. (2013). *Qatar: Small State, Big Politics*. Cornell University Press.
- Yergin, D. (2011). *The Quest: Energy, Security, and the Remaking of the Modern World*. Penguin Books.
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ELECTIVE 9

PROGRAMME	BA ISLAMIC HISTORY				
COURSE CODE	ISH8EJ401				
COURSE TITLE	MUSLIM HISTORIOGRAPHY				
TYPE OF COURSE	Major -Elective				
SEMESTER	VIII				
ACADEMIC LEVEL	400-499				
COURSE DETAILS	CREDIT	LECTURE PER WEEK	TUTORIAL PER WEEK	PRACTICAL PER WEEK	TOTAL HOURS
	4	4	-	-	60
Pre-requisites	Higher Secondary Completion				
COURSE SUMMERY	<p>The course "Muslim Historiography" provides a comprehensive exploration of historical writing traditions, focusing on Muslim contributions. It begins with an introduction to history and historiography, covering definitions, scope, and primary and secondary sources. It examines Greek, Roman, and modern historiography, highlighting key figures like Herodotus, Thucydides, and Ibn Khaldun. The course delves into the contributions of Arab historians such as Ibn Ishaq, Al-Waqidi, Al-Tabari, and Al-Masudi, as well as Indo-Muslim historians like Al-Biruni, Amir Khusrau, and Abul Fazl. It also explores the philosophical concepts of history, sources of Islamic history—including Quran, Hadith, and Jahiliya poetry—and various forms of Muslim historical writing such as Maghazi, Sirah, and Tabaqat. Additionally, it covers travelogues, memoirs, and modern Muslim historians, providing a well-rounded understanding of Muslim historiographical traditions</p>				



## COURSE OUTCOMES

CO	CO STATEMENT	COGNITIVE LEVEL*	KNOWLEDGE CATEGORY*	EVALUATION TOOLS USED
CO1	Understand historiographical traditions in Islamic history.	U	C	Instructor-created exams / quiz
CO2	Analyze major Muslim historians and their contributions to historical writing.	AN	F	Practical Assignment/ Observation of practical skills
CO3	Assess the influence of historiographical sources like Hadith, travelogues, and biographies.	E	C	Seminar Presentation/ Group tutorial work
CO4	Evaluate Indo-Muslim historical contributions, including Mughal historians.	E	F	Instructor-created exams/ Home assignment
C05	Develop research and analytical skills in historiographical studies.	C	M	Quiz/ Home assignment
* - Remember (R), Understand (U), Apply (AP), Analyse (AN), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

## DETAILED SYLLABUS

MODULE	UNIT	CONTENT	Hrs
I		Introduction to History and Historiography	
	1	History: Definitions, Nature, and Scope	
	2	Historiography: Definitions, - Sources of History. Primary and Secondary Sources.	
	3	Greek and Roman Historiography	
	4	Key figures and their contributions (e.g., Herodotus, Thucydides, Plutarch)	

	5	Modern Historiography- Shifts from narrative history to analytical and scientific approaches	
	6	Philosophical Concept of history- Major Philosophers of history, Ibn Khaldun, Rnake, Hegel, Karl Marx, Oswald Spengler, Arnold Toynbee.	
II	Muslim Historiography		
	10.	Islamic Concept of history-	
	11.	Early Arab Epigraphs: Ma'rib Dam and Inscriptions-	
	12.	Jahiliya poetry, seven muallaqat, ayyam al Arab, Jewish and Christian textual sources	
	13.	Sources of Islamic History- Quran and Hadith as Historical Sources	
	14.	Forms of Muslim Historiography- Isnad (Chain of Narration) and Khabar (Historical Reports)	
		Maghazi (Military Campaigns), Sirah (Prophetic Biography),	
	15.	Tabaqat (Biographical Dictionaries), and Hawliyyat (Annals)- Travel Accounts	
III	Arab Historians and Their Works		
	14	Early Arab Historians- Ibn Ishaq and Sīrat Rasūl Allāh, Ibn Hisham and Siratu Nabawiyyah	
	15	Development of Historical Writing- Al-Waqidi and Kitab al-Tarikh wal-Maghazi, Al-Tabari and Tarikh al-Rusul wa al-Muluk	
	16	Arab Historians of the Classical Period- Al-Baladhuri and Kitab Futuh al-Buldan- Al-Masudi and Muruj al-Dhahab	
	17	Muqaddimah: Ibn Khaldun's Contribution to Historiography- Theory of Social Change and Cyclical History	
IV	Indo-Muslim Historians and Their Works		
	18	Early Muslim Historians in India- Al-Biruni and Kitab al-Hind, Ibn Battuta and His Travel Accounts	

	19	Court Historians of Delhi Sultanate and Mughal Period- Amir Khusrau: His Major Historical Writings, Ziauddin Barani and Tarikh-i-Firuz Shahi	
	20	Mughal Historians and Their Works- Abul Fazl and Akbar Nama, Badauni and His Critique of Mughal History	
	21	Travelogues and Memoirs in Indo-Muslim Historiography- Tuzuk-i-Baburi (Memoirs of Babur), Tuzuk-i-Jahangiri (Memoirs of Jahangir)	
	22	Notable historians of modern Era-Muhammad Habib, Irfan Habib, K.A. Nizami, Athar Ali, S.A.A. Rizvi	
	Open Ended		
		Seminar presentation on Arab historiography	
		Collection of original works on Mughal history	

Note: The course is divided into five modules, with four having total 22 fixed units and one open-ended module with a variable number of units. There are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 22 units from the fixed modules.

#### MAPPING OF COS WITH PSOS AND POS :

CO \ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO1	3	2	2	2	3	2	3	3	3	2	2	3	2
CO2	3	3	3	3	3	3	3	3	3	3	3	3	3
CO3	3	3	3	3	3	3	3	3	3	3	3	3	3
CO4	3	3	3	3	3	3	3	3	3	3	3	3	3
CO5	3	3	3	3	3	3	3	3	3	3	3	3	3
<b>Total</b>	3	2.8	2.8	2.8	3	2.8	3	3	3	2.8	2.8	3	2.8

#### CORRELATION LEVELS:

level	Correlation
-	Nil
1	Slightly / low
2	Moderate / Medium
3	Substantial / High

Assessment rubrics:

- quiz / assignment/ quiz/ discussion / seminar

- midterm exam
- programming assignments (20%)
- final exam (70%)

(Please note that these evaluation rubrics serve as illustrative examples within the context of a data structure course and are not intended to be definitive or prescriptive. suggested methods of formative/summative assessment are listed in the latest version of the guidelines to bos.)

mapping of cos to assessment rubrics :

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
co 1	✓			✓
co 2	✓			✓
co 3	✓			✓
co 4		✓		✓
co 5		✓		✓

## References

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9. Ibn Khaldun, *Muqqadima*, Prinston University Press.
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11. Nizar Ahmed Farooqi, *Early Muslim Historiography*
12. Rasul, M. Ghulam ,*Origin and Development of Muslim Historiography*.
13. Rozenhal, Franz, *A History of Muslim Historiography*.
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ELECTIVE 10

PROGRAMME	BA ISLAMIC HISTORY				
COURSE CODE	ISH8EJ402				
COURSE TITLE	PRINCIPLES OF ISLAMIC APPLIED ETHICS				
TYPE OF COURSE	Major -Elective				
SEMESTER	VIII				
ACADEMIC LEVEL	400-499				
COURSE DETAILS	CREDIT	LECTURE PER WEEK	TUTORIAL PER WEEK	PRACTICAL PER WEEK	TOTAL HOURS
	4	4	-	-	60
Pre-requisites	Higher Secondary Completion				
COURSE SUMMERY	<p>This course, "Principles of Islamic Applied Ethics," provides an in-depth exploration of the ethical frameworks derived from Islamic teachings and their application in various aspects of contemporary life. It covers foundational principles of Islamic ethics, including concepts of good and evil, the role of Shariah in ethical decision-making, and the responsibilities of individuals and communities. Through four modules, students will engage with diverse topics such as ethics in business, family, governance, and social life, as well as address modern challenges like technology, human rights, and environmental sustainability. The course fosters critical thinking on how Islamic ethical principles can inform practical solutions to contemporary issues, promoting justice, fairness, and societal well-being</p>				

