



UNIVERSITY OF CALICUT

Abstract

General and Academic IV- Faculty of Humanities- Scheme and Syllabus of BA Islamic History Honours Programme -in tune with the CUFYUGP Regulations 2024, with effect from 2024 Admission onwards - Approved-Subject to ratification by the Academic Council-Implemented- Orders Issued

G & A - IV - B

U.O.No. 9614/2024/Admn

Dated, Calicut University.P.O, 19.06.2024

*Read:-*1.U.O.No. 3103/2024/Admn dated 22.02.2024.

2.Minutes of the meeting of the Board of Studies in Islamic History UG held on 24.04.2024.

3.Remarks of the Dean, Faculty of Humanities dated 21.05.2024.

4. Orders of the Vice Chancellor in the file of even No and dated 22.05.2024.

ORDER

1. The Regulations of the Calicut University Four Year UG Programmes (CUFYUGP Regulations 2024) for Affiliated Colleges, has been implemented with effect from 2024 admission onwards, vide paper read as (1) above.
2. The meeting of the Board of Studies in Islamic History UG held on 24.04.2024, vide paper read as (2) above, has approved the scheme and syllabus of the B.A Islamic History Honours programme in tune with CUFYUGP Regulations 2024 with effect from 2024 Admission onwards.
3. The Dean, Faculty of Humanities vide paper read as (3) above, has approved the minutes of the meeting of the Board of Studies in Islamic History UG held on 24.04.2024.
4. Under these circumstances, considering the urgency, the Vice Chancellor has approved the minutes of the meeting of the Board of Studies in Islamic History UG held on 24.04.2024 and has accorded sanction to implement the scheme and syllabus of the B.A. Islamic History Honours programme in tune with CUFYUGP Regulations 2024 with effect from 2024 Admission onwards, subject to ratification by the Academic Council.
5. The scheme and syllabus of the B.A. Islamic History Honours programme in tune with CUFYUGP Regulations 2024 is thus implemented with effect from 2024 Admission onwards, subject to ratification by the Academic Council.
6. Orders are issued accordingly. (Syllabus appended)

Ajayakumar T.K

Assistant Registrar

To

1.The Principals of all Affiliated Colleges 2. Deputy Registrar, CDOE

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Forwarded / By Order

Section Officer

UNIVERSITY OF CALICUT

BA ISLAMIC HISTORY HONOURS

(MAJOR, MINOR AND GENERAL FOUNDATION COURSES)

SYLLABUS & MODEL QUESTION PAPERS

w.e.f. 2024 admission onwards

(CUFYUGP Regulations 2024)

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

SYLLABUS

PROGRAMME OUTCOMES (PO):

At the end of the graduate programme at Calicut University, a student would:

PO 1	Knowledge Acquisition: Demonstrate a profound understanding of knowledge trends and their impact on the chosen discipline of study.
PO 2	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.
PO 3	Professional Skills: Demonstrate professional skills to navigate diverse career paths with confidence and adaptability.
PO 4	Digital Intelligence: Demonstrate proficiency in varied digital and technological tools to understand and interact with the digital world, thus effectively processing complex information.
PO 5	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.
PO 6	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.
PO 7	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 Calicut University, 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 CUFYUGP**

Sl. No.	Academic Pathway	Major	Minor/ Other Disciplines	Foundation Courses AEC: 4 MDC: 3 SEC: 3 VAC: 3	Intern-ship	Total Credits	Example
				Each course has 4 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)	- The 24 credits in the Minor stream are distributed between the two Majors. 2 MDC, 2 SEC, 2 VAC and the Internship should be in Major A. Total credits in Major A should be $48 + 20 = 68$ (50% of 133) 1 MDC, 1 SEC and 1 VAC should be in Major B. Total credits in Major B should be $44 + 9 = 53$ (40% of 133)	12 + 18 + 9	2	133	ISLAMIC HISTORY AND ARABIC
Exit with UG Degree / Proceed to Fourth Year with 133 Credits							

BA ISLAMIC HISTORY HONOURS PROGRAMME

COURSE STRUCTURE FOR PATHWAYS 1 – 3

1. Single Major
2. Major with Multiple Disciplines
3. Major with Minor offering)
4. Major with vocational minor (not

Semester	Course Code	Course Title	Total Hours	Hours/Week	Credits	Marks		
						Internal	External	Total
1	ISH1CJ101/ ISH1MN100	Core Course 1 in Major - INTRODUCTION TO ISLAMIC HISTORY AND ARAB HISTORIOGRAPHY	60	4	4	30	70	100
		Minor Course 1	60/75	4/5	4	30	70	100
		Minor Course 2	60/75	4/5	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 – Other than Major	45	3	3	25	50	75

		Total		22/24	21			525
2	ISH2CJ101/ ISH2MN100	Core Course 2 in Major - EXCERPTS FROM THE ISLAMIC HERITAGE OF KERALA	60	4	4	30	70	100
		Minor Course 3	60/75	4/5	4	30	70	100
		Minor Course 4	60/75	4/5	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
		Multi-Disciplinary Course 2 – Other than Major	45	3	3	25	50	75
		Total		22/24	21			525
3	ISH3CJ201	Core Course 3 in Major PRE ISLAMIC ARABIAN SOCIETY AND CULTURE	60	4	4	30	70	100
	ISH3CJ202/ ISH3MN200	Core Course 4 in Major- THE CALIPHATE PERIOD AS THE AGE OF MODEL ADMINISTRATION	60	4	4	30	70	100
		Minor Course 5	60/75	4/5	4	30	70	100
		Minor Course -6	60/75	4/5	4	30	70	100
		Multi-Disciplinary Course 3 – Kerala knowledge system	45	3	3	25	50	75
	ENG3FV 108(1B)	Value-Added Course 1 – English	45	3	3	25	50	75
		Total		22/24	22			550
4	ISH4CJ203	Core Course 5 in Major – PERSONALITY DEVELOPMENT AND THE TEACHINGS OF PROPHET	60	4	4	30	70	100
	ISH4CJ204	Core Course 6 in Major – ARAB WORLD IN A NEW ERA	60	4	4	30	70	100
	ISH4CJ205	Core Course 7 in Major – MEDIEVAL INDIAN ARCHITECTURE	60	4	4	30	70	100
	ENG4FV 109(1B)	Value-Added Course 2 – English	45	3	3	25	50	75
		Value-Added Course 3 – Additional Language	45	3	3	25	50	75
	ENG4FS 111(1B)	Skill Enhancement Course 1 – English	60	4	3	25	50	75

		Total		22	21			525
5	ISH5CJ301	Core Course 8 in Major – EXPLORATION ON THE ACHIEVEMENTS OF SELECTED RULERS OF UMMAYYADS	60	4	4	30	70	100
	ISH5CJ302	Core Course 9 in Major – ASSESSMENT ON SELECTED RULERS OF ABBASIDS DYNASTY	60	4	4	30	70	100
	ISH5CJ303	Core Course 10 in Major –GLORY OF EGYPT UNDER THE FATHIMIDS AND PETTY DYNASTIES	60	4	4	30	70	100
		Elective Course 1 in Major-	60	4	4	30	70	100
		Elective Course 2 in Major	60	4	4	30	70	100
		Skill Enhancement Course 2	45	3	3	25	50	75
		Total		23	23			575
6	ISH6CJ304/ ISH8MN304	Core Course 11 in Major – SUFISM AND SUFI TRENDS IN MODERN ERA	60	4	4	30	70	100
	ISH6CJ305/ ISH8MN305	Core course 12 in Major DEVELOPMENT OF SCIENTIFIC THINKING AND TECHNOLOGY IN ISLAMIC WORLD	60	4	4	30	70	100
	ISH6CJ306/ ISH8MN306	Core course 13 in Major - ISLAMIC EXPANSION AND INDIAN OCEAN TRADE	60	4	4	30	70	100
		Elective Course 3 in Major-	60	4	4	30	70	100
		Elective Course 4 in Major-	60	4	4	30	70	100
	ISH6FS113	Skill Enhancement Course 3 – BASICS ON ISLAMIC FINANCIAL TOOLS AND BANKING	45	3	3	25	50	75

	ISH6CJ349	Internship in Major (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
7	ISH7CJ401	Core Course 14 in Major – MEDIEVAL INDIAN MUSLIM HERITAGE	60	4	4	30	70	100
	ISH7CJ402	Core Course 15 in Major – ARAB MEDIA IN THE AGE OF GLOBALIZATION	60	4	4	30	70	100
	ISH7CJ403	Core Course 16 in Major – ALTERNATIVE ECONOMIC SYSTEM IN ISLAM	60	4	4	30	70	100
	ISH7CJ404	Core Course 17 in Major – IMPACT OF GULF MIGRATION IN KERALA	60	4	4	30	70	100
	ISH7CJ405	Core Course 18 in Major – GENDER STUDIES IN ISLAM	60	4	4	30	70	100
		Total		20	20			500
8	ISH8CJ406/ ISH8MN406	Core Course 19 in Major - MAJOR WORLD RELIGIONS	60	4	4	30	70	100
	ISH8CJ407/ ISH8MN407	Core Course 20 in Major /Minor11 CONTEMPORARY MIDDLE EAST CRISIS OF PALESTINE	60	4	4	30	70	100
	ISH8CJ408/ ISH8MN408	Core Course 21 in Major/Minor 12 DIASPORA ISSUES IN POST COLD WAR MUSLIM WORLD	60	4	4	30	70	100
	OR (instead of Core Courses 19- 21 in Major)							
	ISH8CJ449	Project (in Honours programme)	360	12	12	90	210	300
	OR (instead of Core Courses 19 – 21 in Major)							
	ISH8CJ499	Research Project (in Honours with Research programme)	360	12	12	90	210	300
		Elective Course 5 in Major / Minor 7	60	4	4	30	70	100
		Elective Course 6 in Major / Minor Course 8-	60	4	4	30	70	100
		Elective Course 7 in Major / Minor Course 9 / Major Course in any Other Discipline	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

*The teacher should have 12hrs/week of engagement (the hours corresponding to the three core courses) in the guidance of the Project(s) in Honours Programme. While each student should have 24 hrs/week of engagement in the project work. Total hours are given based on the students' engagement.

CREDIT DISTRIBUTION FOR PATHWAYS 1 – 3

1. Single Major

2. Major with Multiple Disciplines

3. Major with Minor

Semester	Major Courses	Minor Courses	General Foundation Courses	Internship/ Project	Total
1	4	4 + 4	3 + 3 + 3	-	21
2	4	4 + 4	3 + 3 + 3	-	21
3	4 + 4	4 + 4	3 + 3	-	22
4	4 + 4 + 4	-	3 + 3 + 3	-	21
5	4 + 4 + 4 + 4 + 4	-	3	-	23
6	4 + 4 + 4 + 4 + 4	-	3	2	25
Total for Three Years	68	24	39	2	133
7	4 + 4 + 4 + 4 + 4	-	-	-	20
8	4 + 4 + 4	4 + 4 + 4	-	12*	24
* Instead of two Major courses					
Total for Four Years	88 + 12 = 100	36	39	2	177

DISTRIBUTION OF MAJOR COURSES IN ISLAMIC HISTORY FOR PATHWAYS 1 – 5

1. Single Major
3. Major with Minor offering)
5. Double Major

2. Major with Multiple Disciplines
4. Major with Vocational Minor(not

Semester	Course Code	Course Title	Hours/Week	Credits
1	ISH1CJ101/ ISH1MN 100	Core Course 1 in Major – INTRODUCTION TO ISLAMIC HISTORY AND ARAB HISTORIOGRAPHY	4	4
2	ISH2CJ101/ ISH2MN100	Core Course 2 in Major – EXCERPTS FROM THE ISLAMIC HERITAGE OF KERALA	4	4
3	ISH3CJ201	Core Course 3 in Major – PRE ISLAMIC ARABIAN SOCIETY AND CULTURE	4	4
	ISH3CJ202/ ISH3MN200	Core Course 4 in Major – THE CALIPHATE PERIOD AS THE AGE OF MODEL ADMINISTRATION	4	4
4	ISH4CJ203	Core Course 5 in Major – PERSONALITY DEVELOPMENT AND THE TEACHINGS OF PROPHET	4	4
	ISH4CJ204	Core Course 6 in Major – ARAB WORLD IN A NEW ERA	4	4
	ISH4CJ205	Core Course 7 in Major – MEDIEVAL INDIAN ARCHITECTURE	4	4
5	ISH5CJ301	Core Course 8 in Major – EXPLORATION ON THE ACHIEVEMENTS OF SELECTED RULERS OF UMMAYYADS	4	4
	ISH5CJ302	Core Course 9 in Major – ASSESSMENT ON SELECTED RULERS OF ABBASIDS DYNASTY	4	4

	ISH5CJ303	Core Course 10 in Major –GLORY OF EGYPT UNDER THE FATHIMIDS AND PETTY DYNASTIES	4	4
		Elective Course 1 in Major	4	4
		Elective Course 2 in Major	4	4
6	ISH6CJ304/ ISH8MN304	Core Course 11 in Major – SUFISM AND SUFI TRENDS IN MODERN ERA	4	4
	ISH6CJ305/ ISH8MN305	Core Course 12 in Major-DEVELOPMENT OF SCIENTIFIC THINKING AND TECHNOLOGY IN ISLAMIC WORLD	4	4
	ISH6CJ306/ ISH8MN306	Core Course 13 in Major –ISLAMIC EXPANSION AND INDIAN OCEAN TRADE	4	4
		Elective 3 in Major	4	4
		Elective 4 in Major	4	4
	ISH6CJ349	Internship in Major	-	2
Total for the Three Years				70
7	ISH7CJ401	Core Course 14 in Major – MEDIEVAL INDIAN MUSLIM HERITAGE	4	4
	ISH7CJ402	Core Course 15 in Major –ARAB MEDIA IN THE AGE OF GLOBALIZATION	4	4
	ISH7CJ403	Core Course 16 in Major – ALTERNATIVE ECONOMIC SYSTEM IN ISLAM	4	4
	ISH7CJ404	Core Course 17 in Major – IMPACT OF GULF MIGRATION IN KERALA	4	4
	ISH7CJ405	Core Course 18 in Major – GENDER STUDIES IN ISLAM	4	4
	ISH8CJ406/ ISH8MN406	Core Course 19 in Major – MAJOR WORLD RELIGIONS	4	4
	ISH8CJ407/ ISH8MN407	Core Course 20 in Major – CONTEMPORARY MIDDLE EAST CRISIS OF PALESTINE	4	4
	ISH8CJ408/ ISH8MN408	Core Course 21 in Major – DIASPORA ISSUES IN POST COLD WAR MUSLIM WORLD	4	4
	OR (instead of Core Courses 19- 21 in Major)			
	ISH8CJ449	Project (in Honours programme)	12	12

8	OR (instead of Core Courses 19 – 21 in Major)			
	ISH8CJ499	Research Project (in Honours with Research programme)	12	12
		Elective Course 5 in Major	4	4
		Elective Course 6 in Major	4	4
		Elective Course 7 in Major	4	4
	OR (instead of Elective course 7 in Major, in Honours with Research programme)			
	ISH8CJ489	RESEARCH METHODOLOGY AND ETHICS	4	4
Total for the Four Years				114

ELECTIVE COURSES IN ISLAMIC HISTORY WITH NO SPECIALISATION

Gro up No.	Sl. N o.	Course Code	Title	Seme ster	Total Hrs	Hrs/ Week	Cre dits	Marks		
								Inte rnal	Exte rnal	Total
1	1	ISH5EJ301	ISLAMIC GOLDEN AGE OF LEARNING IN 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	INDIAN MUSLIMS AND ANTI COLONIAL STRUGGLES	6	60	4	4	30	70	100

	6	ISH6EJ306	ANTI COLONIAL MAPPILA RESISTANCE IN KERALA	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	ISLAM IN SOUTH INDIA -BHAMINI KINGDOM	8	60	4	4	30	70	100
	10	ISH8EJ402	THE ARAB SPRING AND ITS AFTERMATH	8	60	4	4	30	70	100
	11	ISH8EJ403	ISLAMIST MOVEMENTS AND POLITICAL ISLAM	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	Seme ster	Total Hrs	Hrs/ Week	Cre dits	Marks		
							Inte rnal	Exte rnal	Total
GROUP 1									
1	ISH1MN101	HUMAN RIGHTS IN ISLAM	1	60	4	4	30	70	100

2	ISH2MN101	ISLAMIC PERSPECTIVES ON ENVIRONMENTAL ISSUES.	2	60	4	4	30	70	100
3	ISH3MN201	MEDIEVAL INDIAN ARCHITECTURE	3	60	4	4	30	70	100
GROUP 2									
1	ISH1MN102	ISLAMIC ECONOMICS AND BANKING	1	60	4	4	30	70	100
2	ISH2MN102	PERSONALITY DEVELOPMENT AND THE TEACHINGS OF PROPHET	2	60	4	4	30	70	100
2	ISH3MN202	ISLAMIC ETHICS ON BUSINESS AND TRADE	3	60	4	4	30	70	100
GROUP 3									
1	ISH8MN406	MAJOR WORLD RELIGIONS	8	60	4	4	30	70	100
2	ISH8MN407	CONTEMPORARY MIDDLE EAST CRISIS OF PALESTINE	8	60	4	4	30	70	100
3	ISH8MN408	DIASPORA ISSUES IN POST COLD WAR MUSLIM WORLD	8	60	4	4	30	70	100

- (i). Students in Single Major pathway can choose course/courses from any of the Minor/ Vocational Minor groups offered by a discipline other than their Major discipline.
- (ii). Students in Major with Multiple Disciplines pathway can choose as one of the multiple disciplines, all the three courses from any one of the Minor/ Vocational Minor groups offered by any discipline other than their Major discipline.

(iii). Students in Major with Minor pathway can choose all the courses from any two Minor groups offered by any discipline. If the students choose any two Minor groups in Islamic History as given above, then the title of the Minor will be **Islamic History**.