**COURSE OUTCOMES**

CO	CO STATEMENT	COGNITIVE LEVEL*	KNOWLEDGE CATEGORY*	EVALUATION TOOLS USED
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CO1	Explain the foundational principles of Islamic ethics and their sources.	U	C	Instructor created exams/ Quiz
CO2	Analyze ethical theories in Islam and their relevance in contemporary issues.	AN	C	Practical Assignment/ Observation of practical skills
CO3	Examine Islamic perspectives on social, professional, and digital ethics.	AN	C	Seminar Presentation/ Group tutorial work
CO4	Evaluate ethical governance, law, and human rights in Islam.	E	C	Instructor-created exams/ Home assignment
C05	Apply Islamic ethical principles to modern challenges like AI, biotechnology, and sustainability.	AP	P	Quiz
<p>* - Remember (R), Understand (U), Apply (AP), Analyse (AN), Evaluate (E), Create (C)  # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P)  Metacognitive Knowledge (M)</p>				

### DETAILED SYLLABUS:

MODULE	UNIT	CONTENT	Hrs
I	<b>Foundations of Islamic Applied Ethics</b>		
	1	Introduction to Islamic Ethics – Definition, principles, and sources (Qur'an, Hadith, Fiqh).	
	2	Concept of Good and Evil in Islam – Ethical dualism, moral responsibility, and human agency.	
	3	Islamic Ethical Theories – Virtue ethics, deontological ethics, and consequentialism in Islamic thought	

	4	Maqasid al-Shariah (Higher Objectives of Islamic Law) – Role in ethical decision-making.	
	5	Role of Ijtihad and Fatwa in Ethical Dilemmas – Contemporary ethical reasoning in Islam.	
II	<b>Ethics in Social and Professional Life</b>		
	6	Islamic Business and Financial Ethics – Riba, Gharar, fair trade, and corporate responsibility	
	7	Medical and Bioethics in Islam – Organ donation, euthanasia, genetic engineering, and end-of-life care.	
	8	Islamic Environmental Ethics – Sustainability, conservation, and stewardship (Khilafah).	
	9	Gender Ethics in Islam – Rights, responsibilities, and gender justice	
	10	Islamic Family and Marriage Ethics – Responsibilities, rights, and ethical issues in marriage and divorce	
	11	Media and Digital Ethics in Islam – Social media, privacy, misinformation, and responsible communication	
III	<b>Ethics in Governance, Law, and Society</b>		
	12	Human Rights in Islam – Concept of justice, freedom, and equality	
	13	War and Peace Ethics in Islam – Jihad, just war theory, and humanitarian principles	
	14	Criminal Justice and Penal Ethics in Islam – Hudud, Ta'zir, and rehabilitation approaches	
	15	Political Ethics in Islam – Leadership, governance, and public accountability	
	16	Workplace Ethics in Islam – Professional integrity, justice, and fairness in employment	
IV	<b>Contemporary Ethical Challenges</b>		
	17	Islamic Ethics and Artificial Intelligence – Ethical use of technology and automation.	
	18	Ethics of Biomedical Research in Islam – Cloning, stem cells, and AI-driven healthcare.	
	19	Islamic Perspectives on LGBTQ+ Issues – Religious discourse and contemporary debates	

	20	Islamic Ethics in a Globalized World – Cross-cultural ethics, interfaith dialogue, and coexistence.	
	21	Emerging Ethical Challenges in the Digital Age – Cybersecurity, surveillance, and online extremism	
	22	Towards an Ethical Future: Applications of Islamic Ethics in the Modern World – Future directions in ethical discourse.	
	Open Ended		
		Case studies	5
		PPT presentations	5
		Seminar Presentation	2

Note: The course is divided into five modules, with four having total 22 fixed units and one open-ended module with a variable number of units. There are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 22 units from the fixed modules.

#### MAPPING OF COS WITH PSOS AND POS :

CO \ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	2	-	1	2	3	-	3	3	2	1	2	2
CO2	3	3	1	2	3	3	2	3	3	3	2	2	2
CO3	2	3	2	2	3	3	2	2	3	3	3	3	2
CO4	3	2	3	-	3	3	2	3	2	3	3	3	3
CO5	2	3	3	3	3	3	3	3	3	3	3	3	3
<b>Total</b>	2.6	2.6	2.25	2	2.8	3	2.25	2.8	2.8	2.8	2.4	2.6	2.4

#### CORRELATION LEVELS:

level	Correlation
-	Nil
1	Slightly / low
2	Moderate / Medium
3	Substantial / High

Assessment rubrics:

- quiz / assignment/ quiz/ discussion / seminar
- midterm exam



- programming assignments (20%)
- final exam (70%)

(Please note that these evaluation rubrics serve as illustrative examples within the context of a data structure course and are not intended to be definitive or prescriptive. suggested methods of formative/summative assessment are listed in the latest version of the guidelines to bos.)

mapping of cos to assessment rubrics :

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
co 1	✓			✓
co 2	✓			✓
co 3	✓			✓
co 4		✓		✓
co 5		✓		✓

## References

1. AbuSulayman, A. A. (1993). *The Islamic theory of international relations: New directions for Islamic methodology and thought*. International Institute of Islamic Thought.
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ELECTIVE 11

PROGRAMME	BA ISLAMIC HISTORY				
COURSE CODE	ISH8EJ403				
COURSE TITLE	ISLAMIC PERSPECTIVES ON ENVIRONMENT AND SUSTAINABILITY				
TYPE OF COURSE	Major -Elective				
SEMESTER	VIII				
ACADEMIC LEVEL	400-499				
COURSE DETAILS	CREDIT	LECTURE PER WEEK	TUTORIAL PER WEEK	PRACTICAL PER WEEK	TOTAL HOURS
	4	4	-	-	60
Pre-requisites	Higher Secondary Completion				
COURSE SUMMERY	<p>The Main Focus of the Course is to understand the significance of Islamic art, architecture, and aesthetics as essential components of Islamic culture and history. The course explores the evolution of Islamic art forms, the distinct features of Islamic architectural styles, and the cultural and historical importance of major Indo-Islamic architectural monuments. It also examines the interplay between Islamic art and architecture and other social sciences, emphasizing their role in shaping the cultural and social landscapes of Islamic societies</p>				

**COURSE OUTCOMES**

CO	CO STATEMENT	COGNITIVE LEVEL*	KNOWLEDGE CATEGORY*	EVALUATION TOOLS USED
CO1	Explain the foundational principles of Islamic ethics and their sources.	U	C	Instructor created exams/ Quiz

CO2	Analyze ethical theories in Islam and their relevance in contemporary issues.	AN	C	Practical Assignment/ Observation of practical skills
CO3	Examine Islamic perspectives on social, professional, and digital ethics.	AN	C	Seminar Presentation/ Group tutorial work
CO4	Evaluate ethical governance, law, and human rights in Islam.	E	C	Instructor-created exams/ Home assignment
CO5	Apply Islamic ethical principles to modern challenges like AI, biotechnology, and sustainability.	AP	P	Quiz/ Home assignment
<p>* - Remember (R), Understand (U), Apply (AP), Analyse (AN), Evaluate (E), Create (C)  # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P)  Metacognitive Knowledge (M)</p>				

## DETAILED SYLLABUS

MODULE	UNIT	CONTENT	Hrs
I	<b>Introduction to Environment and Sustainability in Islam</b>		
	1	The Concept of Sustainability in Islam Definition and key principles of sustainability in Islam. Understanding the Islamic worldview on the environment.	
	2	Environmental Ethics in Islam-Quranic verses and Hadith related to environmental preservation-The ethical foundation of environmental stewardship.	
	3	The Role of Humans as Stewards of the Earth (Khilafah) The concept of Khilafah (stewardship) and its implications for the environment. Responsibilities of humans in managing natural resources.	