(iv). Students in Major with Vocational Minor pathway can choose all the courses from any two Vocational Minor groups offered by any discipline other than their major discipline. If the students choose any two Vocational Minor groups in Islamic History as given above, then the title of the Minor will be **Islamic History**.

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	ISLAMIC ALTERNATIVE THINKING OF HUMAN RIGHTS	45	3	3	25	50	75
2	ISH2FM106	ETHICAL APPROACH ON ENVIRONMENTAL ISSUES.	45	3	3	25	50	75
VALUE ADDED COURSES								
1	ISH3FV 108	ISLAMIC ETHICS ON BUSINESS AND TRADE	45	3	3	25	50	75
2	ISH4FV 110	HISTORY OF KNOWLEDGE CREATION IN ISLAM AND ANALYSIS OF SELECTED PHILSOPHERS.	45	3	3	25	50	75

SKILL ENHANCEMENT COURSES								
1	ISH5FS 112	ISLAMIC HERITAGE SITES AND E TOURISM	45	3	3	25	50	75
2	ISH6FS 113	BASICS ON ISLAMIC FINANCIAL TOOLS AND BANKING	45	3	3	25	50	75

**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	Credits	Marks		
						Inter nal	Exter nal	Total
1	ISH1CJ101/ ISH1MN100	Core Course 1 in Major Islamic History – INTRODUCTION TO ISLAMIC HISTORY AND ARAB HISTORIOGRAPHY	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 : ISLAMIC ALTERNATIVE THINKING OF HUMAN RIGHTS (for A1 Batch only)	45	3	3	25	50	75
		Total		22	21			525
2	ISH2CJ102/ ISH3CJ201*	Core Course 3 in Major Islamic History – PRE ISLAMIC ARABIAN SOCIETY AND CULTURE	60	4	4	30	70	100
		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	Multi-disciplinary course 2 in Islamic History: ETHICAL APPROACH ON ENVIRONMENTAL ISSUES.	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/ ISH4CJ203*	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

	BBB3FM 106 / BBB2FM 106	Multi-Disciplinary Course 1 in B –	45	3	3	25	50	75
	ISH3FV108	Value Added Course 1 in Islamic History ISLAMIC ETHICS ON BUSINESS AND TRADE	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 INDIAN ARCHITECTURE (For A1 Batch Only)	60	4	4	30	70	100
	ISH4FV110	Value Added Course 2 in Islamic History: HISTORY OF KNOWLEDGE CREATION IN ISLAM AND ANALYSIS OF SELECTED PHILOSOPHERS	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 : ISLAMIC HERITAGE SITES AND E TOURISM	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	Core Course 9 in Major Islamic History– ASSESSMENT ON SELECTED RULERS OF ABBASIDS DYNASTY (for batch A1 only)	60	4	4	30	70	100
		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 SUFİ 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 AND BANKING (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

For batch A1(B2), 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.

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

**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)
Major B

B1: 68 credits in

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

B2: 53 credits in

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 AND ARAB HISTORIOGRAPHY	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			525
2	ISH2CJ101/ ISH2MN100/ ISH1CJ102	Core Course 2 in Major – EXCERPTS FROM THE ISLAMIC HERITAGE OF KERALA	60	4	4	30	70	100
		Core Course 3 in Major B –	60	4	4	30	70	100
	ISH2CJ102/ ISH3CJ201*	Core Course 3 in Major – PRE ISLAMIC ARABIAN SOCIETY AND CULTURE (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	Multi-disciplinary course 1 in Islamic history- ETHICAL APPROACH ON ENVIRONMENTAL ISSUES	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/ ISH4CJ203*	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
		Multi-Disciplinary Course 2 in B –	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 Islamic History- HISTORY OF KNOWLEDGE CREATION IN ISLAM AND ANALYSIS OF SELECTED PHILOSOPHERS	45	3	3	25	50	75
		Value-Added Course 2 in B –	45	3	3	25	50	75

	ISH4FS112/ ISH5FS112*	Skill Enhancement Course 1 in Islamic history- ISLAMIC HERITAGE SITES AND E TOURISM	45	3	3	25	50	75
		Total		21	21			525
5	ISH5CJ301	Core Course 7 in Major – EXPLORATION ON THE ACHIEVEMENTS 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 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 8 in Major – SUFISM AND SUFI TRENDS IN MODERN ERA	60	4	4	30	70	100
		Core Course 10 in Major B –	60	4	4	30	70	100
	ISH6CJ305/ ISH8MN305	Core Course 9 in Major Islamic History– DEVELOPMENT OF SCIENTIFIC THINKING AND TECHNOLOGY IN ISLAMIC WORLD	60	4	4	30	70	100
		Elective Course 2 in Islamic history	60	4	4	30	70	100
		Elective Course 2 in Major B	60	4	4	30	70	100

	Skill Enhancement Course 2 in B – (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			3325

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.

Total for Four Years	88 + 12 = 100	12					177
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EVALUATION SCHEME

- 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.
- 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.
- 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.
- 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
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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

1. Internship can be in Islamic history or allied disciplines.
2. There should be minimum 60 hrs. of engagement from the student in the Internship.
3. Summer vacations and other holidays can be used for completing the Internship.
4. 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.
5. 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.
6. The log book and the typed report must be submitted at the end of the Internship.
7. 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 semester 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/ Honours with 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 PROJECT

Sl. No	Components of Evaluation of Project	Marks for the Research Project (Honours/ Honours with 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

Total Marks	50
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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,

$$\text{i.e. SGPA } (S_i) = \sum_i (C_i \times G_i) / \sum_i (C_i)$$

where C_i is the number of credits of the i^{th} course and G_i is the grade point scored by the student in the i^{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.

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

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.
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MAJOR COURSES

SEMESTER I

MAJOR 1

PROGRAMME	BA ISLAMIC HISTORY				
COURSE CODE	ISH1CJ101/ISH1MN100				
COURSE TITLE	INTRODUCTION TO ISLAMIC HISTORY AND ARAB HISTORIOGRAPHY				
TYPE OF COURSE	MAJOR				
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 summary	The main focus of the course is to understand the idea of Islamic history as a social science and its relation with other social sciences. this course also try to answer the questions of how did the ancient Arabs and Muslims of the classical Islamic period understand their past and documented it? what value did the attached to the writing of history? this course focused on the development of Islamic historiography.				

course outcomes (co):

co	co statement	cognitive level*	knowledge category#	evaluation tools used
co1	identify the importance of Islamic history as a social science subject.	U	c	instructor-created exams / quiz
co2	recognise the historical foundation of social science	Ap	p	practical assignment / observation of practical skills
co3	understand the ancient historical writing practice of Arabs	Ap	p	seminar presentation / group tutorial work
co4	explore the important source of Islamic history	U	c	instructor-created exams / home

				assignments
co5	identify to various Muslim historians and their contribution to historical writings	Ap	p	one minute reflection writing assignments
co6	understand the features of Arab historiography	Ap	p	report writing
* - 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:

MODUL E	UNI T	CONTENT	HR S
I	ISLAMIC HISTORY AS A SOCIAL SCIENCE SUBJECT		10
	1	Islamic history as an academic discipline	2
	2	its relevance and relation with philosophy	3
	3	relation of Islamic history with political science and international relations.	3
	4	relation with Economics and Sociology	2
II	ARAB HISTORIOGRAPHY		10
	5	ancient historical writing traditions in Arabia- narrations of tribal life	3
	6	poetry as the vehicle of history- ballads	3
	7	Genealogy- Sirah literature – isnad criticism- scrutiny of sources	2
	8	Quran and hadiths as sources of history	2
III	CONTRIBUTIONS OF ARAB HISTORIANS		20
	9	Muhammad ibn Ishaq- al Waqidi- ibn Hisham	3
	10	ibn Khaldun philosophy of history- universal history- theory of asabiyah.	3
	11	Muhammed ibn Jabir al Tabari	2
	12	Ibn Taghribirdi	3
	13	al Baruni	3
	14	Amir khusro	3
	15	Ziauddin barani	1
	16	Abul fazl ibn Mubarak	1
	17	Abd al qadir badauni	1
IV	MODERN ARAB HISTORIOGRAPHY		8
	18	Review the work of Hartoon Ajwad Al Fassi, Saudi Arabian Historian. Women in Pre Islamic Arabia: Nabataea (Bar International) https://www.thriftbooks.com/w/women-in-pre-islamic-arabia-nabataea-bar-international_hatoon-ajwad-al-fassi/23542044/	2
	19	Presentation on the work "A brief history of the sciences and knowledge in the ancient and Arabic-Islamic civilizations" by Tah	2

		Baqir.	
	20	Familiarise the work of “A History of Modern Lebanon” by Fawwaz Traboulsi. https://library.oapen.org/bitstream/handle/20.500.12657/30809/642693.pdf	2
	21	Asad Rustum, A Lebanese historian and founder of professional modern Arab historiography	1
	22	Shafiq Ghurbal, An Egyptian historian and founder of professional modern Arab historiography	1
V	OPEN ENDED MODULE:		12
	1	case studies- 1. critically analyse the work of Tuhfat ul mujahideen by sheikh Zainudeen. 1. analyse the conceptual relevance of theory of asabiyyah in modern societies open-ended exploration and assessment: write review of Malayalam translation works of Tuhfat ul mujahideen group assignment: book review on any article related to impact of theory of asabiyyah in modern age.	12

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 :

	PSO 1	PSO 2	PSO 3	PSO4	PSO 5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6
CO 1	1	-	-	-	-	-	1					
CO 2	2	3	-	-	-	-	1					
CO 3	-	-	1	-	-	-	3					
CO 4	-	-	2	3	-	-	2					
CO 5	-	1	-	-	-	-	1					
CO 6	-	-	-	3	-	-	1					

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		✓		✓
co 6			✓	

References

1. Youssef M. Choueiri, Arab History and the Nation-State
2. Hunt, Elgin F ,Social science and its methods social science an introduction to the study of society, Allyn and bacon,2008
3. Perry, john, through the lens of science in contemporary society: an introduction to social science, Allyn and bacon, 2009
4. Porta, Donatella Della and Michael Keating. Approaches and methodologies in the

social sciences: a pluralistic perspective, , delhi: cambridge university press ,2008.

5. Ackoff Russel l. The design of social research, Chicago: university of chicago press,1961.

6. Freeman P, The principles of scientific research, 2 nd ed., new york: pergamon press,1960.

7. Albert Hourani, A history of the Arab peoples

8. Youssef Choueiri, Modern Arab historiography: historical discourse and the nation -state (culture and civilisation in the middle east)

9. Mark Allen, Arabs, continuum international publishing

10. Chase F Robinson, Islamic historiography, Cambridge university press

SEMESTER II

MAJOR 2

Programme	BA ISLAMIC HISTORY				
course code	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	Qualified in higher secondary level				
course summary	<p>This course deals with the rich tapestry of traditions, heritage, and narratives that have shaped the identity of Kerala's Muslim community over centuries. it provides a mosaic of socio-political, economic, and cultural landscapes, unravelling the intricate threads that have woven together the diverse fabric of Kerala's Muslim society.</p> <p>From the early Arab traders who first landed on the shores of Malabar to the subsequent waves of migration and settlement, the course traces the roots of Islam in Kerala, highlighting its evolution and integration into the region's multicultural milieu. students embark on a journey through time, studying the vibrant history of prominent times such as the zamorins and the Mappilas, whose legacies endure in the architecture, literature, and customs of Kerala.</p> <p>Through engaging lectures, immersive discussions, and interactive activities, participants gain insights into the unique syncretic traditions that characterize Kerala's Muslim community, including its blend of Sufi mysticism, indigenous rituals, and local folklore.</p>				

COURSE OUTCOMES (CO):

CO	CO STATEMENT	COGNITIVE LEVEL*	KNOWLEDGE CATEGORY#	EVALUATION TOOLS USED
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CO 1	Understand the historical sequence of Kerala Muslim history	U	f	assignment writing
CO 2	Gain knowledge on the key players of Muslim lives in Kerala.	An	c	group discussion and writing
CO 3	Know the relevance of Islamic societies in shaping the social fabrics of Kerala.	Ap	p	report writing
CO 4	Understand and appreciate the historical development of syncretic culture in Kerala,	Ap	c	class test or mid exam
CO 5	Understanding of the significance of Muslim society in formulating communal harmony from the root level to the top.	An	p	assignment/ exam/report writing
CO 6	Understand the process of cultural assimilation in Kerala	E	p	assignment/ report/exam/debate
* - 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		MALABAR AND COMING OF ISLAM	10
	1	Trade and travels: pandu pandu payakkappal song – (reviews of) monsoon Islam:	2
	2	Trade and faith on the medieval Malabar coast (sebastian prange)	3
	3	Malabar in the Indian ocean: medieval trade map – tharisappalli copper plates – ibn Majid and Vasco da Gama.	3
	4	Social conditions: Duravastha (poem by Kumaranasan) – Thuhfatul mujahidin (excerpts on social system) – Ambedkar (review of) the annihilation of caste	2
II		RESISTANCE AGAINST COLONIAL POWERS	10
	5	Chronology of colonialism in Kerala. text analysing: Tahrid (Zainudhin Makhdoom) – Fathul Mubin (qadi muhammad)	3
	6	Annirupathonnil (poem by kamapalath govindan nair)	3
	7	Cherurpadappatu. kunjali marakkars as admirals.	

	8	Ulema activism: Umar qadi – Sayyid Fazal – Ali Musliyar.	2
III		HARMONY AND CO-EXISTENCE	20
	9	Patronage of local rulers: Zamorin's patronage to Marakkars and qadis of Calicut.	3
	10	The Ayyappa and Vavar tradition	3
	11	Cheraman perumal tradition	2
	12	Kunhyin Musliyar and Mangattachan	3
	13	Mampuram Thangal and Kaliyattom.	3
	14	Article review: An abode of Islam under a Hindu king: circuitous imagination of kingdoms among Muslims of sixteenth-century Malabar (Kooria)	1
	15	Book review: Malabar in the Indian ocean cosmopolitanism in a maritime historical region (Mahmood Kooria & Michael N Pearson)	3
	16	Book review: Mappila Muslims of Kerala : A study in Islamic trends (Roland E Miller)	1
	17	Book review: Arab Geographers' knowledge of Southern India (Syed Muhammed Husayn Naynar)	1
IV		CULTURAL SYMBIOSIS	8
	18	Review: cultural symbiosis in Kerala (MGS)	2
	19	Mappila Ramayanam – Chandanakkudam –Thottampattu	2
	20	Ali chamundi theyyam in Sri Bhagavathi Alichamundi Kshethra, Kasargod	2
	21	Mappila theyyam- Oppana – Kolkali – Arabana – Cheenimuttu – Nakaram	1
	22	Arabi Malayalam , Arabi Thamizhu and Byari language of north Kerala.	1
V		OPEN ENDED MODULE:	12
	1	Case studies: 1. Write report on similarities of religious rituals in Kerala 2, Prepare write up of 300 words on advent of Islam 3. Submit the assignment on the local historical points 4. Power point presentation on the archival materials relevant in the course 5. Preparation of short video about any event/person/instance promoting communal harmony (group activity)	12

		Exploration and assessment: cultural assimilation and pluralism in Kerala Group assignment: (field work: collection of harmony elements in local Mappila lives)	
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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 :

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6
CO 1	1	-	-	-	-	-	1					
CO 2	2	3	-	-	-	-		1				
CO 3	-	-	1	-	-	-			1			
CO 4	-	-	2	3	-	-						
CO 5	-	1	-	-	-	-						
CO 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%)

Mapping of cos to assessment rubrics :

	internal exam	assignment	project evaluation	end semester examinations
CO 1	✓			✓
CO 2	✓			✓
CO 3	✓			✓
CO 4		✓		✓
CO 5		✓		✓

CO 6			✓	

References

- Monsoon Islam: trade and faith on the medieval Malabar coast - Sebastian Prange
- Kerala Muslim history: A revisit - Prof. K.M Bahauddin
- Thuhfathul Mujahidin (Malayalam)– Velayudhan Panikkasheri, C Hamza
- Mappila Muslim culture - Roland E. Miller
- Against Lord and State: religion and peasant uprisings in Malabar 1836–1921 - K. N.

Panikkar

- A Survey of Kerala history - A Sreedhara Menon (1 January 2007)
- Colonialism and community formation in Malabar: A study of Muslims of Malabar unpublished phd thesis (2013) P. P., Razak Abdul department of history, University of Calicut
- Mappila Muslims: A study on society and Anti colonial struggles - Husain Raḡdattāṇi (2007)
- Cultural heritage of Kerala: an introduction - A Sreedhara Menon

SEMESTER III

MAJOR 3

PROGRAMME	BA ISLAMIC HISTORY				
COURSE CODE	ISH3CJ201				
COURSE TITLE	PRE ISLAMIC ARABIAN SOCIETY AND CULTURE				
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				
course summary	<p>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 kingdoms 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.</p>				

course outcomes (co):

CO	CO STATEMENT	COGNITIVE LEVEL*	KNOWLEDGE CATEGORY#	EVALUATION TOOLS USED
CO 1	placing the geographical conditions of Arabia.	U	c	instructor-created exams / quiz
CO 2	Recognizing the south Arabian kingdoms of pre Islamic Arabia	Ap	p	practical assignment / observation of practical skills
CO 3	Understanding the petty kingdoms of north and central Arabia during the pre-Islamic Arabia	Ap	p	seminar presentation / group tutorial work
CO 4	Evaluating the social religious political and economic conditions in pre Islamic Arabia with the development of language and literature	U	c	instructor-created exams / home assignments
CO 5	Understand political condition of pre Islamic Arabia	Ap	p	one minute reflection writing assignments
CO 6	Understand the social order of pre Islamic Arabia	Ap	p	report writing

* - remember (r), understand (u), apply (ap), analyse (an), evaluate (e), create (c)

- factual knowledge(f) conceptual knowledge (c) procedural knowledge (p) metacognitive knowledge (g)

detailed syllabus:

MODULE	UNIT	CONTENT	HRS
I		GEOGRAPHICAL CONDITIONS OF ARABIA	10
	-		
	1	Physical features of the land of Arabia	2
	2	Climate-flora and fauna	3
	3	The fertile Crecent	3
II	4	Desert life and nomadism	2
		SOUTH ARABIAN KINGDOMS	10
	5	The Sabaen kingdom	3
	6	The Minaean kingdom	3
	7	The Qataban and Hadramawt	2
	8	The Himyarite kingdom	2
III		PETTY KINGDOMS OF NORTH AND CENTRAL ARABIA.	20
	9	The Nabateans-	2
	10	Palmyrena	3
	11	The Ghassanids	2
	12	The Lakhmids	3
	13	Book review: History of the Arabs (P K Hitti)	3
	14	Book review: A study of Islamic history (K Ali)	3
	15	Book review : The history of Islam (Akbarshah Najeebabadi) pdf	3
	16	Review on the film “ The Message” by Moustapha Akkad	1
IV		CONDITIONS OF ARABIA ON THE EVE OF ISLAM	8
	18	social conditions	2
	19	political life	2
	20	religious life	2
	21	Tribalism	1
	22	importance of poetry	1
V		OPEN ENDED MODULE: Report writing on the social and religious condition of pre Islamic Arabia	12
	1	case studies: compare the social condition of Arabia with other ancient civilisations Exploration and assessment: Group assignment: Collect archives data of ancient Arabian civilisation .	

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.

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6
CO 1	1	-	-	-	-	-	1					
CO 2	2	3	-	-	-	-						
CO 3	-	-	1	-	-	-	1					
CO 4	-	-	2	3	-	-	1					
CO 5	-	1	-	-	-	-	1			1		
CO 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%)

Mapping of cos to assessment rubrics :

	INTERNAL EXAM	ASSIGNMENT	PROJECT EVALUATION	END SEMESTER EXAMINATIONS
CO 1	✓			✓
CO 2	✓			✓
CO 3	✓			✓
CO 4		✓		✓
CO 5		✓		✓
CO 6			✓	

1. Philip K Hitty ,History of the Arabs
 2. Prof. Masudul Hassan , History of Islam vol. 1
 3. K Ali , A study of Islamic history
 4. Carl Brockelmann , History of Islamic people
 5. William Mongory , A short history of Islam
 6. N S Hussain ,The science and the civilization in Islam
 7. Syed Amir Ali , A short history of Islam
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MAJOR 4

PROGRAM	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 summary	<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	CO STATEMENT	COGNITIVE LEVEL*	KNOWLEDGE CATEGORY#	EVALUATION TOOLS USED
CO1	To understand the historical context surrounding the emergence of the early Islamic caliphates, including the political, social, and religious dynamics of the time	U	c	group discussion/ book reading

CO2	To analyze the degree of centralization and decentralization in governance, considering factors such as the consolidation of power by the central authority and the autonomy granted to provincial governors.	An	f	assignment / seminar
CO3	To find out the historical context of ethical and model administration.	Re	c	seminar presentation / group tutorial work
CO4	Asses the Islamic law and religious principles in the caliphate.	E	p	teacher-student interaction/assignments
CO5	To compare the administrative systems of later caliphates and early caliphates	e	c	Debate
<p>* - remember (r), understand (u), apply (ap), analyse (an), evaluate (e), create (c)</p> <p># - factual knowledge(f) conceptual knowledge (c) procedural knowledge (p) metacognitive knowledge (m)</p>				

Detailed syllabus:

MODULE	UNIT	CONTENT	hrs
I	ADMINISTRATION UNDER ABUBAKR		12
	5	Consolidation of Power	3
	6	Internal conflicts and tactics	2
	7	governorship system	2
	8	military administration, taxation	3
	9	expansion of territory	2
II	UMAR THE MODEL		16
	10	Early Life & Conversion to Islam	3
	11	Nomination to Caliphate	2
	12	Consolidation of Empire	2
	13	Battles of Yarmouk & Al-Qadisiyya	2
	14	Surrender of Jerusalem	2
	15	Administration model	2
	16	Assessment of the life	3
III	Charity and modesty of Uthman		10
	17	Early Life & Conversion	4

	18	Domestic Policies	3
	19	Standardization of the Quranic Text – Assessment of the life	3
IV		Caliph Ali and origin of Shia	10
	20	Early life and rise in to power	3
	21	First Fitna (656-661 CE) Erupts	3
	22	Battles of the Camel & Siffin	3
	23	Domestic challenges – Estimate of his rule and sacrifice	3
V		OPEN ENDED MODULE : ASSESSMENT OF THE CALIPHATE	12
		1 The establishment of the caliphate system	
		2 Decentralized administration	
		3 caliph's role, shura council, provincial governors	
		4 taxation, military administration	

MAPPING OF COS WITH PSOS AND POS :

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6
CO1	1						1					
CO2	1							1				
CO3		1							1			
CO4		1									1	
CO5	1										1	

correlation levels:

level	Correlation
-	Nil
1	slightly / low
2	moderate / medium

3	substantial / high
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Assessment rubrics:

assignment/ group discussion / seminar/debate/group tutorial work/book

reading/ teacher-student interaction

midterm exam

programming assignments (20%)

final exam (70%)

MAPPING OF COS TO ASSESSMENT RUBRICS :

	INTERNAL EXAM	ASSIGNMENT	PROJECT EVALUATION	END SEMESTER EXAMINATIONS
C O 1	✓			✓
C O 2		✓		✓
C O 3	✓			✓
C O 4		✓		✓
C O 5	✓			✓

sources and learning materials

1. Jason porterfield (2016), the Islamic golden age and the caliphates, new york: Rosen publishing
2. Annals of the Early Caliphate: From Original Sources, Book by Sir William Muir
3. The Caliphate or the Supreme Imamate, Book by Rashid Rida
4. Early Caliphate, Book by Muhammad Al

SEMESTER IV

MAJOR 5

PROGRAMME	BA ISLAMIC HISTORY				
COURSE CODE	ISH4CJ203				
COURSE TITLE	PERSONALITY DEVELOPMENT AND THE TEACHINGS OF PROPHET				
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 level				
course summary	Islam encourages Muslim to build his personality and develop it on the benevolence, which could be portrayed as the true goodness of the mind and spirit, the unbiased kindness to do good. The Prophet was the most good-natured of all men.” Indeed, the Prophet was an extremely tender-hearted person. “Repel evil with good” was his dictum and policy. He was considerate to his family and friends. He was a loving father, a generous husband and a caring neighbour. This course help the students by developing good personality by understanding the life style of Prophet Muhammed.				

course outcomes (co):

CO	CO STATEMENT	COGNITIVE LEVEL*	KNOWLEDGE CATEGORY#	EVALUATION TOOLS USED
CO1	Understand the early life of prophet Muhammed	U	C	instructor-created exams / quiz
CO2	Understand his diplomacy in war against the opponents	Ap	P	practical assignment / observation of practical skills
CO3	Asses the life and character of prophet Muhammed as a model	Ap	P	seminar presentation / group tutorial work
CO4	Understand the ideology of prophet Muhammed	U	C	instructor-created exams / home assignments
CO5	understand prophet as a mentor	Ap	P	one minute reflection writing assignments
CO6	evaluate the religious and political life of prophet	Ap	P	report writing

* - 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		PROPHET MUHAMMAD AT MAKKAH	10
	1	Quraish family- birth and childhood of prophet Muhammad	2
	2	Marriage with Khadijah-prophethood	3
	3	his mission-early followers	3
	4	opposition of the Quraish-migrations to Abyssinia and Medina	2
II		PROPHET AT MADINAH	10
	5	socio-political and religious conditions of Madinah	3
	6	major tribes-Ansars and Muhajirs	3
	7	The Madinah charter- prophet as a ruler	2
	8	Battles of Badr, Uhud, and Khandaq- treaty of Hudaibiyah- conquest of Khaybar- leadership of Prophet	2
III		DIPLOMACY AND EXPANSION OF THE STATE	20
	9	Jews and the prophet	3
	10	victory of Makkah	3
	11	battle of Hunayan	2
	12	Tabuk expedition.	3
	13	book review : The life of Muhammed by Muhammed Husayn Haykal	3
	14	review: islamicvoice.com, the prophet was a teacher guide and mentor	3
	15	review the site: islamonline.net , the prophet's life in brief	3
IV		PROPHET AS A SOCIAL MENTOR	8
	18	Farewell pilgrimage and the last sermon of Arafah-death of prophet-prophet as a reformer and statesman	2
	19	religious teachings-concept of God-articles of faith-five pillars of Islam	2
	20	Moral teachings-honesty and trustworthiness	2
	21	Equality and social justice	1

	22	status of women-importance of education.	1
V	OPEN ENDED MODULE: Write a review on the various internet sources on Islam and prophet Muhammed		12
	1	case studies : list the online and print sources on prophet as a mentor. Group assignment: presentation on the diplomacy and humanism of prophet during the war	12

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 :

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6
CO 1	1	-	-	-	-	-	1					
CO 2	2	3	-	-	-	-			1			
CO 3	-	-	1	-	-	-			1			
CO 4	-	-	2	3	-	-	1					
CO 5	-	1	-	-	-	-	1					
CO 6	-	-	-	3	-	-	1					

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%)

Mapping of cos to assessment rubrics :

	internal exam	Assignment	project evaluation	end semester examinations
co 1	✓			✓
co 2	✓			✓
co 3	✓			✓
co 4		✓		✓
co 5		✓		✓
co 6			✓	

References

1. Ahmad, Barakat, (1979), Muhammad and the jews: a re-examination, new Delhi, Vikas publishing house.
2. Ali, K, (2016). A study of Islamic history, India, Adam publishers & distributors.
3. . Armstrong, Karen, (2006), Muhammed: prophet for our time, London, harper press.
4. Watt, M (1961), Muhammad: prophet and statesman, London, oxford university press.

MAJOR 6

PROGRAM	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	practical	total hours
	4	4	per week -	per week -	60
pre-requisites	Qualified higher secondary				
course summary	<p>This course draws on diverse perspectives about the region, including the work of Arab intellectuals, political activists, and cultural icons who have been active in a rapidly changing society from the late 19th to the early 21st centuries. the first part of the course looks at how the Arab world itself has sought to answer the question – ‘who are the Arabs? the second part of the course looks at the politics of knowledge: what concepts, approaches, and paradigms have scholars in the west used to study the Arab world - and how does this foreign scholarship relate to contemporary geopolitics? we also consider the varied forms that politics may take under conditions of limited freedoms. additionally, we will consider representations of the Arab middle east & north Africa in popular culture, including tv, film, novels, and video games. the Arab world consists of 22 countries in the middle east and north Africa.</p>				

course outcomes (co):

CO	CO STATEMENT	COGNITIVE LEVEL*	KNOWLEDGE CATEGORY#	EVALUATION TOOLS USED
CO1	understand the historical development of Arab culture, society, and politics from the late nineteenth century to the present day	U	c	provide group discussion
CO2	identify, contextualize, and engage with the work of key intellectual, political, and cultural figures who have shaped modern Arab thought over the past 150 years	Ap	p	practical assignment / observation of practical skills
CO3	critically assess the relationship between European colonialism, us geopolitics, and the production of knowledge about the Arab world	Ap	p	seminar presentation / group tutorial work

CO4	explain the academic debate around orientalism and evaluate its relevance for the study of the Arab world today	U	c	instructor-created exams / home assignments
CO5	understand how power and politics continue to affect the west's understanding of the Arab world today	U	c	Seminar
CO6	analyze representations of the Arab world in popular culture (e.g. tv, film, novels, the mass media, video games, etc.)	Ap	p	presentation /exam
<p>* - remember (r), understand (u), apply (ap), analyse (an), evaluate (e), create (c)</p> <p># - factual knowledge(f) conceptual knowledge (c) procedural knowledge (p) metacognitive knowledge (m)</p>				

DETAILED SYLLABUS:

MODULE	UNIT	CONTENT	HRS
I		THE DEVELOPMENT OF ARAB IDENTITY	10
	1	Introduction to Arab world	2
	2	peoples and cultures	3
	3	The physical and environmental features of the Arab world	3
	4	The cultural and ethnic diversity, and the historicity of popular traditions	2
II		ARAB CULTURE IN AFRICA	10
	5	society of Algeria and Djibouti	3
	6	homogeneous Egyptians and people of Mauritania	3
	7	people of Lebanon, Libya and Morocco	2
	8	culture of Sudan, Somalia , Comoros and Tunisia	2
III		PEOPLE AND CULTURE OF MIDDLE EAST	20
	9	society of Bahrain and Iraq	3
	10	culture of Jordan and Palestine	3
	11	people of Saudi Arabia	2
	12	society of Kuwait and UAE	3
	13	culture of Yemen and Syria	3
	14	society of Qatar and Oman	3
	15	functions of league of Arab states	3
IV		ARABISM AND ISLAMIC IDENTITY	8

	18	the image of Arab world: Arab values and views	2
	19	family and tradition	2
	20	female Position	2
	21	foreign culture influence	1
	22	western image of Arab values	1
V	OPEN ENDED MODULE: write a book review on 'cultural reality' by Florian Znaniecki (internet archives)		12
	1	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	12

MAPPING OF COS WITH PSOS AND POS :

	PSO1	PSO 2	PSO3	PSO 4	PSO5	PSO6	PO 1	PO2	PO3	PO 4	PO5	PO6
CO 1	1											
CO 2	2											
CO 3	1	2	1									
CO 4	1											
CO 5	1											
CO 6	1											

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%)

MAPPING OF COS TO ASSESSMENT RUBRICS :

	INTERNAL EXAM	ASSIGNMENT	PROJECT EVALUATION	END SEMESTER EXAMINATIONS
CO 1	✓			✓
CO 2	✓			✓
CO 3	✓			✓
CO 4		✓		✓
CO 5		✓		✓
CO 6			✓	

sources / learning materials

**What's really wrong with the middle east
by Brian Whitaker**

The Arabs by Eugene rogan

Covering Islam by Edward Said

Zaat by Sonallah Ibrahim

Tents and pyramids by Fuad J. Khuri

America's great game by Hugh Wilford

MAJOR 7

PROGRAM	BA ISLAMIC HISTORY				
COURSE CODE	ISH4CJ205				
COURSE TITLE	MEDIEVAL INDIAN ARCHITECTURE				
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 summary	<p>This course provides an in-depth exploration of the architectural developments during the medieval period in India. students will examine various architectural styles, influences, and the socio-cultural context that shaped the rich heritage of medieval Indian architecture. The development of Muslim style of architecture of this period can be called the Indo-Islamic architecture or the Indian architecture influenced by Islamic art. The Indo-Islamic style was neither strictly Islamic nor strictly Hindu. it was, in fact, a combination of Islamic architecture elements to those of the Indian architecture.</p>				

course outcomes (co):

CO	CO STATEMENT	COGNITIVE LEVEL*	KNOWLEDGE CATEGORY#	EVALUATION TOOLS USED
CO1	demonstrate a comprehensive understanding of the various architectural styles prevalent during the medieval period in India.	U	c	provide group discussion
CO2	integrating insights from history, art history, archaeology, anthropology, and religious studies to interpret architectural monuments holistically.	Ap	p	practical assignment / observation of practical skills

CO3	Develop the ability to critically analyze and evaluate medieval Indian architectural monuments, identifying key features, design elements, and their symbolic significance and present the matter in as a seminar.	Ap	p	seminar presentation / group tutorial work
CO4	contextualize medieval Indian architecture within the broader historical and cultural framework of India, including the socio-political dynamics, religious influences, and interactions with other civilizations.	U	c	instructor-created exams / home assignments
CO5	appreciation for the cultural diversity and synthesis evident in medieval Indian architecture, recognizing the amalgamation of indigenous traditions with external influences, such as Islamic, Persian, and central Asian.	U	c	seminar
CO6	Enhance research skills through the investigation of primary and secondary sources related to medieval Indian architecture, and effectively communicate their findings through written reports, presentations, and discussions.	Ap	p	presentation / exam
<p>* - remember (r), understand (u), apply (ap), analyse (an), evaluate (e), create (c)</p> <p># - factual knowledge(f) conceptual knowledge (c) procedural knowledge (p) metacognitive knowledge (m)</p>				

Detailed syllabus:

MODULE	UNIT	CONTENT	hrs
I	INTRODUCTION TO MEDIEVAL INDIAN ARCHITECTURE		10
	1	characteristics of medieval Indian architecture: influences, materials, and techniques	2
	2	significance of architecture in medieval Indian society: religious, political, and cultural aspects	3
	3	Indo-Islamic architecture: features & characteristics, influence of Persian and central Asian architectural styles.	3
	4	major architectural forms: arches, domes, minarets, arcuate style of architecture, mosque architecture, tomb architecture, etc	2
II	ARCHITECTURE DURING DELHI SULTANATE PERIOD		10
	5	imperial style and provincial style of architecture, Islamic themes in architecture: emission of portrayal of living beings	3
	6	slave: Quwwatul Islam mosque, Adhai Din ja Jhopra khilji: Alai Dhawaja, Hauz Khas, Jamat Khana Mosque	3
	7	Tuglaq: Tughlaqabad city and fort Lodhi: Tomb of Sikander Lodhi	2
	8	Bahmani architecture	2
III	MUGHAL ARCHITECTURE		20
	9	Features of Mughal architecture - mix of Rajput, Hindu, Buddhist, Iranian and central Asian styles - use of red sandstone	3
	10	Babur: three mosques in Panipat, Sambhal and Ayodhya, Aram Bagh Garden	3
	11	Humayun – new city named Din Panah (old fort)	2
	12	Akbar – Humayun tomb (first major Mughal architecture), Red fort of Agra, Fatehpur Sikri, Diwan I Khas, Jodha bai palace, Maryam, palace, Panch Mahal, Birbal palace, Jama masjid (Fatehpur Sikri), Tomb of Shiekh Salim Chisti.	3