	4	<p>Quranic Perspective on Nature and the Ecosystem - Insights from the Quran on the interconnectedness of all living beings.</p> <p>The concept of <i>mizan</i> (balance) in nature</p>	
	5	<p>The Role of Prophets and Their Teachings on Environmental Care-The environmental teachings of the Prophets, especially Prophet Muhammad. Prophetic practices and their environmental implications.</p>	
II	<b>Islamic Principles of Environmental Protection</b>		
	6	<p>The Principle of Moderation (Wasatiyyah) in Resource Consumption-Quranic teachings on moderation in consumption and avoiding excess (Israf).-Islamic perspectives on minimalism and sustainable lifestyles.</p>	
	7	<p>The Prohibition of Wastefulness (Israf)-Quranic and Hadith references regarding wastefulness and its consequences.-Ways to implement sustainable practices in everyday life.</p>	
	8	<p>The Importance of Water Conservation in Islam-Islamic teachings on water usage and preservation.Practical examples of water conservation in Islamic history.</p>	
	9	<p>Agriculture and Land Use in Islam-Sustainable farming and agriculture in Islamic teachings.-The concept of <i>Zakat</i> and its connection to land and resource sharing.</p>	
	10	<p>Protecting Wildlife and Biodiversity in Islam-Islamic injunctions against the harm of animals and nature.- Protecting biodiversity through Islamic principles.</p>	
III	<b>Islamic Practices for Sustainable Living</b>		
	11	<p>The Concept of Amana (Trust) in Environmental Conservation-The principle of <i>Amana</i> and its application to environmental sustainability.-How Muslims are tasked with being trustees of the earth's resources.</p>	
	12	<p>Sustainable Consumption: Food and Energy in Islam-Sustainable practices for food and energy consumption in Islam.The impact of Islamic dietary laws on sustainability.</p>	

	13	Green Building and Urban Sustainability in Islamic Tradition-Islamic architectural principles promoting sustainability.-Case studies of sustainable building practices in the Muslim world.	
	14	The Role of Islamic Charity in Environmental Protection-The concept of <i>Sadaqah</i> and <i>Zakat</i> in promoting environmental justice.-Islamic charity organizations working on environmental issues.	
	15	Islamic Rituals and Their Environmental Impact-How daily Islamic practices like prayer, fasting, and Hajj influence sustainability.Eco-friendly practices during Hajj and Umrah.	
IV	Contemporary Issues in Environment and Sustainability in Islam		
	16	Climate Change and Global Warming: An Islamic Response-The Islamic perspective on climate change.The role of Muslim communities in addressing global warming.	
	17	Islamic Solutions to Environmental Degradation and Pollution-Addressing air, water, and soil pollution through Islamic teachings.-Islamic environmental activism and initiatives.	
	18	The Role of Islamic Economics in Promoting Sustainable Development-How Islamic finance and economics can contribute to sustainability.The concept of <i>Green Islamic Banking</i> and investments.	
	19	Eco-Islamic Movements: Global and Local Initiatives-Overview of global Islamic movements focused on sustainability.-Case studies of successful eco-Islamic initiatives.	
	20	The Role of Islamic Education in Promoting Environmental Awareness-The importance of environmental education in Islamic schools and universities.-Islamic environmental education programs around the world.	

	21	The Ethics of Green Technology and Innovation in Islam- Islamic views on technological innovation in the context of sustainability.-Examples of green technology being applied in Muslim-majority countries.	
	22	Creating a Sustainable Future: The Islamic Perspective- The future of environmental sustainability in Islam.- Strategies for integrating sustainability into Muslim communities worldwide	
	Open Ended		
		SEMINAR PRESENTATION	
		PPT presentations	

Note: The course is divided into five modules, with four having total 22 fixed units and one open-ended module with a variable number of units. There are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 22 units from the fixed modules.

#### MAPPING OF COS WITH PSOS AND POS :

CO \ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO1	3	2	-	2	3	3	2	3	2	2	1	3	3
CO2	3	3	2	2	3	3	3	3	3	2	3	3	3
CO3	3	3	2	2	3	3	3	3	3	3	3	3	3
CO4	2	3	3	2	3	3	3	3	2	3	3	3	3
CO5	3	3	3	3	3	3	3	3	3	3	3	3	3
<b>Total</b>	<b>2.8</b>	<b>2.8</b>	<b>2.5</b>	<b>2.2</b>	<b>3</b>	<b>3</b>	<b>2.8</b>	<b>3</b>	<b>2.6</b>	<b>2.6</b>	<b>2.6</b>	<b>3</b>	<b>3</b>

#### CORRELATION LEVELS:

level	Correlation
-	Nil
1	Slightly / low
2	Moderate / Medium
3	Substantial / High

Assessment rubrics:

- quiz / assignment/ quiz/ discussion / seminar

- midterm exam
- programming assignments (20%)
- final exam (70%)

(Please note that these evaluation rubrics serve as illustrative examples within the context of a data structure course and are not intended to be definitive or prescriptive. suggested methods of formative/summative assessment are listed in the latest version of the guidelines to bos.)

mapping of cos to assessment rubrics :

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
co 1	✓			✓
co 2	✓			✓
co 3	✓			✓
co 4		✓		✓
co 5		✓		✓

## References

1. Foltz, R. C., Denny, F. M., & Baharuddin, A. (Eds.). (2003). *Islam and ecology: A bestowed trust*. Harvard University Press.
2. Hancock, R. (2018). *Islamic environmentalism: Activism in the United States and Great Britain*. Routledge.
3. Izzi Dien, M. Y. (2000). *The environmental dimensions of Islam*. Lutterworth Press.
4. Khalid, F. (2010). *Eco-Islam: A green theology for the 21st century*. Islamic Foundation for Ecology and Environmental Sciences (IFEES).
5. Llewellyn, O. (2003). *Islam and the environment*. In R. C. Foltz, F. M. Denny, & A. Baharuddin (Eds.), *Islam and ecology: A bestowed trust* (pp. 121–154). Harvard University Press.
6. Abdul-Matin, I. (2010). *Green deen: What Islam teaches about protecting the planet*. Berrett-Koehler Publishers.
- 7.
8. Nasr, S. H. (2007). *Man and nature: The spiritual crisis in modern man*. Kazi Publications.
9. Quadir, T. M. (Ed.). (2018). *Islamic ethics and the environment*. Palgrave Macmillan.
10. Sardar, Z. (1985). *Islam and environmental ethics*. In Z. Sardar (Ed.), *The touch of Midas: Science, values, and environment in Islam and the West* (pp. 113–132). Manchester University Press.