	13	Jehangir: Tomb of Itimad-Uddaulah (mini taj), Shalimar Bagh and Nishat Bagh of Kashmir.	3
	14	Shah Jahan – Red fort of Delhi, Chandni Chawk, Jama masjid of Delhi, Taj mahal of Agra.	3
	15	Aurangzeb – Bibi ka Maqbara	3
IV	ARCHITECTURE: DECCANI, RAJPUT AND SIKH STYLES		8
	18	Bahmani monuments at Gulbarga, Karnataka. Bahmani and Barid shahi monuments at Bidar, Karnataka. Adil Shashi monuments at Bijapur, Karnataka, etc	2
	19	The Sikh architectural style evolved in Punjab	2
	20	Nagara architecture: Khajuraho temples, Rajput forts	2
	21	Dravidian architecture	1
	22	Vijayanagara architecture	1
	OPEN ENDED MODULE: write a book review on ‘Indian architecture: by Percy brown (db taraporevala sons & co., 1942, internet archives)		12
V	1	Case studies: PowerPoint presentation on similarities of monuments in Arabia and India. Group assignment: Report on architectural features of Indo Persian style.	12

MAPPING OF COS WITH PSOS AND POS :

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6
CO1	1							1				
CO2	2							1				
CO3		1					1					
CO4		1					1					
CO5	1						1					
CO6	2							1				

correlation levels:

Level	Correlation
-	Nil
1	slightly / low
2	moderate / medium

3	substantial / high
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Assessment rubrics:

quiz / assignment/ quiz/ discussion / seminar

midterm exam

programming assignments (20%)

final exam (70%)

MAPPING OF COS TO ASSESSMENT RUBRICS :

	INTERNAL EXAM	ASSIGNMENT	PROJECT EVALUATION	END SEMESTER EXAMINATIONS
CO 1	✓			✓
CO 2	✓			✓
CO 3	✓			✓
CO 4		✓		✓
CO 5		✓		✓
CO 6			✓	

sources / learning materials

Brown, Percy, *Indian architecture (Islamic period)*, (db taraporevala sons & co., 1942)

Satish Grover, *Islamic architecture in India*, (cbs publishers & distributors pvt. ltd., 2002)

Percy brown. *Indian architecture: Islamic period*

James c. Harle. *The art and architecture of the Indian subcontinent*

Adam hardy. *Indian temple architecture: form and transformation*

SEMESTER V

MAJOR 8

PROGRAM	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	300-400				
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	CO STATEMENT	COGNITIVE LEVEL*	KNOWLEDGE CATEGORY#	EVALUATION TOOLS USED

CO1	Understand the establishment of Umayyad dynasty in Arabia	U	C	group discussion
CO2	Identifying the Umayyad's expanded their empire, which making it one of the largest empires in Islamic world.	Ap	P	practical assignment / observation of practical skills
CO3	To assess the efficient administrative system that allowed them to govern their vast empire effectively.	Ap	P	seminar presentation / group tutorial work
CO4	Estimate the reinstatement of Khilafath through the policies of UmarII	U	c	instructor-created exams / home assignments
co5	Evaluate they patronised the art and sciences contributing to the flourishing of Islamic civilisation.	U	c	seminar
co6	Analyse the Umayyad caliphate played a crucial rule in the spread of Islam as their conquests brought large victories of tracks of territory under Islamic rule.	Ap	p	presentation /exam
<p>* - remember (r), understand (u), apply (ap), analyse (an), evaluate (e), create (c)</p> <p># - factual knowledge(f) conceptual knowledge (c) procedural knowledge (p) metacognitive knowledge (m)</p>				

DETAILED SYLLABUS:

MODUL E	UNI T	CONTENT	HRS
I	RISE OF UMAYYAD'S TO POWER		10
	1	origin of Umayyads-Mu`awiyah-his state policy -Administration- accession of Yazid- Battle of Karbala	2
	2	Transforming caliphate into kingship	3
	3	His state policy-administration	3
	4	accession of Yazid battle of Karbala	2
II	EXPANSION OF UMAYYAD EMPIRE		10
	5	Abdulmalik-his policies	

	6	administrative reforms of Abdul Malik	3
	7	al-Walid1-expansion of the empire into central Asia-Sind and Spain	2
	8	Sulayman ibn Abdul malik	2
III	REINSTATEMENT OF KHILAFATH		20
	9	Umar II -his religious policy	3
	10	Administration	3
	11	character and achievements	2
	12	Hisham Marwan	3
	13	decline of the empire	3
IV	CONTRIBUTIONS OF Umayyad's		8
	14	Arts and sciences	2
	15	Advancements in various fields such as literature architecture and philosophy.	2
	16	Stabilization of economy.	2
	17	Spread of Islam.	1
V			12
	1	case studies : Estimate the administration of Ummayyads group assignment: debate the administrative changes brought about by Muawiyah as the first king in Islam.	12

MAPPING OF COS WITH PSOS AND POS :

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6
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CO 1	1						1					
CO 2	2							1				
CO 3		1					1					
CO 4		1						1				
CO 5	1						1					
CO 6	2							1				

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%)

MAPPING OF COS TO ASSESSMENT RUBRICS :

	INTERNAL EXAM	ASSIGNMENT	PROJECT EVALUATION	END SEMESTER EXAMINATIONS
CO 1	✓			✓
CO 2	✓			✓
CO 3	✓			✓
CO 4		✓		✓
CO 5		✓		✓

CO 6			✓	
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sources / learning materials

- 1. Philip K Hitty ,History of the Arabs**
- 2. Prof. Masudul Hassan , History of Islam vol. 1**
- 3. K Ali , A study of Islamic history**
- 4. Carl Brockelmann , History of Islamic people**
- 5. William Mongory , A short history of Islam**
- 6. N S Hussain ,The science and the civilization in Islam**
- 7. Syed Amir Ali , A short history of Islam**

MAJOR 9

PROGRAM	BA ISLAMIC HISTORY				
COURSE CODE	ISH5CJ302				
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 summary	<p>This course draws on diverse perspectives about the Abbasids who ruled from Baghdad, had an unbroken line of caliphs for over 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 provides 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	CO STATEMENT	COGNITIVE LEVEL*	KNOWLEDGE CATEGORY#	EVALUATION TOOLS USED
CO1	Identify the Abbasiya rulers and their administration in Arabia.	U	c	provide group discussion

				provide group discussion
CO2	Recognize scientific, literary and architectural contributions of Abbasids towards the modern world.	Ap	p	practical assignment / observation of practical skills
CO3	Evaluate the contributions of Abbasids on the collection and compilation of Hadis and developments of fiqh during the period.	Ap	p	seminar presentation / group tutorial work
CO4	Examine and realize the significance of the administrative systems of Abbasids.	U	c	instructor-created exams / home assignments
CO5	Analyze the each rulers made significant contributions and faced unique challenges during their reigns, shaping the course of the Abbasid dynasty and its legacy in Islamic history.	U	c	seminar
<p>* - remember (r), understand (u), apply (ap), analyse (an), evaluate (e), create (c)</p> <p># - factual knowledge(f) conceptual knowledge (c) procedural knowledge (p) metacognitive knowledge (m)</p>				

DETAILED SYLLABUS:

MODUL E	UNI T	CONTENT	HRS
I		ORIGIN AND DEVELOPMENT OF THE ABBASIDS:	10
	1	The Abbasiya propaganda-Abul Abbas Asafa	2
	2	Al Mansoor-establishment of Baghdad and his reforms	3
	3	al Mahadi-Haroon al Rashid-rise and fall of Burmakid	3
	4	Al Ma'mun-Baitul Hikma-Al Musta'sim-invasion of Hulagu-collapse of the Abbasid Khilafath	2
II		INTELLECTUAL HAND-OUTS OF ABBASIDS	10

	5	development in medicine-philosophy-astronomy-mathematics-	3
	6	geography alchemy-physics	3
	7	history and historiography-	2
	8	development of art and architecture painting calligraphy music and education	2
III	DEVELOPMENT IN MYSTICISM AND DEVELOPMENT OF ALTERED SECTS IN ISLAM		20
	9	Development in mysticism and Fiqh-sihah alsita -	3
	10	four orthodox schools of thought	3
	11	development of different sects in islam:mu'tazila-alasha'rites	2
	12	Sufism-shi'ism	3
	13	Ismailites-Batinites	3
	14	Qaramatians-The assassins	3
IV	PROGRESS OF SOCIETY AND POLITY OF ABBASIDS		8
	18	Abbasid administration	2
	19	central-provincial-judicial-financial-military-postal,	2
	20	Persianization of Abbasid court	2
	21	Islamization of the empire	1
	22	Abbasid society: status of women-family life , economic life: agriculture trade and commerce.	1
V	open ended module: development of multi cultural entity during Abbasids and cultural symbiosis		12
	1	case studies : position of Arab and non Arab during Abbasids Group assignment:.. Collect the data about the scientific and literary contributions of Abbasids	12

MAPPING OF COS WITH PSOS AND POS :

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6
CO 1	1						1					
CO 2	2						1					
CO 3		1					1					
CO 4		1					1					
CO 5	1						1					
CO 6	2						1					

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%)

MAPPING OF COS TO ASSESSMENT RUBRICS :

	INTERNAL EXAM	ASSIGNMENT	PROJECT EVALUATION	END SEMESTER EXAMINATIONS
CO 1	✓			✓
CO 2	✓			✓
CO 3	✓			✓

CO 4		✓		✓
CO 5		✓		✓
CO 6			✓	

SOURCES / LEARNING MATERIALS

1. Philip K Hitty ,History of the Arabs
2. Prof. Masudul Hassan , History of Islam vol. 1
3. K Ali , A study of Islamic history
4. Carl Brockelmann , History of Islamic people
5. William Mongory , A short history of Islam
6. N S Hussain ,The science and the civilization in Islam
7. Syed Amir Ali , A short history of Islam

MAJOR 10

PROGRAM	BA ISLAMIC HISTORY				
COURSE CODE	ISH5CJ303				
COURSE TITLE	GLORY OF EGYPT UNDER THE FATHIMIDS AND PETTY DYNASTIES				
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>This course provide a students to understand the Fatimid's caliphate which lasted from the 10th to the 12th century, Egypt experienced a period of cultural economic and scientific flourishing. through this study the learners learned about the glorious achievements of Fatimid, Mamluks Ayubids and petty dynasties. the students will get a good knowledge about the contributions of Fatimid's in the field of literature particularly poetry and philosophy. the Fatimid's came on the scene in the Islamic world when both the political hegemony and the religious authority of the Abbasid caliphate were being challenged. this is an attempt to understand how the Fatimid's saw themselves in relation to other Islamic political powers and finally to understand the dynamic relationship between politics ritual and urban life that gave shape and meaning to Fatimid rule.</p>				

course outcomes (co):

CO	CO STATEMENT	COGNITIVE LEVEL*	KNOWLEDGE CATEGORY#	EVALUATION TOOLS USED
CO1	understanding the formation and contributions of Fatimid's in Egypt.	u	C	provide group discussion
CO2	Evaluating the dynasties like Zangis, Ayyubids and their role in crusades	ap	P	practical assignment / observation of practical skills

CO3	Analysing establishment and development of mamluks and their intellectual and architectural contributions	ap	P	seminar presentation / group tutorial work
CO4	Exploring the founding and expansion of petty dynasties of the eastern part of Bagdad and their contribution	U	c	instructor-created exams / home assignments
<p>* - remember (r), understand (u), apply (ap), analyse (an), evaluate (e), create (c)</p> <p># - factual knowledge(f) conceptual knowledge (c) procedural knowledge (p) metacognitive knowledge (m)</p>				

DETAILED SYLLABUS:

MODUL E	UNI T	CONTENT	HRS
I		FATIMID'S OF EGYPT(909-1171)	10
	1	establishment of the Fatimid's dynasty.	
	2	Ismailies	3
	3	foundation of Cairo-Al Aziz and Al Muiz-al Azhar	3
	4	scientific-literary and architectural developments	2
II		THE AYYUBIDS(1171-1250)	10
	5	origin and rise the Zangis and crusades.	3
	6	Salahuddin Ayyubi and third crusade-cultural contact east and west	2
	7	the role of crusades in the cultural discussions of east and west	2
III		MAMLUKS(1250-1517)	3
	8	Establishment of the dynasty-Bahri and Burgi mam	
	9	Baybers and Qalawun	2
	10	battles of Ayn Jalut and Marj Dabiq -	3
	11	intellectual and architectural contributions	3
IV		PETTY DYNASTIES	8
	12	Tahirids-Tahiribn Hussain of Khurasan	2
	13	Saffards-Yaqub ibn Laythal Saffar-Samanids Nasribn Ahmad	2
	14	Ghaznawids- Mahmud of Ghazna	2

	15	The Buwayhid Ahamd ibn Buwayhid	1
	16	The Seljuques –Thugril Beg alp Arsalam –battle of Manzikart-Malik shah Nizam.	3
v	open ended module: write a book review on ‘ history of Islamic people’ Brocckelman.		12
	1	case studies : progress of Egypt under Fathimids Group assignment: collect data about the achievements of Fatimid’s	12

MAPPING OF COS WITH PSOS AND POS :

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6
CO 1	1						1					
CO 2	2						1					
CO 3		1					1					
CO 4		1					1					
CO 5	1						1					
CO 6	2						1					

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%)

Mapping of cos to assessment rubrics :

	INTERNAL EXAM	ASSIGNMENT	PROJECT EVALUATION	END SEMESTER EXAMINATIONS
CO 1	✓			✓
CO 2	✓			✓
CO 3	✓			✓
CO 4		✓		✓
CO 5		✓		✓
CO 6			✓	

sources / learning materials

1. Philip K Hitty ,History of the Arabs

2. Prof. Masudul Hassan , History of Islam vol. 1

3. K Ali , A study of Islamic history

4. Carl Brockelmann , History of Islamic people

5. William Mongory , A short history of Islam

6. N S Hussain ,The science and the civilization in Islam

7. Syed Amir Ali , A short history of Islam

SEMESTER VI

MAJOR 11

PROGRAM	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 summary	<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	co statement	cognitive level*	knowledge category#	evaluation tools used
co1	comprehensive understanding of the principles, practices, and historical development of Sufism as a mystical tradition within Islam.	u	C	provide group discussion
co2	critically evaluate orientalist narratives and misconceptions surrounding sufism, challenging stereotypes and promoting a nuanced understanding of sufi spirituality, gender dynamics, and religious pluralism.	ap	P	practical assignment / observation of practical skills
co3	explore the diversity of sufi orders and their respective practices, rituals, and teachings, recognizing the role of spiritual guides and the importance of communal practices in sufi tradition.	ap	P	seminar presentation / group tutorial work

co4	contextualize sufism within the broader historical and socio-political landscape of the Islamic world, including its emergence, spread, and interactions with various cultural and religious traditions.	u	C	instructor-created exams / home assignments
co5	critically analyze sufi texts, poetry, and literature, identifying key themes, symbols, and metaphors used by sufi poets and mystics to convey spiritual insights and experiences.	u	C	seminar
co6	examine the encounter between sufism and modernity, including the impact of colonialism, globalization, and socio-political changes on sufi communities, practices, and interpretations.	ap	P	presentation /exam
<p>* - remember (r), understand (u), apply (ap), analyse (an), evaluate (e), create (c)</p> <p># - factual knowledge(f) conceptual knowledge (c) procedural knowledge (p) metacognitive knowledge (m)</p>				

detailed syllabus:

modul e	unit	Content	hrs
I	INTRODUCTION TO SUFISM		10
	1	Emergence of Sufism – Sufi – historical background	2
	2	Basic teachings: Ihsan, Tazkiya, Zuhd, Tawakkul, Taqwa, Ikhlas	3
	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>	3
	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>	2
Ii	EMINENT SUFI MASTERS AND SUFI ORDERS		10
	5	Sufi orders: qadiri, chishti, naqshbandi,.	3
	6	Suhrawardi, shadhili, ba-alavi	3
	7	A brief life sketch of: hasan al basri, junaid al baghdadi, ibn arabi, al gazzali, rabia basri	2
	8	Sheikh jilani, sheikh rifa'i, moinuddin chishti.	2
Iii	CONTEMPORARY STUDIES ON ISLAMIC MYSTICISM		20
	9	western approaches on sufism (r.a. nicholson, annemarie schimmel, nile green, w. chittick, idris shah)	3
	10	recent readings on rumi, ibn arabi, omar khayyam, shirazi.	3
	11	sufism in malayalam literature (icha masthan, moin kutty vaidyar, kunjayin musliyar, kv abdu rahman, kadayikkal, shujai, vaikkom mohd basheer, nithya chaithanya yathi, changampuzha, vailoppilli)	2
	12	sufi music (<i>sama</i>) and dance (<i>raqs</i>) – origin and history	3
	13	debates on secular sufism	3
	14	influence of bhakti movement and other non-islamic concepts	3

	15	anti-sufism – ibn taymiyyah	3
Iv		SUFI WORLDVIEW AND ACTIVISM	8
	18	role of sufis in the popularization of islam	2
	19	sufi worldview: inclusiveness, cultural harmony, social justice,	2
	20	community empowerment, education, peace building and conflict resolution.	2
	21	sufi activism	1
	22	sufis in anti colonial struggles	1
V		OPEN ENDED MODULE: write a book review on <i>sufism: an introduction</i> by Farida khanam goodword publications, new delhi. (2009)	12
	1	<ul style="list-style-type: none"> visit a nearby sufi shrine and prepare a video presentation. familiarize the musical instruments commonly used in the sufi music especially in the Indian context. a field trip to major sufi centers in Kerala. 	12

MAPPING OF COS WITH PSOS AND POS :

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6
CO1	1											
CO2	2											
CO3		1										
CO4		1										
CO5	1											
CO	2											

6												
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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%)

MAPPING OF COS TO ASSESSMENT RUBRICS :

	INTERNAL EXAM	ASSIGNMENT	PROJECT EVALUATION	END SEMESTER EXAMINATIONS
CO 1	✓			✓
CO 2	✓			✓
CO 3	✓			✓
CO 4		✓		✓
CO 5		✓		✓
CO 6			✓	

sources / learning materials

- V Kunjali, *sufism in kerala*, publication division, university of calicut (2004)
- Al Qushayri, *principles of sufism*, other books calicut.
- Mohammed Abdu Rahman, *sufism today: contemporary interpretations of the sufi community and its different patterns*,

MAJOR 12

PROGRAM	BA ISLAMIC HISTORY				
COURSE CODE	ISH6CJ305/ISH8MN305				
COURSE TITLE	DEVELOPMENT OF SCIENTIFIC THINKING AND TECHNOLOGY IN ISLAMIC WORLD				
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 summary	<p>This course aims to survey how rational sciences and scientific thought emerged and developed in Islamic societies from their beginnings up until the contemporary period. students are introduced to some of the most significant scientific trends and debates, historically pivotal moments, and the development and content of each of the major rational disciplines that flourished in Islamic societies. the course also covers issues pertaining to the trajectory of the sciences in the early modern and modern periods, during which Islamic societies encountered new scientific methods and knowledge and made efforts to accommodate these within the new circumstances they underwent. while students will be familiarized with the basic technical and scientific contents of the subjects to be covered, the course will put a special emphasis on contextualizing scientific developments with reference to their larger political, social, institutional and intellectual aspects. at the end of the class, students will have acquired a comprehensive outlook regarding the development of science in islamic societies and developed a critical understanding of the complexities of ideas about science in islamic societies in both the pre-modern and modern periods.</p>				

course outcomes (co):

co	co statement	cognitive level*	knowledge category#	evaluation tools used
co1	understand history of science in past Islamic societies	U	c	provide group discussion
co2	Analyse the contributions of Muslim scientist in the past	Ap	p	practical assignment / observation of practical skills
co3	assess the scientific thinking among Arab world	Ap	p	seminar presentation / group tutorial work

co4	understand the approach of Arabs to technology in the past.	U	c	instructor-created exams / home assignments
co5	develop scientific approach on Islamic traditions and life	U	c	Seminar
<p>* - remember (r), understand (u), apply (ap), analyse (an), evaluate (e), create (c)</p> <p># - factual knowledge(f) conceptual knowledge (c) procedural knowledge (p) metacognitive knowledge (m)</p>				

detailed syllabus:

module	unit	Content	hrs
I		INTRODUCTION TO THE HISTORY OF SCIENCE AND TECHNOLOGY IN ISLAMIC SOCIETIES	10
	1	how to historicize science and technology in an Islamic context	2
	2	history of science in past Islamic societies	3
	3	the emergence and development of science in early Islam	3
	4	new disciplines, new ways of thinking	2
Ii		THE MEANING AND PLACE OF SCIENCE IN ISLAMIC SOCIETIES -- SCIENTIFIC INQUIRY-ISLAMIC ROOT OF SCIENCE	10
	5	ibn al-haytham, the optics of ibn al-haytham—father of physics	3
	6	classification of the sciences-- ibn sīnā (avicenna) on the classification of the sciences	3
	7	Water wheel, irrigation, wate wells and clocks	2
	8	Lenses of Abbas ibn Firnas	2
Iii		THE ASTRAL SCIENCES AND MEDICINE	20
	9	astronomy and astrology	3
	10	medical sciences- theory and practice-- medicine in medieval islam,	3
	11	the canon of medicine-- bn sīnā (avicenna)-father of medicine	2
	12	father of surgery- al zahrawi	3
	13	contributions of omar khayyam	3
	14	Astrolabes by Muhammed Fazari	3
	15	Astronomical inventions and instruments	3
Iv		TECHNOLOGICAL CONTRIBUTION AND DEVELOPMENT OF ARABS	8
	18	science and technology in the Arab world	2

	19	technological contribution and development of algebra-optics astronomy -medicine navigation- chemistry-architecture- music-agriculture – education	2
	20	achievements of science and technology	2
	21	comparative study of science and technology in the Arab World and modern technology and science	1
	22		1
V	OPEN ENDED MODULE: write a book review on ' https://traditionalhikma.com/wp-content/uploads/2015/02/islam-science-muslims-and-technology-seyyed-hosseini-nasr-in-conversation-with-muzaffar-iqbal-2009.pdf		12
	1	case studies: group assignment:	12

MAPPING OF COS WITH PSOS AND POS :

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6
CO1	1											
CO2	2											
CO3		1										
CO4		1										
CO5	1											
CO6	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%)

mapping of cos to assessment rubrics:

	internal exam	assignment	project evaluation	end semester examinations
co 1	✓			✓
co 2	✓			✓
co 3	✓			✓
co 4		✓		✓
co 5		✓		✓
co 6			✓	

sources / learning materials

1. How Greek science passed to Arabs, De Lacy O Leary, Routledge & Kegan Paul, London.
2. Arabian medicine and the post koranic period, Garden b.
3. A legacy of Islam, T. W. Arnold
4. Arabian medicine, Cambell, d
5. Encyclopedia of Islam, (relevant articles)
6. Elise K. Burton, Genetic crossroads: the middle east and the science of human heredity (Stanford University press, 2021), 29-66, 267-
7. <https://ojs.southfloridapublishing.com/ojs/index.php/jdev/article/download/2477/1971/74>.
8. <https://traditionalhikma.com/wp-content/uploads/2015/02/islam-science-muslims-and-technology-seyyed-hosseini-nasr-in-conversation-with-muzaffar-iqbal-2009.pdf>

MAJOR 13

PROGRAM	BA ISLAMIC HISTORY				
COURSE CODE	ISH6CJ306/ISH8MN306				
COURSE TITLE	ISLAMIC EXPANSION AND INDIAN OCEAN TRADE				
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 summary	<p>The Indian ocean is often referred to as a “Muslim lake,” because of the perceived cultural, social and economic dominance of Islamic peoples over much of the last 1400 years. the expansion of Islam from the 8th century onward and the growth of Indian ocean trade were linked by cultural factors, trade networks, and commercial talent. Muslim merchants and missionaries spread Islam along the Indian ocean's western shores, and their trade networks connected diverse parts of the region. Muslim commercial ships stopped at ports for supplies, repairs, and wind direction changes, which spread Islam to people in coastal cities in the Indian subcontinent, China, Indonesia, and the Philippines. Muslims were known to have a commercial talent notably encouraged by Islam, as well as excellent sailing skills. thus, they could monopolize the east-west trade of the maritime silk roads, connecting various major ports of eastern Asian regions together. indeed, their commercial ships had to halt at various ports to be supplied with water and food, be repaired, or to wait for changes in wind direction.</p>				

course outcomes (co):

co	co statement	cognitive level*	knowledge category#	evaluation tools used
co1	understand the historical development of Arab culture, outline how Islam spread throughout the Indian ocean region	u	C	provide group discussion
co2	understand the ancient trade relations of Arabs and spread of Islam	ap	P	practical assignment / observation of practical skills

co3	understand the development of trade network in Indian ocean by the Arabs	ap	P	seminar presentation / group tutorial work
co4	able to comprehend Muslims were known for their exceptional sailing abilities as well as a commercial talent that was notably fostered by Islam.	u	C	instructor-created exams / home assignments
co5	Understand the impact of European colonialism in the wider Indian ocean world	u	C	seminar
co6	understand the blending of culture in Indian ocean coastal areas	ap	P	presentation /exam
<p>* - remember (r), understand (u), apply (ap), analyse (an), evaluate (e), create (c)</p> <p># - factual knowledge(f) conceptual knowledge (c) procedural knowledge (p) metacognitive knowledge (m)</p>				

detailed syllabus:

modul e	unit	Content	hrs
I		INTRODUCTION : THE INDIAN OCEAN WORLD	10
	1	classic period indian ocean trading- during (4th century bce–3rd century ce)	2
	2	the achaemenid empire in persia (550–330 bce),	3
	3	the mauryan empire in india (324–185 bce)	3
	4	the han dynasty in china (202 bce–220 ce), the chola empire (3rd century bce–1279 ce)	2
II		RISE OF ISLAM AND CHANGE IN THE PATTERN OF TRADE ROUTE	10
	5	Arab merchants trade route	3
	6	The rise of Islam—prophet and his mission	3
	7	Voyages to India and China	2
	8	Development of commerce and Islamic trade	2
Iii		INTERVENTION OF PORTUGUESE	20
	9	Bartolomeu dias, - 50 years of effort and methodical expeditions, rounded the cape of good hope and entered the Indian ocean.	3
	10	Vasco Da Gama - the first fleet around Africa to India, arriving in Calicut.	3
	11	trade and civilisation in Indian ocean	2
	12	peoples and cultures -- the 'lost' civilizations of the Indian ocean—	3
	13	the physical and environmental change geography and history	3
	14	unity and diversity of Indian ocean culture	3
	15	trade and civilisation in Indian ocean	3

IV	SPREAD OF ISLAM THROUGH TRADE		8
	18	The Indian ocean marketplace – a series of economic exchanges throughout east Africa, Arabian peninsula, India, and China – the spread of Islam.	2
	19	spread Islam to Indonesia	2
	20	islamic expansion to Maldives	2
	21	spread of Islam to Bangladesh	1
	22		1
V	OPEN ENDED MODULE: write a book review on ‘Metcalf, Thomas, imperial connections, India and the Indian ocean arena (Berkley, 2007)		12
	1	case studies: review the documentary film “From Africa to India: sidi music in the Indian ocean diaspora” directed by Amy Catlin, fl. 1982-2017; produced by apsara media for intercultural education (van nuys, ca: apsara media for intercultural education, 2006) group assignment: write a report on Sidi Goma - The African Indian Sidis of Gujarat	12

MAPPING OF COS WITH PSOS AND POS :

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6
CO1	1											
CO2	2											
CO3		1										
CO4		1										
CO5	1											
CO6	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%)

mapping of cos to assessment rubrics :

	internal exam	assignment	project evaluation	end semester examinations
co 1	✓			✓
co 2	✓			✓
co 3	✓			✓
co 4		✓		✓
co 5		✓		✓
co 6			✓	

sources / learning materials

1.K.N. Chaudhuri, trade and civilization in the Indian ocean: an economic history from the rise of Islam to 1750 (Cambridge 1984)

2. George Fadlo Hourani, Arab seafaring in the Indian ocean (2nd revised edition, Princeton University press, 1995)

3. Patricia Risso, Merchants and faith: Muslim commerce and culture in the Indian ocean (westview, 1995)

4. Janet Abu Lughod, before European hegemony: the world system a.d. 1250-1350 (oxford, 1991)

5. Sunil Amrith, Migration and diaspora in modern Asia (2011).

6. Sugata Bose, *a hundred horizons: the Indian ocean in the age of global empire* (2006).

7. Metcalf, Thomas, *Imperial connections, India and the Indian ocean arena* (berkley, 2007)

1. Ghosh, mitav, *in an antique land: history in the guise of a traveler's tale*
2. Chaudhuri, K.N. *trade and civilization in the Indian ocean: an economic history from the rise of Islam to 1750*
3. Taglia Cozzo, eric *secret trades, porous borders: Smuggling and states along a southeast Asian frontier, 1865-1915* (yale historical publications series) [paperback

SEMESTER VI

MAJOR 14

PROGRAM	BA ISLAMIC HISTORY				
COURSE CODE	ISH7CJ401				
COURSE TITLE	MEDIEVAL INDIAN MUSLIM HERITAGE				
TYPE OF COURSE	MAJOR				
SEMESTER	VII				
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 summary	<p>The advent of Islam and Muslim political involvement in Indian subcontinent was a great deal of trade, conquests, colonization, empire building, amalgamation of various regional cultures and finally opposition to European hegemony. the course covers the period between 7th century to 19th century of Indian history. it gives the students an understanding of polity and the building of empires in this period. this period of history syllabus includes topics such as the Arab trade relations, Muslim conquests, Delhi sultanate, Mughal empire, regional kingdoms and political struggles up to 1857.</p>				

course outcomes (co):

Co	co statement	cognitive level*	knowledge category#	evaluation tools used
co1	students will be able to examine institutional basis of India. they will come to know, how the clashes between the native and foreign forces arose and finally absorbed and gave birth to a new culture popularly known as the 'composite culture'.	u	c	provide group discussion
co2	students will be able to analyse political and administrative ideas emerged to form institutions of India.	ap	p	practical assignment / observation of practical skills

co3	to enable students to understand with the evolution of political and administrative processes in the early Indian past on the basis of which the plural Indian society was formed. to facilitate students with the formation of political processes in modern Indian history as well as impact of British rule in India.	ap	p	seminar presentation / group tutorial work
co4	the students will gather knowledge about the various dynasties, political diplomacy, results and impact wars and battles the people.	u	c	instructor-created exams / home assignments
co5	it also helps the students to develop the knowledge and awareness about the political ideologies	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		ADVENT OF ISLAM IN THE SUBCONTINENT	10
	1	trade and conquest	2
	2	characterising early medieval India,	3
	3	problems of transition and periodization	3

	4	establishment of Turkish rule slave dynasty, Khaljis, Tughlaqs	2
ii	ESTABLISHMENT OF MUGHAL RULE IN INDIA		10
	5	Mughal- Afghan conflict for supremacy,	3
	6	Humayun's relations with Gujarat and Rajput states.	3
	7	foundation of second Afghan empire	2
	8	decline of second Afghan empire	2
iii	POLITICAL DEVELOPMENT UNDER THE MUGHALS		20
	9	age of localization,	3
	10	emergence and consolidation of mughal state	4
	11	contribution of akbar,	4
	12	rajput and deccan policies	3
	13	tussle for succession	2
	14	decline of the mughal empire	2
	15	political assessment of mughal rule	2
iv	DEVELOPMENT OF INDIAN ADMINISTRATION-		8
	18	sovereignty and nature of state, the <i>iqta</i> system and the polity during the sultanate period, nobility: composition and role,	2
	19	administrative system: central, provincial and local administration,	2
	20	Mansabdari and jagirdari system,	2
	21	European trading companies: struggle for hegemony,	1
	22	transfer of power from company to crown: significance of queen's proclamation	1
v	OPEN ENDED MODULE: understanding administrative development and pluralism		12
	1	case studies: document review 1. administration in medieval India pdf Mughal empire https://nios.ac.in/media/documents/srsec315new/315_history_eng/315_history_eng_lesson12.pdf group assignment: report writing	12

MAPPING OF COS WITH PSOS AND POS :

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	
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CO 1	1											
CO 2	2											
CO 3		1										
CO 4		1										
CO 5	1											
co 6	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%)

mapping of cos to assessment rubrics :

	internal exam	assignment	project evaluation	end semester examinations
co 1	✓			✓
co 2	✓			✓
co 3	✓			✓
co 4		✓		✓
co 5		✓		✓
co 6			✓	

Books and materials needed

- Ahmad, aziz. political history and institutions of the early turkish empire of delhi (1206 – 1290 ad), munshiram manohar lal, delhi, 1992.
- Alam, muzafar. languges of political islam in india, permanent black, new delhi, 2007,
- Alam muzaffar & sanjay subramanyam, the mughal state. o.u.p. new delhi, 2002
- Ali, athar, apparatus of the empire, oxford university press, 1987
- Ali, m. athar. mughal indian studies in polity, society and culture, o.u.p, new delhi, 2006.
- Anwar, firdous. nobility under mughals, manohar publications, new delhi, 2001.
- Audre trushke, aurangzeb: the man and the myth, delhi, 2017
- Chandra, satish, *parties and politics at the mughal court*, 1980.
- Chandra, satish. medieval india, orient blackswan, new delhi, 2003
- Satish chandra - later mughals
- Chandra, satish medieval india, from sultanate to mughals, mughal empire (1526-1748)
- Chattopadhyaya b.d., the making of early medieval india, 1994
- Day, upendra nath. the mughal government, manohar publications, new-delhi, 1970
- Fisher, michael, 1993, introduction to the politics of the british annexation of india, 1757-1857. delhi: oxford university press
- habibullah, a.b.m., foundations of muslim rule in india.
- habib, irfan, an atlas of the mughal empire.
- hassan, ibn-e, central structure of mughal empire, manohar publications, new delhi, 1980.
- jackson, peter, the delhi sultanate: political and military history.
- kulke, hermann, the state in india (ad 1000-ad 1700)
- kumar, sunil. the emergence of delhi sultanate, permanent black, new-delhi, 2007
- lal, k.s., history of the khaljis.
- mukhia, harbans. the mughals of india. vol. 5. john wiley & sons, 2008.
- nigam, s. b. p., nobility under the sultans of delhi, manohar publications, new delhi, 1968. nizami, k. a., some aspects of religion and politics in 13th century india, oxford university press, new-delhi, 2002.
- richards, j.f., the mughal empire.
- siddiqui, iqtidar husain. authority and kingship under the sultans of delhi: (thirteenth-fourteenth centuries), manohar publishers, 2006
- upinder singh. a history of ancient and early medieval india

MAJOR 15

PROGRAM	BA ISLAMIC HISTORY				
COURSE CODE	ISH7CJ402				
COURSE TITLE	ARAB MEDIA IN THE AGE OF GLOBALIZATION				
TYPE OF COURSE	MAJOR				
SEMESTER	VII				
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 summary	<p>This course examines visual media from across the Arabic speaking countries, particularly focusing on: Syria, Lebanon, Egypt, Iraq Palestine, Qatar, Saudi Arabia, Bahrain, Yemen, and Tunisia. we will watch and reflect upon -- both orally and throughout assigned papers -- audiovisual material from the region (translated into English) spanning from films, tv programs, news items, web-generated material, tv commercials, etc .</p> <p>topics to be covered include the motion picture industry, entertainment media, prominent all news channels such as al Jazeera and Al Arabiya, magazines, newspapers, internet, and alternative media and their role in the perception and practice of politics and culture within the Arab region, and in relation to the wider middle east (turkey, Iran, Israel).</p> <p>special emphasis will be put on the use of the media by terrorist groups such as ISIS and Al Qaeda, and by the social movements erupted in 2011 known as the "Arab spring"; and the ways in which both of them have transformed the institutional arrangements between the media, publics and governments, nationally and transnationally.</p>				

course outcomes (co):

co	co statement	cognitive level*	knowledge category#	evaluation tools used
co1	Discuss and assess the role of media in national identity formation within all the countries analyzed in the course, and their responses and adaptations to globalization.	u	c	provide group discussion

co2	Discuss and analyze visual media generated during the so-called "Arab spring" by street protesters and digital activists	ap	p	practical assignment / observation of practical skills
co3	Critically reflect on how different media sources provide political information in the Arab world, and how mass media affect the perception and practice of regional politics.	ap	p	seminar presentation / group tutorial work
co4	discuss and assess the institutional arrangements between different Arab governments and media systems.	u	c	instructor-created exams / home assignments
co5		u	c	seminar
co6		ap	p	presentation / exam
<p>* - remember (r), understand (u), apply (ap), analyse (an), evaluate (e), create (c)</p> <p># - factual knowledge(f) conceptual knowledge (c) procedural knowledge (p) metacognitive knowledge (m)</p>				