ELECTIVE 12

PROGRAMME	BA ISLAMIC HISTORY				
COURSE CODE	ISH8EJ404				
COURSE TITLE	SECTARIANISM AND INTRA- ISLAMIC CONFLICTS				
TYPE OF COURSE	Major -Elective				
SEMESTER	VIII				
ACADEMIC LEVEL	400-499				
COURSE DETAILS	CREDIT	LECTURE PER WEEK	TUTORIAL PER WEEK	PRACTICAL PER WEEK	TOTAL HOURS
	4	4	-	-	60
Pre-requisites	Qualified higher secondary				
COURSE SUMMERY	<p>This course examines the origins, development, and contemporary manifestations of sectarianism and intra-conflicts within Islam. It explores the theological, political, and social dimensions of sectarian divides, particularly between Sunni and Shia Islam, and the impact of these divides on Muslim societies globally. Through historical analysis and case studies, the course aims to provide a comprehensive understanding of the factors driving sectarianism and potential avenues for conflict resolution.</p>				

**COURSE OUTCOMES**

CO	CO STATEMENT	COGNITIVE LEVEL*	KNOWLEDGE CATEGORY*	EVALUATION TOOLS USED
CO1	Understand the Historical Roots and Development of Sectarian Divisions:	U	C	Instructor created exams/ Quiz

CO2	Analyze the Contemporary Manifestations of Sectarianism	Ap	P	Practical Assignment/ Observation of practical skills
CO3	Evaluate the Social, Political, and Economic Impacts of Sectarian Conflicts	Ap	P	Seminar Presentation/ Group tutorial work
CO4	Explore Strategies for Conflict Resolution and Inter-Sectarian Dialogue	U	C	Instructor-created exams/ Home assignment
CO5	Evaluate the effectiveness of different conflict resolution strategies and identify best practices for promoting peace and coexistence in sectarian contexts.	U	C	Seminar/debate
CO6	Explore the role of international organizations, regional powers, and non-governmental actors in supporting efforts to resolve sectarian conflicts and build sustainable peace	Ap	P	Presentation /exam
<p>* - Remember (R), Understand (U), Apply (AP), Analyse (AN), Evaluate (E), Create (C)  # - Factual Knowledge (F) Conceptual Knowledge (C) Procedural Knowledge (P)  Metacognitive Knowledge (M)</p>				

## DETAILED SYLLABUS:

MODULE	UNIT	CONTENT	Hrs
I	Historical Foundations of Sectarianism		
	1	Origins of Sunni-Shia Divide	
	2	The succession crisis following Prophet Muhammad's death	
	3	Key events: Battle of Karbala and the rise of Shia Islam	
	4	Differences in theology, jurisprudence, and religious practices-	
	5	Major Sunni and Shia scholars and texts	
II	Other Islamic Sects		
	6	Introduction to other sects: Ibadi, Sufism, Ismailism	
	7	Historical contexts of their emergence	
	8	Sectarianism in Early Islamic Empires	
	9	The Umayyad and Abbasid Caliphates-- The role of sectarianism in political power struggles	
III	Medieval and Early Modern Periods		
	10	Sectarian conflicts and coexistence during the Seljuk, Ottoman, and Safavid empires	
	11	Impact of colonialism on sectarian relations	
	12	Impact of modern state formation in the Middle East	
	13	Iranian Revolution, Lebanese Civil War	
	14	The role of regional powers: Saudi Arabia and Iran	
	15	Sectarian identity and its social and political implications	
	16	The role of education and media in shaping sectarian narratives	
	17	Sectarianism and Identity	
IV	Case Studies of Sectarian Conflicts		
	18	Iraq- The fall of Saddam Hussein and the rise of sectarian conflict- The role of sectarian militias and political parties	
	19	Syria -The Syrian Civil War and its sectarian dimensions- The role of external actors in exacerbating sectarian	

		divides	
	20	Lebanon- The history and impact of sectarianism on Lebanese politics-Hezbollah and its regional influence	
	21	Bahrain- Shia marginalization and the 2011 uprising - Government responses and regional implications	
	22	Yemen- The Houthi movement and its sectarian underpinnings- The regional proxy war and humanitarian crisis	
	Open Ended		
		Case studies of peacebuilding and conflict resolution	
		Seminar Presentation	

Note: The course is divided into five modules, with four having total 22 fixed units and one open-ended module with a variable number of units. There are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 22 units from the fixed modules.

#### MAPPING OF COS WITH PSOS AND POS :

CO \ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	2	-	2	3	3	2	3	2	2	1	3	3
CO2	3	3	3	2	3	3	3	2	3	2	3	3	3
CO3	3	3		2	3	3	3	3	3	3	3	2	3
CO4	2	3	3	2	3	3	2	3	2	3	3	3	3
CO5	3	3	3	3	3	3	3	3	3	3	3	3	2
<b>Total</b>	2.8	2.8	3	2.2	3	3	2.6	2.8	2.6	2.6	2.6	2.8	2.8

#### CORRELATION LEVELS:

level	Correlation
-	Nil
1	Slightly / low
2	Moderate / Medium
3	Substantial / High

Assessment rubrics:

- quiz / assignment/ quiz/ discussion / seminar
- midterm exam

- programming assignments (20%)
- final exam (70%)

(Please note that these evaluation rubrics serve as illustrative examples within the context of a data structure course and are not intended to be definitive or prescriptive. suggested methods of formative/summative assessment are listed in the latest version of the guidelines to bos.)

mapping of cos to assessment rubrics :

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
co 1	✓			✓
co 2	✓			✓
co 3	✓			✓
co 4		✓		✓
co 5		✓		✓

## References

- Hodgson, Marshall G. S. The Venture of Islam: Conscience and History in a World Civilization. University of Chicago Press, 1974
- Nasr, Vali. The Shia Revival: How Conflicts Within Islam Will Shape the Future. W.W. Norton & Company, 2006.
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- Tabatabai, Allamah Sayyid Muhammad Husayn. Shi'ite Islam. State University of New York Press, 1975.
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- Nasr, Vali. The Dispensable Nation: American Foreign Policy in Retreat. Doubleday, 2013.
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- Phillips, Christopher. The Battle for Syria: International Rivalry in the New Middle East. Yale University Press, 2016.
- Norton, Augustus Richard. Hezbollah: A Short History. Princeton University Press, 2007.
- Matthiesen, Toby. Sectarian Gulf: Bahrain, Saudi Arabia, and the Arab Spring That Wasn't. Stanford University Press, 2013

**FOUNDATION COURSES (MDC, VAC & SEC)**

MULTI DISCIPLINARY COURSE 1

PROGRAMME	BA ISLAMIC HISTORY				
COURSE CODE	ISH1FM105				
COURSE TITLE	ART, ARCHITECTURE AND AESTHETICS IN ISLAM				
TYPE OF COURSE	MDC				
SEMESTER	I				
ACADEMIC LEVEL	100-199				
COURSE DETAILS	CREDIT	LECTURE PER WEEK	TUTORIAL PER WEEK	PRACTICAL PER WEEK	TOTAL HOURS
	4	4	-	-	60
Pre-requisites	Qualified higher secondary level				
COURSE SUMMERY	<p>The Main Focus of the Course is to understand the significance of Islamic art, architecture, and aesthetics as essential components of Islamic culture and history. The course explores the evolution of Islamic art forms, the distinct features of Islamic architectural styles, and the cultural and historical importance of major Indo-Islamic architectural monuments. It also examines the interplay between Islamic art and architecture and other social sciences, emphasizing their role in shaping the cultural and social landscapes of Islamic societies</p>				

**COURSE OUTCOMES**

CO	CO STATEMENT	COGNITIVE LEVEL*	KNOWLEDGE CATEGORY*	EVALUATION TOOLS USED
CO1	Understand the significance of Islamic art and architecture.	U	C	Instructor- created exams / quiz
CO2	Analyze the evolution of different Islamic	AN	F	Assignment/

	architectural styles.			
CO3	Identify key Indo-Islamic monuments and their historical relevance.	R	F	Seminar presentation / group tutorial work
CO4	Evaluate the role of aesthetics in Islamic culture and society.	E	C	Instructor- created exams / home assignments
CO5	Assess the interdisciplinary connections between Islamic art and other fields.	AN	C	Quiz
<p>* - Remember (R), Understand (U), Apply (AP), Analyse (AN), Evaluate (E), Create (C)  # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P)  Metacognitive Knowledge (M)</p>				

### DETAILED SYLLABUS:

MODULE	UNIT	CONTENT	Hrs
I	<b>ISLAMIC ART FORMS</b>		
	1	Calligraphy	
	2	Geometric Patterns& Arabesque	
	3	Arches and Domes	
	4	Architecture	
	5	Miniature Painting	
II	<b>FORMS OF ISLAMIC ARCHITECTURE</b>		
	7	Islamic Architecture A brief introduction	
	8	Mosques	
	9	Tombs and Mausoleums	
	10	Fort and Palaces	
	11	Public Buildings (Caravanserais (rest houses for travellers), Hammams (public baths), and Madrasas & gardens	





CO4	2	3	3	2	3	3	2	3	2	3	3	3	3
CO5	3	3	3	3	3	3	3	3	3	3	3	3	2
<b>Total</b>	2.8	2.8	3	2.2	3	3	2.6	2.8	2.6	2.6	2.6	2.8	2.8

### CORRELATION LEVELS:

level	Correlation
-	Nil
1	Slightly / low
2	Moderate / Medium
3	Substantial / High

Assessment rubrics:

- quiz / assignment/ quiz/ discussion / seminar
- midterm exam
- programming assignments (20%)
- final exam (70%)

(Please note that these evaluation rubrics serve as illustrative examples within the context of a data structure course and are not intended to be definitive or prescriptive. suggested methods of formative/summative assessment are listed in the latest version of the guidelines to bos.)

mapping of cos to assessment rubrics :

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
co 1	✓			✓
co 2	✓			✓
co 3	✓			✓
co 4		✓		✓
co 5		✓		✓

### References

1. Islamic Art and Architecture. Robert Hillenbrand, Yale University Press.

2. Islamic Art, An Introduction. Sheila S Blair and Jonathan M Bloom
3. Illustrated Encyclopaedia of Islamic Art and Architecture , edited. Jonathan M Bloom and Sheila S Blair
4. Islamic Arts Oleg Grabar, Phaiden Press
5. The Mosque: History, Architectural Development And Regional Diversity. Martin Frishman and Hasan uddin Khan, Thames and Hudson
6. Islamic Geometric patterns. Eric Broug, Thames and Hudson
7. History of the Arabs. Philip K Hitti, Palgrave MacMillan
8. Literary History of the Arabs. Reynold A Nicholson, kitab Bhavan
9. The Qur'an , trans. Marmaduke Pikhall, Knof.
10. Islamic Aesthetics: An Introduction. Oliver Leaman
11. Islamic Aesthetics: An Alternative Way of Knowing, Bahrami,
12. Islamic Art and Visual Culture: An Anthology of Sources ed. Fairchild Ruggles

MULTY DISCIPLINARY COURSE 2

PROGRAMME	BA ISLAMIC HISTORY				
COURSE CODE	ISH2FM106				
COURSE TITLE	HUMAN RIGHTS IN ISLAM				
TYPE OF COURSE	MDC				
SEMESTER	First				
ACADEMIC LEVEL	100-199				
COURSE DETAILS	CREDIT	LECTURE PER WEEK	TUTORIAL PER WEEK	PRACTICAL PER WEEK	TOTAL HOURS
	4	4	-	-	60
Pre-requisites	Higher Secondary Completion				
COURSE SUMMERY	<p>This course, Introduction to Human Rights, provides a comprehensive understanding of the foundational principles, history, and evolution of human rights from key historical documents such as the Magna Carta to modern-day declarations like the Universal Declaration of Human Rights and the Cairo Declaration. It examines the incorporation of human rights in the Indian Constitution and the role of various human rights commissions. The course also delves into the Islamic perspective on human rights, exploring the Quranic and Sunnah foundations, and key Islamic legal principles. It covers essential rights in Islam, such as the right to life, economic rights, religious freedom, women's rights, and the treatment of minorities. Additionally, political rights in Islam, including freedom of association, asylum, and war ethics, are discussed, alongside the integral relationship between rights and duties within Islamic teachings. This course encourages critical analysis and application of human rights concepts across both universal and Islamic contexts.</p>				

## COURSE OUTCOMES

CO	CO STATEMENT	COGNITIVE LEVEL*	KNOWLEDGE CATEGORY*	EVALUATION TOOLS USED
CO1	Understand the foundations of human rights in Islamic teachings.	U	C	Instructor created exams/ Quiz
CO2	Compare Islamic human rights principles with universal human rights frameworks.	AN	C	Practical Assignment/ Observation of practical skills
CO3	Analyze key Islamic texts related to justice, equality, and dignity.	E	F	Seminar Presentation/ Group tutorial work
CO4	Examine political, social, and economic rights in Islam.	AN	C	Instructor- created exams/ Home assignment
CO5	Evaluate contemporary human rights challenges through an Islamic perspective.	E	C	Quiz
* - Remember (R), Understand (U), Apply (AP), Analyse (AN), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

## DETAILED SYLLABUS

MODULE	UNIT	CONTENT	Hrs
I	INTRODUCTION TO HUMAN RIGHTS		
	1	Meaning and Concept of Human Rights.	
	2	History and evolution -Magna carta, petition of Rights, Bills of Rights	

	3	Universal Declaration of Human Rights, Cairo Declaration of Human Rights	
	4	Human Rights in Indian Constitution	
	5	An overview of Human Rights Commissions: International, National, and State	
II	HUMAN RIGHTS IN ISLAM		
	6	Definition, significance of Human Rights in Islam	
	7	Bases of Islamic Law: The Quran, Hadith, Ijma, Qiyas, and Ijthihad	
	8	Qur'anic Foundations of Human Rights-Key verses from the Qur'an that emphasize justice, equality, and dignity.	
	9	The Sunnah and Human Rights-Examples of the Prophet Muhammad's (PBUH) actions and teachings on human rights.	
	10	A study of Madina Charter	
III	FUNDAMENTAL HUMAN RIGHTS IN ISLAM		
	11	Right to Life and Personal Security-Protection of life and personal safety under Islamic law.( Right to life, honour and property)	
	12	Economic Rights in Islam-Rights related to wealth distribution, poverty alleviation, and financial justice.	
	13	Freedom of Religion and Belief in Islam-The Islamic perspective on religious freedom and tolerance.	
	14	Women's Rights in Islam-Gender justice and rights granted to women in Islamic teachings.	
	15	Rights of Minorities and Non-Muslims-Treatment of minorities and dhimmis in an Islamic society.	
IV	POLITICAL RIGHTS IN ISLAM		
	18	Right of citizens in Islam – Freedom of association - Freedom of opinion	
	19	Right to Asylum – Right to fair trial and treatment	
	20	War ethics - Right of prisoners of war	

	21	Concept of Sanctity of Human life	
	22	Relation between Rights and Duties	
	Open Ended		
		Students create a 3-5 minute video exploring an aspect of human rights in Islam, using texts or case studies for support.	
		Groups analyze real-world human rights issues through the lens of Islamic teachings and present their findings.	
		Students debate the concept of universal human rights versus culturally contextualized human rights, referencing Islamic perspectives.	

Note: The course is divided into five modules, with four having total 22 fixed units and one open-ended module with a variable number of units. There are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 22 units from the fixed modules.