Detailed syllabus:

module	unit	Content	hrs
I		PUBLIC MEDIA IN THE ARAB WORLD	10
	1	media in Lebanon as faltering mesh of political and commercial interests	2
	2	Syria: a fragmented media system	3
	3	Palestine: resilient media practices for national liberation	3
	4	Jordan: media's sustainability during hard times	2
II		INVOLVEMENT OF EGYPT AND SAUDI ARABIA ON PAN ARAB MEDIA	10

	5	Egypt: a divided and restricted media landscape after the transformation	3
	6	Saudi Arabia: from national media to global player	3
	7	involvement of Saudi Arabia and Egypt in pan Arab channels	2
	8	Al Jazeera: a pan-Arab news channel that offers investigative journalism, live interviews, and hot news -Al-Arabiya: a pan-Arab news channel that has a strong influence and outreach- Al-Hayat: a daily newspaper that is the newspaper of record for the Arab diaspora	2
III	THE MEDIA AND THE TRANSFORMATION OF ARAB POLITICAL CULTURE		20
	9	Iraq: media between democratic freedom and security pressures	3
	10	united Arab emirates: media for sustainable development	3
	11	Qatar: a small country with a global outlook	2
	12	Sudan: media under the military–democratic pendulum	3
	13	book review: the handbook of media and culture in the middle east editor(s): joe f. Khalil, Gholam Khiabany, Tourya Gaaaybess, bilge Yesil first published:9 June 2023	3
	14	book review: modernization and media in the Arab world Gregory m. Selber the university of Texas Rio Grande valley Salma I. Ghanem University of Texas - pan American	3
	15	Book review : mass communication in the modern Arab world ongoing agents of change following the Arab spring edited by Naila Nabil Hamdy and Philip Auter	3
IV	INFLUENCE OF SOCIAL MEDIA ON ARAB SPRING, MYTH OR REALITY		8
	18	Tunisia: the transformative media landscape after the revolution	2
	19	Morocco: competitive authoritarianism in media reforms	2

	20	book review: (social) media and politics and the arab spring moment khaled hroub , professor of middle eastern studies & arab media studies, northwestern university, qatar	2
	21	MEDIA DURING ARAB SPRING	2
V	OPEN ENDED MODULE: collect videos and photos in social media during the arab spring		12
	1	case studies : influence of al Jazeera channel in arab world group assignment:.. review the following pan arab channels ,mbc 3 , mbc bollywood , zee aflam and zee alwan	12

MAPPING OF COS WITH PSOS AND POS :

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6
CO1	1											
CO2	2											
CO3		1										
CO4		1										
CO5	1											
CO6	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%)

Mapping of cos to assessment rubrics :

	internal exam	assignment	project evaluation	end semester examinations
co 1	✓			✓
co 2	✓			✓
co 3	✓			✓
co 4		✓		✓
co 5		✓		✓
co 6			✓	

sources / learning materials

- 1. The media in Arab countries: from development theories to cooperation policies: this book by bilge yesil, an associate professor of media culture, explores the political economy of media and journalism in the arab world**
- 2. Music and Media in the Arab world: available on google books
arab media system, Richter, Carola and Kozman, Claudia (editors)**
- 3. Mass communication in the modern Arab world, ongoing agents of change following the arab spring, edited by Naila Nabil Hamdy and Philip auter**
- 4. Modernization and media in the arab world gregory m. selber the university of texas rio grande valley
salma i. ghanem university of texas - pan american**
- 5. (social) media and politics and the Arab spring moment, khaled hroub, professor of middle eastern studies & Arab media studies, northwestern university, Qatar**

MAJOR 16

PROGRAM	BA ISLAMIC HISTORY				
COURSE CODE	ISH7CJ403				
COURSE TITLE	ALTERNATIVE ECONOMIC SYSTEM IN ISLAM				
TYPE OF COURSE	MAJOR				
SEMESTER	VII				
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 summary	<p>Islamic economics aims to achieve social balance and equal income distribution. it also aims to promote unity, social justice, and moral development. these days, Islamic economics is a widely read and studied subject. because Islamic values and conventional banking are at odds, scholars are working to establish the groundwork for a banking system based on shariah. Islamic economics is firmly based on the sunnah of the prophet and the holy Quran. Islamic economics, in contrast to many other economic theories, is not merely theoretical; the prophet himself founded it in the medina. thus, Islam combines the theoretical framework of the Quran with the prophetic example of establishing a fair economic system.</p>				

course outcomes (co):

co	co statement	cognitive level*	knowledge category#	evaluation tools used
co1	<ul style="list-style-type: none"> knowledge of basic economic, banking, and finance theories and principles 	u	c	provide group discussion

co2	<ul style="list-style-type: none"> ability to relate economic theories and concepts to real-world scenarios 	ap	p	practical assignment / observation of practical skills
co3	<ul style="list-style-type: none"> ability to work as a professional in the area of Islamic banking and finance 	ap	p	seminar presentation / group tutorial work
co4	<ul style="list-style-type: none"> ability to pursue higher studies and research in academics participation in seminars and live sessions 	u	c	instructor-created exams / home assignments
<p>* - remember (r), understand (u), apply (ap), analyse (an), evaluate (e), create (c)</p> <p># - factual knowledge(f) conceptual knowledge (c) procedural knowledge (p) metacognitive knowledge (m)</p>				

Detailed syllabus:

module	Unit	Content	hrs
I	INTRODUCTION		10
	1	The importance of Islamic perspective on economics and policy	2
	2	Concepts of system	3
	3	The Islamic economy as a part of the whole economic system	3
	4	The economic problem	2
II	ISLAMIC ECONOMICS AS AN ALTERNATIVE SYSTEM		10
	5	Islam and capitalism	3
	6	Islam and socialism	2
	7	Economic recession and Islamic solutions	2
	8	distribution of wealth	3
III	9	principles of Islamic economics	20
	10	prohibition of Riba	4
	11	Mudarabah	4
	12	Musharaka	4
	13	Bai Salam and sanctity of contracts	4
	14	Sources of Economic teachings in Islam	4
IV	ISLAMIC FINANCE		8

	12	importance of zakat	2
	13	public and private wealth, ownership	2
	14	Islamic provisions for trade and business	2
	15	functions of Islamic development bank	1
	16	leading banks in Islamic economic sector	3
v	OPEN ENDED MODULE: survey on emerging islamic banking sector in malesia and middle east		12
	1	case studies : development of Islamic banking in udan group assignment: report on functions and activities of Islamic development bank	12

MAPPING OF COS WITH PSOS AND POS :

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6
CO 1	1											
CO 2	2											
CO 3		1										
CO 4		1										
CO 5	1											
CO 6	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%)

Mapping of cos to assessment rubrics :

	internal exam	assignment	project evaluation	end semester examinations
co 1	✓			✓
co 2	✓			✓
co 3	✓			✓
co 4		✓		✓
co 5		✓		✓
co 6			✓	

sources / learning materials

1- Siddiqi, M.N, "economic enterprise in Islam" Lahore, Islamic foundation, 1972.

2- Al-Mubarak, M., "The system of Islam: the economy", Dar Alfikr, Beirut, Lebanon, 1398 h (1978).

3- Al-Thumali, A., "Economic freedom and the state intervention" a ph.d. dissertation presented to umm al-qura University, Makkah, 1405 h (1985).

4- Bin Eid, Mohammad El-Gari, "an introduction to the foundations of the Islamic economy", Dar Hafiz, Jeddah, Saudi Arabia, 1411 h (1991).

5- Al-Misri, R.Y., "The foundations of Islamic economy", Dar Alqalam (damascus), Al-Dar Al-Shamiyyah (beirut), dar al-bashir, (Jeddah), Saudi Arabia 1409 h (1989).

6. Chapra, Umer "Islam and the economic challenge", the Islamic foundation and the international institute of Islamic thought, 1992.

7. Khurshid Ahmad, "Nature and significance of Islamic economics" and Mohammad Anas Zarqa, "Methodology of Islamic economics", "Fiqh and economics of exchange" see all these articles in lectures on Islamic economics, Irti, 1992.

MAJOR 17

PROGRAM	BA ISLAMIC HISTORY				
COURSE CODE	ISH7CJ404				
COURSE TITLE	IMPACT OF GULF MIGRATION IN KERALA				
TYPE OF COURSE	MAJOR				
SEMESTER	VII				
ACADEMIC LEVEL	400-499				
course details	Cre dit	lecture per week	tutorial per week	practical per week	total hours
	4	4	-	-	60
pre- requisites	Qualified higher secondary level				
course summary	<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 basis of 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	co statement	cognitive level*	knowledge category#	evaluation tools used
co1	learners able to understand the importance of migration.	u	c	instructor-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 the migration.	u	c	instructor-created exams / home assignments
co5	differentiate the concepts of modernization policy of muslims in Malabar.	ap	p	one minute reflection writing assignments
co6	demonstrate communicative skill and writing ability by preparing report on social and cultural progress of Muslims in Kerala after the migration.	ap	p	report writing
<p>* - remember (r), understand (u), apply (ap), analyse (an), evaluate (e), create (c)</p> <p># - factual knowledge(f) conceptual knowledge (c) procedural knowledge (p) metacognitive knowledge (m)</p>				

detailed syllabus:

module	unit	Content	hrs
I	INTRODUCTION		10
	1	migration: basic theories	2
	2	types of migration - push factors and pull factors of migration	3
	3	theories of migration -	3
	4	Rawenstein stoufer and lees theory of migration.	2
II	GULF MIGRATION IN KERALA.		10
	5	trade route of Arabs in Kerala	3
	6	trends of migration -multidimensional causes of migration	2
	7	social economic education and religious -	2
	8	earning mode of unprivileged Muslim women in Kerala (gaddama)	3

III		CONTRIBUTIONS OF GULF MIGRATION. -	20
	9	better living conditions -	2
	10	cultural interaction	3
	11	contributions of expatriates to kerala economy	2
	12	educational institutions and development	3
	13	formation of charitable activity	2
	14	- new ideas of construction of buildings mal houses mosque	3
	15	-growth of real estate business in kerala	2
	16	changes in food habits.	3
IV		PROBLEMS OF EXPATRIATES.	8
		Unemployment	
		impact of nitaqat in kerala	
		governmental schemes to upliftment of the expatriates	
V		OPEN ENDED MODULE: -	12
	1	case studies : implementation of Nitaqat and its problems faced by expatriates in their own country group assignment: survey on issues faced by the expatriates	12

MAPPING OF COS WITH PSOS AND POS :

	PSO1	PSO2	PSO3	PSO4	PSO	PSO	PO1	PO2	PO3	PO4	PO5	PO
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					5	6						6
CO 1	1											
CO 2		3										
CO 3	2											
CO 4	1											
CO 5	1											
CO 6	1											

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%)

mapping of cos to assessment rubrics :

	internal exam	assignment	project evaluation	end semester examinations
co 1	✓			✓
co 2	✓			✓
co 3	✓			✓
co 4		✓		✓
co 5		✓		✓
co 6			✓	

required study materials.

1. K C Zachariah T Mathew and s iridiya rajan. impact of gulf migration on kerala's economy and society.
2. zachariah and irudiya rajan.keralas gulf connection 1998-2011economic and social impact of migration.
3. b a prakash .gulf migration and its economic impact. the kerala's experience.
4. anju c mohan .migration to kerala: issues and challenges.
5. ajmal khan and muneer illath. nitaqath manifestation of new immigrant vulnerabilities.
6. ismail p. socio economic impact of nitaqath in kerala.
7. jennifer r peck. the effect of the nitaqath program on the saudi private sectors.

MAJOR 18

PROGRAM	BA ISLAMIC HISTORY				
COURSE CODE	ISH7CJ405				
COURSE TITLE	GENDER STUDIES IN ISLAM				
TYPE OF COURSE	MAJOR				
SEMESTER	VII				
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 summary	<p>This course draws on diverse perspectives about the gender, sexuality, women rights, feminism and social status. this course explores how scripture, theology and social realities reflect the complex and competing claims around issues of gender, sexuality, and ethics in Islamic thought and society. to achieve these goals, we will cover topic ranging from realities and misconceptions about gender, importance of gender studies, gender equality, scope, and Quran concept, duties of gender, women right in Islam, Islamic feminism, social status of women in selective countries , Islamic laws and their effect on shaping women's privet lives in domains relating to marriage and divorce to gender and sexuality in Islam as well as women's participation in Islamist movements and political parties. this course explores how religious authorities, and scriptural and legal rights of men and women and to construction of theories, law and practices concerning gender roles, sexuality in the Islamic tradition. students study how these constructed gender roles, sexual norms and attitudes have reflected, resisted or changed in response to modern culture, social, economic, and political changes.</p>				

course outcomes (co):

co	co statement	cognitive level*	knowledge category#	evaluation tools used
co1	understand the gender equality in Islam.	u	c	provide group discussion
co2	identify, the Islamic feminist ideologies the works of women writers.	ap	p	practical assignment / observation of practical skills

co3	demonstrate a solid understanding of history of women and gender in the Muslim world.	ap	p	seminar presentation / group tutorial work
co4	asses women's roles in contemporary Muslim - majority societies.	u	c	instructor-created exams / home assignments
co5	sharpen students' critical and analytical skills by exposing them to different, even contradictory, points of views and contemporary debates relating of intersection of Islam, gender, and politics in Muslim societies.	u	c	seminar/debate
co6	analyse representations of power of the women's and men in family life in Islamic societies. (e.g. tv, film, novels, the mass media, video games, etc.)	ap	p	presentation /exam
<p>* - remember (r), understand (u), apply (ap), analyse (an), evaluate (e), create (c)</p> <p># - factual knowledge(f) conceptual knowledge (c) procedural knowledge (p) metacognitive knowledge (m)</p>				

DETAILED SYLLABUS:

MODUL E	UNIT	CONTENT	HRS
I		GENERAL AWARENESS OF GENDER	10
	1	gender, sex, sexuality, gender spectrum	2
	2	importance of gender studies	3
	3	gender equality in Islam, scope of study	3
	4	the Islamic perspectives, Quran concept in gender, duties of gender	2
II		WOMEN RIGHTS IN ISLAMIC SOCIETY	10
	5	position of women in different culture in major region, Greece, Rome, pre-Islamic Arabia	3
	6	Quranic instruction on right of women, women to live, marriage and divorce, right to inheritance	3
	7	duties of women, education of women	2
	8	political participation of women	2
III		ISLAMIC FEMINISM	20
	9	history, Islamic feminism	3
	10	prominent women thinkers	3
	11	feminist groups and initiatives	2
	12	Amina Wadud ,Helia Ahamed, Fatema Mernissi	3

	13	revolutionary association of Afghanistan	3
	14	sister in Islam of Malaysia, Musawah, sisterhood	3
	15	women living under Muslim law	3
IV	SOCIAL STATUS OF WOMEN IN SELECTIVE ISLAMIC COUNTRIES		8
	18	Saudi Arabia, employment, opportunities,	2
	19	public and private transportation, dress code	2
	20	Iran, job opportunities	2
	21	social changes in various field, 1989 Iranian constitutional referendum	1
	22	Egypt, sexual violence, representation of politics, career opportunities	1
V	OPEN ENDED MODULE		12
		activity 1. prepare a report on famous Muslim women intellectuals in Arab world 2. debate on sexuality and equality in Islam 3. discussion on Islamic feminism and modern feminism 4. presentation on issues and remedies of divorce in Islam 5. modern women in Saudi Arabia and Iran	12

MAPPING OF COS WITH PSOS AND POS :

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6
CO1	1											
CO2	2											
CO3		1										
CO4		1										
CO5	1											
CO6	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%)

mapping of cos to assessment rubrics :

	internal exam	assignment	project evaluation	end semester examinations
co 1	✓			✓
co 2	✓			✓
co 3	✓			✓
co 4		✓		✓
co 5		✓		✓
co 6			✓	

sources / learning materials

1. Islamic law of inheritance a new approach – Muhammed Mustafa khan
2. women in Islamic law - Safiya Iqbal
3. dreams of trespass: tales of harem girlhood – Fatema Mernissi
4. women, religion, and culture in Iran - Sarah Ansari
5. women in Saudi Arabia today - Mona al Munajjed
6. exploring Islamic Feminism - Wayback machine
7. women in ancient Egypt: revisiting power, agency and autonomy – Mariyam F Ayad

SEMESTER VIII

MAJOR 19

PROGRAM	BA ISLAMIC HISTORY				
COURSE CODE	ISH8CJ406 / ISH8MN406				
COURSE TITLE	MAJOR WORLD RELIGIONS				
TYPE OF COURSE	MAJOR				
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 summary	This course designed for students interested in exploring various ways people have expressed religious views. the course explores questions that lead people to formulate religious answers and various religious doctrines that formalize religious concern. balance different opinions from major religious traditions such as Christianity, Judaism, Hinduism and Buddhism among others and helps students broaden perspective on religion.				

course outcomes (co):

Co	co statement	cognitive level*	knowledge category#	evaluation tools used

co1	understand the basic concept of major world religion	u	c	provide group discussion
co2	recognising the religious diversity and cultural pluralism	ap	p	practical
				assignment / observation of practical skills
co3	understanding the general knowledge of various religion	ap	p	seminar presentation / group tutorial work
co4	evaluating the social religious importance of various religion in indian culture	u	c	instructor-created exams / home assignments
co5	understanding of how each religion evolved historically and spiritually	u	c	seminar
co6	analyse the religious writings, symbols and practices using recognized scholarly and hermeneutical principles. (e.g. tv, film, novels, the mass media, video games, etc.)	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:

MODU L E	UNI T	CONTENT	hr s
I		CONCEPT OF RELIGION	10
	1	history of religion	2
	2	different concepts	3
	3	theories of religion	3
	4	need of religious tolerance	2

II	RELIGIOUS DIVERSITY IN INDIA		10
	5	Hinduism and Sikhism	3
	6	concept of God in Hinduism, Darma, purushartha, karma, moksha	3
	7	Sankara charya and swami Vivekananda	2
	8	concept of God in Sikhism, Guru Nanak, scriptures and teachings	2
III			20
	9	BASIC TEACHINGS OF BUDDHISM	3
	10	life and teaching of Gautama budda	3
	11	Nirvana	2
	12	Hinayana	3
	13	Mahayana	3
	14	life and teaching of Mahaveer	a
	15	digambara and swetambaras	3
IV	CONCEPT OF GOD IN CHRISTIANITY AND JUDAISM		8
	18	life and teachings of Jesus Christ	2
	19	bible, trinity, beliefs, worship	2
	20	major group in Christianity	2
	21	Judaism, moses, religious movements	1
	22	Torah and religious practices	1
V	OPEN MODULE		12
	1	Prepare report on religious harmonious life in Kerala How Kerala is differed from north India in religious matter	12

MAPPING OF COS WITH PSOS AND POS :

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6
CO 1	1											
CO 2	2											
CO 3		1										
CO 4		1										
CO 5	1											
CO 6	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%)

mapping of cos to assessment rubrics :

	internal exam	assignment	project evaluation	end semester examinations
co 1	✓			✓
co 2	✓			✓
co 3	✓			✓
co 4		✓		✓
co 5		✓		✓

co 6			✓	
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sources / learning material

- | | | |
|--|---|----------------------|
| 1. The world religion | - | Huston smith |
| 2. A history of Christianity | - | Diar maid mac |
| 3. Hinduism and Buddhism | - | Culloch dr. |
| 4. The Encyclopaedia of Sikhism | - | Ashakumari |
| 5. A history of the Jews | - | h.s |
| 6. World religion: An introduction for | | Singh |
| Students | - | Paul |
| | | Johns |
| | | on |

MAJOR 20

PROGRAM	BA ISLAMIC HISTORY				
COURSE CODE	ISH8CJ407/ISH8MN407				
COURSE TITLE	CONTEMPORARY MIDDLE EAST CRISIS OF PALESTINE				
TYPE OF COURSE	MAJOR				
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 summary	<p>In this course will study the main political junctions in the Israeli-Palestinian conflict and will connect them to their reincarnation in contemporary times in Israel/ Palestine. this will include analysis and study of the politics, popular culture and daily life of Palestinian living in Palestine. among the themes that will be studied are the negation of the diaspora as a central theme of political Zionism, the Arab-Jewish identity, Palestinian national feelings and the Nakba, Israel and the memory of holocaust, the evolution of political parties and ideas in Israeli and Palestine politics, and previous negotiations for peace. the course will include cultural products relating to the societies in Palestine, movies, song, and advertisement. it will strive to uncover the roots of contemporary political 'axioms' and the preparation of the 'other'.</p>				

course outcomes (co):

Co	co statement	cognitive level*	knowledge category#	evaluation tools used
co 1	understand the process that resulted in the creation of Israel in 1948 and in the Palestinian Nakba.	u	c	provide group discussion

co 2	analyse the leading Israeli and Palestinian streams	ap	p	practical assignment / observation of practical skills
co 3	critically study current modes in Palestinian culture: including the role of the military and security, fear and hatred towards the other sentiments of localness, indigenesness and foreignness in Palestine	ap	p	seminar presentation / group tutorial work
co 4	summarize the different solution for the Israeli-Palestinian conflict, and the way they ignore or correspond with the needs of each of the communities	u	c	instructor-created exams / home assignments
co 5	identify and discuss the challenges faced by the middle east	u	c	seminar
co 6	encourage the development of advance skills in critical analysis and reflection upon contemporary middle eastern issues	ap	p	presentation /exam
<p>* - remember (r), understand (u), apply (ap), analyse (an), evaluate (e), create (c)</p> <p># - factual knowledge(f) conceptual knowledge (c) procedural knowledge (p) metacognitive knowledge (m)</p>				

detailed syllabus:

MODULE	UNIT	CONTENT	hrs
I		HISTORY OF PALESTINE AND THE MANDATE PERIOD	10
	1	Palestine geographical study	2
	2	peoples and cultures	3
	3	Zionism, Arab revolt, Suez crisis, six-day war	3
	4	first intifada, second intifada, Hamas split	2
II		PALESTINE SOCIETY AND SOCIAL CONDITION	10

	5	Palestine society and people, education, employment	3
	6	cultural development of Palestine, Palestine refugees, economic dispute and boycotts	3
	7	Palestinian political violence	2
	8	status of Jerusalem, social condition of Palestine territories	2
Iii			20
	9	peace treaties and organizations	3
	10	Oslo accords, camp David summit	3
	11	road map for peace, Arab peace initiative	2
	12	PLO, Palestinian NGOs network	3
	13	al-Haq, PNA (Palestinian National Authority), UNRWA	3
	14	Gaza disengagement, Annapolis conference	3
	15	settlement freeze, peace to prosperity plan	3
IV		CONTEMPORARY STATUS OF PALESTINE	8
	18	The image of Palestine: Arab values and views	2
	19	Israeli settlement policy, security challenges and security groups	2
	20	united nation and Palestinian statehood, international relationship	2
	21	Palestine government, political condition, life style and settlements	1
	22	Israel- Hamas war, after effect of war, social media influences	1
V		OPEN ENDED MODULE	12
	1	Power point presentation on current casualties in Gaza Analyze the strategies of US , India, Turkey on the Issue	12

MAPPING OF COS WITH PSOS AND POS :

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6
CO	1											

1												
CO 2	2											
CO 3		1										
CO 4		1										
CO 5	1											
CO 6	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%)

mapping of cos to assessment rubrics :

	internal exam	assignment	project evaluation	end semester examinations
co 1	✓			✓
co 2	✓			✓
co 3	✓			✓

co 4		✓		✓
co 5		✓		✓
co 6			✓	

sources / learning materials

1. Righteous victims: a history of the Zionist – Arab conflict - Benny Morris
2. The ethnic cleaning of Palestine - John Pilger
3. The Israel- Palestine conflict - Neil Caplan
4. The history of Palestine - Al Ghadiry
5. The rise and fall of Palestine - Norman G Finkelstein
6. Palestine or the holy land from the earliest period to the present time - Michael Russell

MAJOR 21

PROGRAM	BA ISLAMIC HISTORY				
COURSE CODE	ISH8CJ408/ ISH8MN408				
COURSE TITLE	DIASPORA ISSUES IN POST COLD WAR MUSLIM WORLD				
TYPE OF COURSE	MAJOR				
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	The students are familiar with the diaspora issues.
course summary	This course mainly focuses on the problems they faced with post-cold war Muslim immigration. UNO's opinion on the diaspora is also mentioned here. causes for the diaspora in Asia and African countries are mentioned here. and focus on the policies of America and Russia toward the Muslim diaspora. commonly study about a case study of Muslim diaspora from Palestine. moreover, the rapid pace of globalization and technological advancements has reshaped the dynamics of diaspora engagement, fostering both transnational connections and tensions between traditional values and western influences.

course outcomes (co):

Co	co statement	cognitive level*	knowledge category#	evaluation tools used
co 1	understand the meaning and declaration of diaspora	U	c	group discussion/ newspaper reading
co 2	find out the role of uno in diaspora phenomena	Re	f	assignment / seminar
co 3	evaluate the causes of Muslim diaspora in different regions.	Ev	m	seminar presentation / group tutorial work
co 4	asses the historical background of the Palestine region	Ev	c	group discussion/ assignments
co 5	critically evaluate the present political issues in the Palestine region	Ev	p	debate
<p>* - remember (r), understand (u), apply (ap), analyse (an), evaluate (e), create (c)</p> <p># - factual knowledge(f) conceptual knowledge (c) procedural knowledge (p) metacognitive knowledge (m)</p>				

Detailed syllabus:

MODULE	UNIT	CONTENT	hrs
I	DEFINE OF DIASPORA		10
	1	Define and meaning of diaspora	2
	2	reasons of diaspora-Muslim diaspora	3
	3	Muslim diaspora-pull and push factors of diaspora	3
	4	UN declaration about diaspora-global diaspora- the Dublin declaration.	2
II	CAUSES OF MUSLIM DIASPORA IN ASIA AND AFRICA		10
	5	Muslim diaspora after the Iran- Iraq war (1980-1988)	3
	6	Kuwait war (1990)-Afghan conquered by America (2001)	3
	7	Iraq conquered by America (2003)	2
	8	Rohingya Muslims in Myanmar-Uyghurs in China.	2
III	MUSLIM DIASPORA IN AMERICA AND RUSSIA		20
	9	population of America and Russia	3
	10	minority communities in America and Russia	3
	11	Muslim diaspora in America and Russia	2
	12	socio-political condition of Muslim diaspora in America	3
	13	socio-political condition of Muslim diaspora in Russia	3
	14	present condition of Muslim diaspora in America	3
	15	the present condition of Muslim diaspora in Russia.	3
IV	A CASE STUDY OF MUSLIM DIASPORA FROM PALESTINE		11
	16	historical background of Palestine	2
	17	foreign influence	2
	18	formation of Israel	2
	19	the conflict between Israel and Palestine	3
	20	Muslim diaspora from Palestine.	2
V	OPEN ENDED MODULE : islamophobia and security		9
	21	define islamophobia -its various manifestations	2
	22	prejudice, discrimination, violence	2
	23	impact of islamophobia on the security and well-being of muslim diaspora communities	3
	24	strategies for countering islamophobia and promoting social inclusion.	2

MAPPING OF COS WITH PSOS AND POS :

	PSO1	PSO 2	PSO3	PSO 4	PSO5	PSO6	PO 1	PO2	PO3	PO 4	PO5	PO6
CO 1	1											
CO 2	2											
CO 3		1										
CO 4		1										
CO 5	1											

correlation levels:

leve l	correlation
-	Nil
1	slightly / low
2	moderate / medium
3	substantial / high

assessment rubrics:

assignment/ discussion / seminar/debate/group tutorial work/newspaper

reading

midterm exam

programming assignments (20%)

final exam (70%)

mapping of cos to assessment rubrics :

	internal exam	assignmen t	project evaluation	end semester examinations
co 1	✓			✓

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

sources and learning materials

1. Haidesh Moghissi and Halleh Ghorashi (2010), Muslim diaspora in the west: negotiating gender, home and belonging.
2. Haidesh Moghissi (2006), Muslim diaspora: gender, culture and identity.
3. Moha Ennaji (2016), new horizons of Muslim diaspora in north aAmerica and Europe.
4. Maurits s Hassankhan, Goolam Vahed and Lomarsh Roopnarine (2017), indentured Muslims in the diaspora: identity and belonging of minority groups in plural societies.
5. Yvonne yazbeck haddad (2001), Muslims in the west: from sojourners to citizens
6. Junaid rana(2011), terrifying Muslims: race and Labor in the South Asian diaspora.

MAJOR 22

Program	BA ISLAMIC HISTORY
Course Code	ISH8CJ489
Course Title	RESEARCH METHODOLOGY AND ETHICS
Type of	MAJOR

Course					
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 Summary	<p>Course provides students with a comprehensive overview of research methodology and ethics in the social sciences. It covers the fundamental principles, techniques, and ethical considerations involved in designing, conducting, and evaluating research. Through lectures, practical exercises, case studies, and discussions, students will develop the knowledge and skills necessary to undertake rigorous and ethically responsible research in their academic and professional endeavors. This course equips students with the knowledge, skills, and ethical principles necessary to conduct high-quality and ethically responsible research in the social sciences, preparing them for further academic study or professional careers in research-intensive fields.</p>				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	understand the research methodology and ethics	U	C	Provide group discussion
CO2	Identify the basic and concept of research methodology	Ap	P	Practical Assignment / Observation of Practical Skills

CO3	Demonstrate a solid understanding of research methods	Ap	P	Seminar Presentation / Group Tutorial Work
CO4	Asses various step of research and ethics	U	C	Instructor-created exams / Home Assignments
CO5	Sharpen students' critical and analytical skills by exposing them to different, even contradictory, points of views and various perspectives of research and publication ethics	U	C	Seminar/debate
CO6	Analyse representations of various step of research and different types of research along with step of publication ethics	Ap	P	Presentation /exam
<p>* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)</p> <p># - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)</p>				

Detailed Syllabus:

Module	Unit	Content	Hrs
I		Understanding the basic concept on research methodology	10
	1	Meaning and importance of Research	2
	2	Types of Research	3
	3	Research Methods	3
	4	Important Steps of research	2
II		Analysing research methodology	10

	5	Data Collection and Data Analysis	3
	6	Types of data (a) Primary, Secondary and Tertiary Data. (b) Construction and adaptation of instruments, Administration of questions and tests, Tabulation of data. (c) Data organization in SPSS and Excel (d) Graphical representation of data	3
	7	Analysis of Data (a) Discussion and Interpretation of results. (b) Testing of Hypothesis: Logical and Statistical Techniques	2
	8	Report Writing (a) Organization of the Research Report Preliminaries, Contents of Report, Bibliography, Appendices (b) Style Manuals (c) Criteria for the evaluation of the Research Report	2
III	Understanding publication ethics		20
	9	Need of publication ethics in Research	3
	10	Publication ethics: definition, introduction and importance	3
	11	Best practices /Standards setting initiatives and guidelines: COPE. WAME, etc	2
	12	Conflicts of interest	3
	13	Publication misconduct: definition, concept, problems that lead to unethical behaviour and vice versa, types	3
	14	Violation of publication ethics, authorship and contributorship	3
	15	Identification of publication misconduct, complaints and appeals and Predatory publishers and journals.	3
IV	Understanding publication ethics		8
	18	Publication misconduct-A. Group Discussions	2
	19	Subject specific ethical issues, FFP, authorship -Conflicts of interest	2
	20	Complaints and appeals: examples and fraud from India and abroad	2
	21	Software tools Use of plagiarism software like Turnitin, Urkund and other open source software tools.	2
			12
			12

Mapping of COs with PSOs and POs :

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6
CO 1	1											
CO 2	2											
CO 3		1										
CO 4		1										
CO 5	1											
CO 6	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%)

Mapping of COs to Assessment Rubrics :

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

CO 3	✓			✓
CO 4		✓		✓
CO 5		✓		✓
CO 6			✓	

Sources / learning materials

1. Research Methodology in Social Sciences: A Practical Guide – Bagchi, Kanak Kanti
2. Research Methods in Social Sciences - Sharma, B.A.V
3. Methods in Social Research – Goodde and Hatte
4. A Short Introduction to Social Research- Henn, Matt; Mark Weinstein and Nick Foard
5. Research Methodology in Social Sciences - Krishnaswami, O.R
6. Research Methodology: A Step by Step Guide for Research, - Kumar, Renjith
7. Research Methodology: An Introduction – Kothari, C.R

ELECTIVE COURSES IN ISLAMIC HISTORY

ELECTIVE 1

Program	BA ISLAMIC HISTORY				
Course Code	ISH5EJ301				
Course Title	ISLAMIC GOLDEN AGE OF LEARNING IN 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	Qualified higher secondary				
Course Summary	<p>The objective of this course is to provide students with a good knowledge about the Islamic Golden Age of Learning in Spain, also known as the Andalusian Renaissance, flourished from the 8th to the 15th century. This progression is planned to give learners about the significant advancements in various fields including science, mathematics, medicine, philosophy, and literature under the rule of Muslim Caliphates in the Iberian Peninsula. Through this study the students get information about the Scholars like Ibn Rushd (Averroes), Ibn Sina (Avicenna), and Ibn Khaldun made ground-breaking contributions that influenced European Renaissance and Enlightenment thinkers. This period was characterized by religious tolerance, cultural exchange, and intellectual curiosity, making it a pivotal time in the history of human civilization.</p>				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Estimate the Socio political conditions of Spain before the Islamic conquest	U	C	Provide group discussion

CO2	Analyse the causes that helped the Muslim conquest of Spain and Sicily	Ap	P	Practical Assignment / Observation of Practical Skills
CO3	Comprehend Andalusian Islamic culture and civilizations	Ap	P	Seminar Presentation / Group Tutorial Work
CO4	Explore the cultural situations of European Muslims and Christians	U	C	Instructor-created exams / Home Assignments
CO5	Recognize the reasons of the destruction of Muslim rule in Europe	U	C	Seminar
<p>* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)</p> <p># - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)</p>				

Detailed Syllabus:

Module	Unit	Content	Hrs
I		Muslims in Spain	10
	1	Muslim conquest of Spain-MusaibnNusayr-TariqibnZiyad	2
	2	Spain under the Muslims- Independent rulers of Spain-AbdulRahmanI, AbdulRahmanII, AbdulRahmanIII	3
	3	Transition from Amirate to Caliphate, Hakam II-Hajib Al Mansur	2
II		Fall of Muslim Rule in Spain	10
	4	Decline of the Umayyad rule and the end of Umayyad Caliphate in Spain:Al Murabits,AlMuwahhids, Banu Nasr, AlHambra	3
	5	Fall of Granada –the Reconquista,Mozarabs,Moriscose and Mudajars	3
III		Muslim Conquest of Sicily	20
	6	The Aghlabid Amirat	3

	7	Conquest of Sicily, The Kalbites, Palermo, The Norman conquest and the development of Arab Norman culture	3
	8	Roger I and Frederick II- The baptized Sultans of Sicily	3
IV	Intellectual Contributions		8
	9	Language and Literature	2
	10	Historiography-Geography	2
	11	Astronomy and Mathematic	2
	12	Botany and Medicine-Philosophy	1
	1	Spain and Sicily as Centres of Cultural Transmissions	1
V	Open Ended Module: Cultural fusion in Spain 1 . write a book review on ‘A History of Islamic Spain’ by W.M Watt		12
	1	Case studies: Development of cultural changes and exchanges among European Muslims Group Assignment: Collect data about the intellectual contributions of Muslims Spain	12

Mapping of COs with PSOs and POs :

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6
CO 1	1											
CO 2	2											

CO 3		1										
CO 4		1										
CO 5	1											
CO 6	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%)

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓			✓
CO 2	✓			✓
CO 3	✓			✓
CO 4		✓		✓
CO 5		✓		✓
CO 6			✓	

Sources / learning materials

1. Stanley Lanepool: Moors in Spain

2. Dozy R: Spanish Islam
3. W.M Watt: A History of Islamic Spain
4. Muhammad Sohail: Administrative and Cultural History of Islam
5. Philip K Hitti: History of the Arabs
6. Syed Azizur Rahman: The Story of Islamic Spain
7. S.M Imamuddin: Political History of Muslim Spain
8. W. Irwing: Conquest of Granada and Spain
9. Roger Collins: The Arab Conquest of Spain 710-797
10. Akbar Shah Najeebabadi: The History of Islam

ELECTIVE 2

Program	BA ISLAMIC HISTORY				
Course Code	ISH5EJ302				
Course Title	RELIGIOUS TOLERANCE AND MULTI-CULTURAL BACKGROUND OF OTTOMANS				
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	The Ottoman Empire was known for its relatively high degree of religious tolerance and multiculturalism compared to many other empires of its time.				