#### MAPPING OF COS WITH PSOS AND POS :

CO \ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	2	-	2	3	3	2	3	2	2	1	3	3
CO2	3	3	3	2	3	3	3	3	3	2	3	3	2
CO3	3	3	2	2	3	3	3	3	3	3	3	3	3
CO4	2	3	3	2	3	3	3	3	2	3	3	3	3
CO5	3	3	3	3	3	3	3	3	3	3	3	2	3
<b>Total</b>	2.8	2.8	2.75	2.2	3	3	2.8	3	2.6	2.6	2.6	2.8	2.8

#### CORRELATION LEVELS:

level	Correlation
-	Nil
1	Slightly / low
2	Moderate / Medium
3	Substantial / High

Assessment rubrics:

- quiz / assignment/ quiz/ discussion / seminar
- midterm exam

- programming assignments (20%)
- final exam (70%)

(Please note that these evaluation rubrics serve as illustrative examples within the context of a data structure course and are not intended to be definitive or prescriptive. suggested methods of formative/summative assessment are listed in the latest version of the guidelines to bos.)

mapping of cos to assessment rubrics :

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
co 1	✓			✓
co 2	✓			✓
co 3	✓			✓
co 4		✓		✓
co 5		✓		✓

## References

1. Ali, S. S. (2000) Gender and Human Rights in Islam and International Law. Equal before Allah, Unequal before Man? The Hague: Kluwer Law International.
2. An-Naim, A. (ed.) (1992) Human Rights in Cross-Cultural Perspectives: A Quest for Consensus. Philadelphia: University of Pennsylvania Press.
3. Akbarzadeh, S & MacQueen, B. (2008) Islam and Human rights in practice: perspectives across the Umaah. UK: Rutledge.
4. Baderin, M. (2005) International Human Rights and Islamic Law. Oxford Univ. Press.
5. Cassese, A. (1991) Human Rights in a Changing World. US: Temple University Press.
6. Dwyer, K. (1991) Arab Voices. The Human Rights Debate in the Middle East. University of California: Press, Berkeley.
7. Hathout, Maher & Uzma J. (2006). In Pursuit of Justice: The Jurisprudence of Human Rights in Islam. UK: Muslim Public Affairs Council.
8. Izzidien M (2004) Islamic Law, From Historical foundation to contemporary practice. Edinburgh: Edinburgh University Press.
9. Little, D, Kelsay J & Sachedina A.A (1988) Human Rights and the Conflict of Cultures: Western and Islamic Perspectives on Religious Liberty. Columbia: University of South Carolina Press.
10. Sachedina, A.A (2009) Islam and the Challenge of Human Rights. Oxford Univ. Press.
11. Sait, Siraj & Lim Hilary (2006) Land, Law and Islam: Property and Human Rights in the Muslim World. Zed Books Ltd



VALUE ADDED COURSE 1

PROGRAMME	BA ISLAMIC HISTORY				
COURSE CODE	ISH3FV108				
COURSE TITLE	COMPARITIVE RELIGION-HARMONY AND CO-EXISTENCE				
TYPE OF COURSE	VAC				
SEMESTER	III				
ACADEMIC LEVEL	100-199				
COURSE DETAILS	CREDIT	LECTURE PER WEEK	TUTORIAL PER WEEK	PRACTICAL PER WEEK	TOTAL HOURS
	4	4	-	-	60
Pre-requisites	QUALIFIED IN HIGHER SECONDARY LEVEL				
COURSE SUMMERY	<p>This course provides a comprehensive overview of the major Semitic and Indian religions, tracing their historical evolution, beliefs, practices, and cultural significance. It begins with an exploration of religion's meaning and classification before diving into Judaism, focusing on its origins, sacred texts, key events like the Exodus, and core beliefs such as monotheism and covenant. Christianity and Islam are then covered, highlighting their foundational figures, scriptures, rituals, and doctrines. The course continues with an in-depth study of Indian religions, including Hinduism and Buddhism, examining their philosophical concepts, sacred texts, and rituals. Finally, Jainism and Sikhism are explored, focusing on their core teachings, key texts, and community practices. This course offers a holistic understanding of the world's major religious traditions and their impact on culture and society.</p>				

## COURSE OUTCOMES

CO	CO STATEMENT	COGNITIVE LEVEL*	KNOWLEDGE CATEGORY*	EVALUATION TOOLS USED
CO1	Understand the historical evolution and key beliefs of major Semitic and Indian religions.	R	F	Multiple-choice questions, quizzes
CO2	Analyze religious texts and doctrines to gain insights into different faith traditions.	AN	C	Short-answer questions, class discussions
CO3	Develop critical thinking and comparative skills to appreciate religious harmony and coexistence.	C	M	Comparative essays, group presentations
CO4	Demonstrate an ethical and inclusive perspective on interfaith relations.	AP	M	Reflection papers, oral presentations
CO5	Engage in fieldwork and presentations to enhance communication and research skills.	AP	M	Short-answer tests, worksheets
* - Remember (R), Understand (U), Apply (AP), Analyse (AN), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

## DETAILED SYLLABUS

MODULE	UNIT	CONTENT	Hrs
I		Semitic Religions- Judaism	
	1	Religion, meaning and definition	

	2	Religious classifications : Polytheism, Monotheism, Atheism and Animism	
	3	Overview of Semitic Religions	
	4	Judaism: Origins, major events (Exodus, Exile, Diaspora), and key figures (Abraham, Moses, David)	
	5	Sacred Texts and Scriptures: Tanakh (Hebrew Bible), Talmud, and other rabbinic literature	
	6	Core Beliefs and Doctrines-Monotheism, Covenant, Law (Halakha), concepts of God and the afterlife	
	7	Rituals, Practices, and Worship: Prayer (Shema, Amidah), Sabbath, Festivals (Passover, Yom Kippur, Hanukkah), dietary laws (Kashrut)	
II	Semitic Religions-Christianity and Islam		
	8	Christianity: Origins, major events (life of Jesus, formation of the Church, Councils), and key figures (Jesus Christ, Apostles, Paul)	
	9	Sacred Texts and Scriptures- Old Testament, New Testament, Apocrypha	
	10	Core Beliefs and Doctrines- Trinity, Incarnation, Salvation, concepts of God and the afterlife	
	11	Rituals, Practices, and Worship- Prayer, Sacraments (Baptism, Eucharist), Liturgical calendar (Christmas, Easter), denominations	
	12	Islam: Prophet Muhammad, Caliphs, Qur'an, Hadith, Tawhid (Oneness of God), Prophethood, Five Pillars	
III	Indian Religions- Hinduism and Buddhism		
	13	Hinduism-Historical evolution and key periods (Vedic, Upanishadic, Classical, Medieval, Modern)	
	14	Core beliefs and practices (Dharma, Karma, Moksha, Samsara) Sacred texts (Vedas, Upanishads, Bhagavad Gita, Ramayana, Mahabharata)	
	15	Major deities and their significance (Brahma, Vishnu, Shiva, Devi) Rituals, festivals, and cultural practices	
	16	Buddhism- Life and teachings of Buddha	



## CORRELATION LEVELS:

level	Correlation
-	Nil
1	Slightly / low
2	Moderate / Medium
3	Substantial / High

Assessment rubrics:

- quiz / assignment/ quiz/ discussion / seminar
- midterm exam
- programming assignments (20%)
- final exam (70%)

(Please note that these evaluation rubrics serve as illustrative examples within the context of a data structure course and are not intended to be definitive or prescriptive. suggested methods of formative/summative assessment are listed in the latest version of the guidelines to bos.)

mapping of cos to assessment rubrics :

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
co 1	✓			✓
co 2	✓			✓
co 3	✓			✓
co 4		✓		✓
co 5		✓		✓

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VALUE ADDED COURSE 2

PROGRAMME	BA ISLAMIC HISTORY				
COURSE CODE	ISH4FV110				
COURSE TITLE	SOCIAL WELFARE AND SOCIAL WORK IN ISLAM				
TYPE OF COURSE	VAC				
SEMESTER	IV/V				
ACADEMIC LEVEL	100-199				
COURSE DETAILS	CREDIT	LECTURE PER WEEK	TUTORIAL PER WEEK	PRACTICAL PER WEEK	TOTAL HOURS
	4	4	-	-	60
Pre-requisites	Qualified in higher secondary level				
COURSE SUMMERY	<p>This course offers a comprehensive exploration of social welfare and social work, with a particular focus on Islamic perspectives. It begins by defining social welfare, outlining its purpose, policies, and the broader scope of welfare services. The second module delves into the Islamic approach to social welfare, emphasizing concepts like social responsibility, obligatory (Zakat) and voluntary charity (Sadaqa), and welfare provisions for women. The third module covers the development of social work as a profession, discussing its principles, ethics, and role in societal change. Finally, the course examines the integration of Islamic values—such as justice, compassion, and humility—into social work practices, highlighting the importance of these values in promoting societal well-being.</p>				

## COURSE OUTCOMES

CO	CO STATEMENT	COGNITIVE LEVEL*	KNOWLEDGE CATEGORY*	EVALUATION TOOLS USED
CO1	Understand the fundamental concepts and policies of social welfare.	U	C	Written assignments, quizzes, short-answer questions
CO2	Analyze the role of Islamic teachings in social welfare and justice.	AN	C	Case study analysis, reflective essays, group discussions
CO3	Explore the ethical responsibilities of social work practitioners.	U	M	Concept maps, oral presentations, comparative essays
CO4	Evaluate modern and Islamic perspectives on social work through debates and research	E	C	Multiple-choice tests, factual recall quizzes
CO5	Apply social work principles through practical engagement and community service.	AP	P	Research papers, critical essays, peer review activities
* - Remember (R), Understand (U), Apply (AP), Analyse (AN), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

## DETAILED SYLLABUS

MODULE	UNIT	CONTENT	Hrs
I	<b>An introduction to Social Welfare</b>		
	1	Meaning of Social Welfare	



	2	Purpose of Social Welfare	
	3	Social Welfare policy	
	4	Nature and Scope of Social welfare	
II	<b>Social Welfare in Islam</b>		
	5	Concept of Social Welfare in Islam	
	6	Social Responsibility in Islam	
	7	Charity in Islam: Obligatory (Zakat) and Voluntary Charity (Sadaqa)	
	8	Responsibility to Society	
	9	Social Welfare of women,	
III	Development of Social Work		
	10	Social Work: Meaning and Definition	
	11	Scope of Social Work	
	12	Principles of Social Work	
	13	Nature of Social Work	
	14	Code of Ethics for the Social Work Practitioners	
	15	Social Structure	
	16	Social Institutions and Social Groups	
	17	Social Groups	
IV	Social Work in Islam		
	19	Concept of Social Work in Islam	
	20	Islam and Social work practices	
	21	Importance of social work in Islam	
	22	Islamic Values in Social Work: Justice, Compassion, Humility, Benevolence, Respect and Confidentiality	
	Open Ended		
		Charity and Field Visit – Palliative care, Old age homes, Juvenile homes, Orphanages, RCC	12
		Students create a video (3-5 minutes) explaining the concept of social welfare in Islam,	5
		Organize a class debate on the effectiveness of modern social welfare policies versus the Islamic concept of social welfare.	5

Note: The course is divided into five modules, with four having total 22 fixed units and one open-ended module with a variable number of units. There are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 22 units from the fixed modules.

#### MAPPING OF COS WITH PSOS AND POS :

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO1	3	-	-	-	3	-	-	3	-	-	-	-	-
CO2	-	-	-	-	3	3	-	3	-	3	-	-	3
CO3	-	-	-	-	-	3	-	-	-	3	-	-	-
CO4	-	3	-	-	-	-	3	-	-	-	3	3	-
CO5	-	-	3	-	-	3	3	-	-	3	3	-	3
<b>Total</b>	3	3	3	0	3	3	3	3	0	3	3	3	3

#### CORRELATION LEVELS:

level	Correlation
-	Nil
1	Slightly / low
2	Moderate / Medium
3	Substantial / High

Assessment rubrics:

- quiz / assignment/ quiz/ discussion / seminar
- midterm exam
- programming assignments (20%)
- final exam (70%)

(Please note that these evaluation rubrics serve as illustrative examples within the context of a data structure course and are not intended to be definitive or prescriptive. suggested methods of formative/summative assessment are listed in the latest version of the guidelines to bos.)

mapping of cos to assessment rubrics :

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
co 1	✓			✓
co 2	✓			✓
co 3	✓			✓
co 4		✓		✓
co 5		✓		✓

## References

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SKILL ENHANCEMENT COURSE 1

PROGRAMME	BA ISLAMIC HISTORY				
COURSE CODE	ISH4FS 112/ ISH5FS 112				
COURSE TITLE	INTRODUCTION TO ARCHIVES AND MUSEUMS				
TYPE OF COURSE	SEC				
SEMESTER	V				
ACADEMIC LEVEL	100-199				
COURSE DETAILS	CREDIT	LECTURE PER WEEK	TUTORIAL PER WEEK	PRACTICAL PER WEEK	TOTAL HOURS
	4	4	-	-	60
Pre-requisites	QUALIFIED HIGHER SECONDARY LEVEL				
COURSE SUMMERY	<p>This course offers an essential overview of archival and museum studies, highlighting the roles of archives and museums in cultural preservation. Students will explore the definition and purpose of archives, the history and types of archival practices, and key principles guiding archival work, including appraisal, arrangement, and description of materials. The course also covers museum functions, collection management, and exhibition planning while examining the collaborative practices between archives and museums. Special focus will be given to the historical role of archives in Islamic civilization, featuring significant institutions like the House of Wisdom in Baghdad and the National Museum of Islamic Art in Qatar. This course equips participants with foundational knowledge for understanding the critical intersections between archives and museums.</p>				

## COURSE OUTCOMES

CO	CO STATEMENT	COGNITIVE LEVEL*	KNOWLEDGE CATEGORY*	EVALUATION TOOLS USED
CO1	Understand the history, significance, and classification of archives and museums.	U	F	Quiz or short answer questions
CO2	Analyze key archival and museum practices, including preservation, documentation, and curation.	AN	P	Written assignment or essay
CO3	Develop digital and analytical skills for managing archival and museum collections.	AP	P	Group presentation or class discussion
CO4	Explore the contributions of Islamic archives and museums to historical preservation.	AN	F	Case study analysis
CO5	Engage in hands-on research and fieldwork by visiting archives and museums. materials.	AP	P	Practical project or portfolio assessment

\* - Remember (R), Understand (U), Apply (AP), Analyse (AN), Evaluate (E), Create (C)  
 # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P)  
 Metacognitive Knowledge (M)

## DETAILED SYLLABUS

MODULE	UNIT	CONTENT	Hrs
I	FOUNDATIONS OF ARCHIVAL SCIENCE		
	1	Introduction to Archival Science: -Definition and purpose of archives-The role of archivists in society	
	2	History of Archives:-Evolution of archival practices-Significant milestones in archival history	
	3	Types of Archives-Public, private, and institutional archives-Differences between digital, paper, and audiovisual archives	
	4	Archival Principles and Theories:-Provenance, original order, and respect des fonds-Key principles guiding archival practice	
	5	Archival Appraisal and Selection:-Criteria for appraisal-Methods for selecting records for preservation	
	6	Arrangement and Description of Archives:-Organizing archival materials-Creating finding aids and catalogues	
II	FUNDAMENTALS OF MUSEUM STUDIES		
	7	Introduction to Museums:-Definition and purpose of museums-The role of museums in society	
	8	History of Museums:-Evolution of museum practices-Key developments in museum history	
	9	Types of Museums:-Art, history, science, and specialized museums-Differences between public and private museums	

	10	Museum Collections Management:-Acquisition, documentation, and conservation of objects-Ethical considerations in collection management	
	11	Exhibition Planning and Design:-Basics of curating exhibitions	
III	INTERSECTIONS OF ARCHIVES AND MUSEUMS		
	12	Similarities and Differences between Archives and Museums:-Comparative analysis of functions and roles	
	13	Collaborative Practices:- Examples of collaboration between archives and museums	
	14	Digital Archiving and Curation:-Introduction to digital archives and collections-Challenges and opportunities in digital archiving	
	15	Preservation Techniques-Methods for preserving both archival materials and museum objects-Understanding environmental factors affecting preservation.	
	16	Legal and Ethical Issues-Copyright, intellectual property, and privacy concerns-Ethical responsibilities in managing collections	
IV	ARCHIVES AND MUSEUMS IN ISLAMIC HISTORY		
	17	The Role of Archives in Islamic Civilization	
	18	Historical context of archival practices in Islamic societies	
	19	Examination of significant archives, such as the House of Wisdom in Baghdad and various royal libraries	
	20	Islamic Manuscripts and Textual Heritage	
	21	Museums of Islamic Art and History	
	22	Case Studies: Islamic Archives and Museums:- the National Museum of Islamic Art in Qatar, the National Archives of Turkey	
	Open Ended		
		PPT presentation on major museum and archives	

		Field Visit to an Archive or Museum and submit report	
		Case studies	

Note: The course is divided into five modules, with four having total 22 fixed units and one open-ended module with a variable number of units. There are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 22 units from the fixed modules.

#### MAPPING OF COS WITH PSOS AND POS :

CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PSO1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO1	3	-	-	-	3	-	-	3	-	-	-	3	-
CO2	3	-	3	-	-	-	-	3	3	-	-	-	-
CO3	-	-	2	3	-	-	3	-	3	-	3	2	-
CO4	3	-	-	-	-	3	-	2	-	3	-	-	2
CO5	-	3	-	-	-	-	3	-	-	-	3	-	3
<b>Total</b>	3	3	2.5	3	3	3	3	2.7	3	3	3	2.5	2.5

#### CORRELATION LEVELS:

level	Correlation
-	Nil
1	Slightly / low
2	Moderate / Medium
3	Substantial / High

Assessment rubrics:

- quiz / assignment/ quiz/ discussion / seminar
- midterm exam
- programming assignments (20%)
- final exam (70%)



(Please note that these evaluation rubrics serve as illustrative examples within the context of a data structure course and are not intended to be definitive or prescriptive. suggested methods of formative/summative assessment are listed in the latest version of the guidelines to bos.)

mapping of cos to assessment rubrics :

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
co 1	✓			✓
co 2	✓			✓
co 3	✓			✓
co 4		✓		✓
co 5		✓		✓

#### References

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Nair, S.M. Bio-Deterioration of Museum Materials.2011

Roychowdhury, Madhuparna. Displaying India's Heritage : Archaeology and the Museum Movement in Colonial India. Delhi: Orient Blackswan 20

### SKILL ENHANCEMENT COURSE II

PROGRAMME	BA ISLAMIC HISTORY				
COURSE CODE	ISH6FS113				
COURSE TITLE	BASICS ON ISLAMIC FINACIAL TOOLS				
TYPE OF COURSE					
SEMESTER	VI				
ACADEMIC LEVEL	100-199				
COURSE DETAILS	CREDIT	LECTURE PER WEEK	TUTORIAL PER WEEK	PRACTICAL PER WEEK	TOTAL HOURS
	4	4	-	-	60
Pre-requisites	Higher Secondary Completion				
COURSE SUMMERY	<p>The "Basics of Islamic Financial Tools" course introduces the core principles of Islamic finance, including its meaning, objectives, and key differences from conventional finance. It covers the prohibition of riba (interest) and explores essential financial tools like profit-sharing contracts (Mudaraba, Musharaka), sales-based contracts (Murabaha, Salam), Islamic bonds (Sukuk), and Takaful (Islamic insurance). The course concludes with an analysis of future challenges and trends in Islamic finance, with a focus on the Indian context.</p>				

### COURSE OUTCOMES

CO	CO STATEMENT	COGNITIVE LEVEL*	KNOWLEDGE CATEGORY*	EVALUATION TOOLS USED
CO1	Understand the fundamental concepts,	U	C	Short answer questions and

	objectives, and principles of Islamic finance.			comparative essay
CO2	Compare Islamic finance with conventional financial systems.	AN	C	Case study analysis, written assignments on Quranic verses and Hadith
CO3	Analyze financial tools such as Mudaraba, Musharaka, Sukuk, and Takaful.	AN	P	Case-based questions and problem-solving assignments
CO4	Evaluate the ethical and societal impact of Islamic financial tools.	E	C	Open-ended questions, group discussions, and oral presentations
CO5	Research and present case studies on emerging trends and challenges in Islamic finance.	C	M	Research project, report writing, and group presentations
<p>* - Remember (R), Understand (U), Apply (AP), Analyse (AN), Evaluate (E), Create (C)  # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P)  Metacognitive Knowledge (M)</p>				

### DETAILED SYLLABUS:

MODULE	UNIT	CONTENT	Hrs
I		INTRODUCTION TO ISLAMIC FINANCE	

	1	Islamic Finance: Meaning & objectives	
	2	History and development of Islamic finance	
	3	Comparison with conventional finance	
	4	Principles of Islamic Finance	
	5	Key Sources of Islamic Finance	
	6	Benefits and Challenges	
	7	Forces strengthening Islamic Finance	
II	RIBA AND ITS PROHIBITION IN ISLAM		
	8	Riba : Meaning and Definition	
	9	The Holy Quran on Riba	
	10	Authentic Sunnah on Riba	
	11	Types of Riba	
	12	Reasons for the prohibition of Riba	
III	ISLAMIC FINANCIAL TOOLS		
	13	Profit and Loss Sharing Contracts: Mudaraba and Musharaka	
	14	Sales Based Contracts: Murabaha, Salam & Istisna	
	15	Leasing Contracts: Ijarah	
	16	Islamic Bonds: Sukuk	
	17	Islamic Insurance: Takaful	
IV	FUTURE OUTLOOK AND CHALLENGES FOR ISLAMIC FINANCE		
	18	Various Challenges for Islamic Finance	
	19	Emerging Trends in Islamic Finance	
	20	Islamic Finance in Indian Perspective	
	21	The role of Raghu Ram Rajan	
	22	The Future of Islamic Finance	
	Open Ended		
		Case Study Analysis	
		PPT presentations	
		Debate on Riba:	

Note: The course is divided into five modules, with four having total 22 fixed units and one open-ended module with a variable number of units. There are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 22 units from the fixed modules.

#### MAPPING OF COS WITH PSOS AND POS :

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	-	-	-	3	-	-	3	-	-	-	3	-
CO2	3	-	-	-	3	-	-	3	3	-	-	-	-
CO3	3	-	3	-	-	-	-	3	3	-	3	-	-
CO4	-	3	-	-	-	3	-	-	-	3	-	-	3
CO5	-	-	3	-	-	-	3	-	-	-	3	3	3
<b>Total</b>	3	3	3	0	3	3	3	3	3	3	3	3	3

#### CORRELATION LEVELS:

level	Correlation
-	Nil
1	Slightly / low
2	Moderate / Medium
3	Substantial / High

#### Assessment rubrics:

- quiz / assignment/ quiz/ discussion / seminar
- midterm exam
- programming assignments (20%)
- final exam (70%)

(Please note that these evaluation rubrics serve as illustrative examples within the context of a data structure course and are not intended to be definitive or prescriptive. suggested methods of formative/summative assessment are listed in the latest version of the guidelines to bos.)

mapping of cos to assessment rubrics :

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
co 1	✓			✓
co 2	✓			✓
co 3	✓			✓
co 4		✓		✓
co 5		✓		✓

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