Summary	The goal of this program is to provide learners to understand that, under Ottoman rule people of various religious and cultural backgrounds coexisted within the empire's vast territories. Muslims, Christians, Jews, and others were allowed to practice their religions, maintain their cultural traditions, and often had their own legal systems. Through this study the people were able to designed the Ottoman Empire had periods of religious tolerance and multiculturalism, there were also instances of religious and ethnic tensions, discrimination, and persecution, particularly during times of political instability or conflict.
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Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Explore the origin and development of the Ottomans	U	C	Provide group discussion
CO2	Analyse the causes that helped their expansions into Europe	Ap	P	Practical Assignment / Observation of Practical Skills
CO3	Understand the causes and results of the conquest of Constantinople	Ap	P	Seminar Presentation / Group Tutorial Work
CO4	Evaluate the impacts of Nationalism on the Ottoman Empire	U	C	Instructor-created exams / Home Assignments
CO5	Identify the reasons of the destruction of Muslim rule in Europe	U	C	Seminar
<p>* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)</p> <p># - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)</p>				

Detailed Syllabus:

Module	Unit	Content	Hrs
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I	Origin of the Ottomans		10
	1	Foundation of the Ottoman State: Uthman I, Bayazid I, Mohammed I	2
	2	Battle of Varna and Kosova	3
	3	Mohammed II	3
	4	Conquest of Constantinople- Hagia Sophia	2
II	Consolidation of Ottoman Empire		10
	5	Selim I, Caliphate	3
	6	Suleiman the Magnificent	3
	7	Khairuddin Barbarosa, The Koprulu	2
	8	The War of Holy League and Peace of Karlowit	2
III	Decline of the Ottoman		20
	9	Mahmud II- The Tanzimat reforms- CUP	3
	10	Young Turk movement- Hamidian despotism	3
	11	Young Turk revolution- First World War	2
	12	Sykes Picot Agreement	3
	13	Hussain- MacMahon Correspondence	3
	14	Balfour Declaration	3
	15	Arab Revolt	3
IV	Formation of Turkish Republic		8
	18	Mustafa Kemal Pasha	2
	19	The Treaty of Sevre	2
	20	Lausanne Conference	2
	21	Abolition of Sultanate and Caliphate	1
	22	Establishment of the Turkish Republic- Kemalism	1
V	Open Ended Module: write a book review on “ The Origins of the Ottoman Empire” by Gary Leiser.		12
	1	Case studies : Group Assignment: Collect data about Ottomans	12

Mapping of COs with PSOs and POs :

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6
CO 1	1											
CO 2	2											
CO 3		1										
CO 4		1										
CO 5	1											
CO 6	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%)

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
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CO 1	✓			✓
CO 2	✓			✓
CO 3	✓			✓
CO 4		✓		✓
CO 5		✓		✓
CO 6			✓	

Sources / learning materials

1. H.A. Gibbon: The Foundation of the Ottoman Empire.
2. Gary Leiser: The Origins of the Ottoman Empire.
3. ColinImber: The Ottoman Empire, 1300-1650
4. Colin Heywood(Ed).: The Rise of the Ottoman Empire.
5. DonaldQuataerf: The Ottoman Empire, 1700-1922.
6. StanfordJ.Shaw: History of the Ottoman Empire and Modern Turkey (Vol.I).
7. StanfordJ.Shaw&: History of the Ottoman Empire and Modern Turkey Ezel Kural Shaw (Vol.I).
8. Daniel Goffman: The Ottoman Empire and Early Modern Europe.
9. CarolineFinkel: Osman's Dream: The Story of the Ottoman Empire 1300-1923.
- 10.ErickJ.Zurcher: Turkey-A Modern History

ELECTIVE 3

Program	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 Summary	<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	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	analyse the issues and impact of World War I, which fundamentally transformed the Middle East.	U	C	Provide group discussion

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
CO5	develop critical thinking, literacy, and research skills.	U	C	Seminar
<p>* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)</p> <p># - 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	10
	1	What is world war 1	2
	2	Major causes and effect of world war 1	3
	3	In-Depth World War 1 Analysis: Key Events Leading Up to World War 1	3
	4		2
II		Overview – World War I in the Middle East	10
	5	Why the Ottoman Empire entered the war- and why it entered on the side of Germany	3
	6	Rise of Nationalism	3
	7	Middle Eastern issues and the origins of the war	2
	8		2

III	The Middle East during the war		20
	9	What are the main causes and impact of world war1 from military campaigns to hunting locust	3
	10	Arab revolt to the Armenian genocide	3
	11	Causes of the war economic causes social causes	2
	12	After effect of the war	3
	13	How does war affect the economy in the Middle east	3
	14	How to Affect oil price	3
	15		3
IV	The Middle East and the peace settlements after the war		8
	18	End of the war- peace settlement	2
	19	division, foreign occupation, renewed war, population exchanges	2
	20	Aftermath	2
	21		1
	22		1
V	Open Ended Module: write a book review on ‘		12
	1	Case studies: Group Assignment:	12

Mapping of COs with PSOs and POs :

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6
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CO 1	1											
CO 2	2											
CO 3		1										
CO 4		1										
CO 5	1											
CO 6	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%)

Mapping of COs to Assessment Rubrics :

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

CO 6			✓	
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Sources / learning materials

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 LicenseCC BY-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

Bringing peace to the Middle East, and in particular resolving the Arab-Israeli conflict, is one of the perennial and seemingly impossible tasks of world diplomacy. Many different peace plans have been put forward by different countries; but still there has been no breakthrough

ELECTIVE 4

Program	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 Summary	<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	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Explains the history of the Kingdom and its cultural heritage through the ages	U	C	Provide group discussion

CO2	Explains the efforts of the Kingdom of Saudi Arabia in serving 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 Saudi state in its historical stages	Ap	P	Seminar Presentation / Group Tutorial Work
CO4		U	C	Instructor-created exams / Home Assignments
CO5	.	U	C	Seminar
<p>* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)</p> <p># - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)</p>				

Detailed Syllabus:

Module	Unit	Content	Hrs
I	Introduction of Saudi Arabia		10
	1	Land and climate	2
	2	People and culture	3
	3	Economy	3
	4	Government History	2
II	After World War II		10
	5	Kingdom of Saudi Arabia-Wahabism-	3
	6	Foreign Relation	3
	7	Internal affairs--Reigns of Saud ibn 'Abd al-'Aziz and Faisal (1953-75)	2
	8	Domestic affairs Reign of Khalid (1975-82)	2
III	Oil and Arabia;		20

	9	Abdul Azeez Ibn Saud, King of Arabia Discovery of Oil	3
	10	Expansion of Oil Production;	3
	11	Saudi Relation with other Arab countries Kuwait, Oman, Qatar, UAE	2
	12	Oil Embargo of 1973	3
	13	Reign of King Abdullah (2005–15)	3
	14	Reign of King Salman from 2015	3
	15	Reform momentum	3
IV	Developments of Saudi Arabia		8
	18	The Persian Gulf War and its aftermath	2
	19	Foreign policy since the end of the Persian Gulf War	2
	20	Relation of Saudi Arabia and America	2
	21	Economic growth of Saudi Arabia	1
	22	Saudi vision 2030	1
V	Open Ended Module: Discuss vision 2030 of Saudi Arabia write a book review on ‘ https://tile.loc.gov/storage-services/master/frd/frdcstdy/sa/saudiarabiaccount00metz_0/saudiarabiaccount00metz_0.pdf		12
	1	Case studies: critical study on Nitaqat policy Group Assignment:	12

Mapping of COs with PSOs and POs :

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	
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CO 1	1											
CO 2	2											
CO 3		1										
CO 4		1										
CO 5	1											
CO 6	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%)

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓			✓
CO 2	✓			✓
CO 3	✓			✓
CO 4		✓		✓
CO 5		✓		✓
CO 6			✓	

Sources / learning materials

- <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
- 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

Program	BA ISLAMIC HISTORY				
Course Code	ISH6EJ305				
Course Title	INDIAN MUSLIMS AND ANTI COLONIAL STRUGGLES				
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 Summary	<p>This course delves into the complex relationship between Indian Muslims and the anti-colonial struggle against British rule. It explores the historical, cultural, religious, and political dimensions of Muslim participation in the Indian freedom movement. Through lectures, readings, discussions, and multimedia resources, students will analyse the role of Indian Muslims in shaping the trajectory of anti-colonial resistance and nation-building in colonial India. This course provides students with a nuanced understanding of the complex role of Indian Muslims in the anti-colonial struggle, encouraging critical engagement with historical narratives and contemporary issues of national identity, religious pluralism, and social justice in India. This course examines the role of Indian Muslims in the anti-colonial struggle against British imperialism. It explores the political, social, and cultural dimensions of their contributions to India's independence movement, as well as the challenges and complexities they faced within the larger framework of Indian nationalism.</p>
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Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	understand the gender equality in Islam.	U	C	Provide group discussion
CO2	Identify, historical importance of Muslims in anti-colonial movement and freedom struggle in India	Ap	P	Practical Assignment / Observation of Practical Skills
CO3	Evaluating the role of Muslim fighters and their revivalist movement in India.	Ap	P	Seminar Presentation / Group Tutorial Work
CO4	Asses the two nation theory and formation of Pakistan and emergence of muslim league	U	C	Instructor-created exams / Home Assignments
CO5	Sharpen students' critical and analytical skills by exposing them to different, even contradictory, points of views and contemporary debates	U	C	Seminar/debate

	relating minority right and contemporary issues relating to Muslim community			
CO6	Analyse emergence of various educational movement and western education among Muslims, Aligarh movement and role of sir Sayed ahmed khan	Ap	P	Presentation /exam
<p>* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)</p> <p># - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)</p>				

Detailed Syllabus:

Module	Unit	Content	Hrs
I	Introduction to Indian Muslim Identity		10
	1	Historical context: Diversity within Indian Muslim communities	2
	2	Indian Muslims: Socio- Religious, cultural, and linguistic diversity	3
	3	Socio-Economic and Religious condition of Muslims under British rule	3
	4	Impact of colonial policies on Muslim communities	2
II	Pre-Colonial Background		10
	5	The Mughal Empire and its decline	3
	6	Islamic influences on Indian society and culture	3
	7	Role of Muslim rulers in pre-colonial India	2
	8	British expansion in India	2
III	19th Century Reform Movements		20
	9	Role of Islamic reformers like Shah Waliullah and Sir Syed Ahmed Khan	3
	10	Aligarh Movement and establishment of Aligarh Muslim University, Impact of Western education and modernization on Muslim society	3
	11	Early nationalist movements: Indian National Congress	2
	12	Muslim participation in the Indian National Congress	3
	13	Muslim League and its emergence	3
	14	Background and significance of the Khilafat Movement	3
	15	Role of Gandhi and other leaders in the Khilafat Movement, Alliance between Indian Muslims and the Indian National Congress	3

IV	Independence , Partition , Post-Independence Challenges		8
	18	Allama Iqbal's vision of a separate Muslim state, Concept of Two-Nation Theory, Impact of Iqbal's ideas on Muslim political consciousness	2
	19	Role of Indian Muslims in the final phase of the independence struggle	2
	20	Partition of India and creation of Pakistan, Impact of partition on Indian Muslim communities	2
	21	Integration of Muslims in post-colonial India, Minority rights and issues	1
	22	Legacy of the anti-colonial struggle for Indian Muslims	1
			12
			12

Mapping of COs with PSOs and POs :

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6
CO 1	1											
CO 2	2											
CO 3		1										
CO 4		1										
CO 5	1											
CO 6	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%)

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓			✓
CO 2	✓			✓
CO 3	✓			✓
CO 4		✓		✓
CO 5		✓		✓
CO 6			✓	

Sources / learning materials

1. Abul Kalam Azad: India Wins Freedom
2. Ajit Bhattacharjea: Countdown to Pakistan
3. Anita Inder Singh: The Origins of the Partition of India
4. Bipan Chandra: India's Struggle for Independence
5. Gopal. S. British Policy in India 1858-1905
6. Hamid. A: Muslim Separatism in India
7. Seervai H.M.: Partition of India: Legend and Reality
8. Ram Gopal: Indian Muslims – A Political History
9. Ram Puniyani: Communal Politics – Facts verses Myths
10. Hardy. P: The Muslims of British India

ELECTIVE 6

Program	BA ISLAMIC HISTORY				
Course Code	ISH6EJ306				
Course Title	ANTI COLONIAL MAPPILA RESISTANCE IN KERALA				
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 Summary	<p>This course provides students with a comprehensive understanding of the development and spread of Islam in Kerala, focusing on critical factors and historical events spanning over four centuries. Students will delve into the role of Mappilas in trade relations with Arabs and Europeans, particularly the Portuguese, and examine the peaceful circumstances in Kerala that facilitated the growth of its composite culture. The curriculum also evaluates the anti-colonial struggles of the Mappilas of Malabar in the 19th century and their involvement in the Khilafat movement of 1921. The course studies the biographies of courageous warriors who led battles against European powers, fosters a strong sense of nationalism among students, and develops an understanding of leadership qualities by exploring historical events.</p>				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Gain a basic understanding of the factors contributing to the development and spread of Islam in Kerala.	U	C	Provide group discussion

CO2	Students will learn about the Portuguese arrival in Kerala, Vasco-da-Gama's arrival, and the First Mappila-Portuguese war in 1502. They will also study resistance efforts led by Kunjali Marakkars and the impact of Portuguese domination on the Mappilas of Malabar.	Ap	P	Practical Assignment / Observation of Practical Skills
CO3	Evaluate the anti-colonial struggles of the Mappilas of Malabar in the 19th century and their role in the Khilafat movement of 1921.	Ap	P	Seminar Presentation / Group Tutorial Work
CO4	<ul style="list-style-type: none"> Examine the historical context of battles against European powers, notably the Portuguese and the British, who arrived in Kerala. 	U	C	Instructor-created exams / Home Assignments
CO5	Study the biographies of courageous warriors who led battles against European powers.	U	C	Seminar
CO6	Foster a strong sense of nationalism among students and develop an understanding of leadership qualities through exploring historical events.	Ap	P	Presentation /exam
<p>* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)</p> <p># - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)</p>				

Detailed Syllabus:

Module	Unit	Content	Hrs
I	Islam in Kerala		10
	1	Emergence of Sufism – Sufi – Historical background A General outline of Islam in Kerala	2
	2	Early works on the genesis and spread of Islam in Kerala	3

	3	Cheraman Perumal Tradition-Malik ibn Dinar tradition	3
	4	Role of Ulama's and Sufis to the growth of Islam in Kerala.	2
II	MAPPILAS V/S PORTUGUESE		10
	5	Advent of Portuguese power in Kerala-Vasco-da-Gama-The relation between Zamorin and Gama-Kolathiri and Gama-Visit of Pedro Alvarez –Cabral-second visit of Gama	2
	6	First Mappila –Portuguese war in 1502-Manual fort-first fortress in India erected by Europeans-Al Meida, the first Portuguese viceroy in India-Afonso-de-Albuquerque	2
	7	Treaty between Albuquerque and Erampadu ruled as Zamorin in 1513-Death of Gama- Kunjali Marakkars-The admirals of the Zamorin-Kunjali Marakkar I - Kutti Ali (1507-1531).- Kunjali Marakkar II (Kutti Poker). (1531-1571)-	3
	8	Kunjali Marakkar III-Pattu Marakkar. (1571-1595)- Kunjali Marakkar IV-Impact of Portuguese domination on the Mappilas of Malabar.	3
III	MAPPILAS V/S BRITISH		20
	9	Haider Ali and Tipu Sultan in Malabar-third Anglo-Mysore war-The advent of the British in Malabar	3
	10	Mappilas in the British Malabar and Outbreaks in 19th Century-Cherur Rebellion-Manjeri Rebellion-Kulathur Rebellion-	3
	11	Role of Mappilas in the First War of Independence 1857)	2
	12	Malabar Rebellion of 1921	3
	13	Khilafat movement- Wagon tragedy	3
	14	Role of Religious Leaders in the Revolt of 1921-Ali Musliyar (1861-1922)	3
	15	Variamkunath Kunjahammad Haji-Chembrassery Thangal.	3
IV	ROLE OF RESISTANCE LITERATURE ON ANTI COLONIAL STRUGGLES IN MALABAR		8
	18	Role Literature in Portuguese Period- Tahrid Ahlil Iman ala Jihadi Abdati Sulban-Sheikh Abu Yahya Zainuddin Ibn Ali. (1467-1521)- Tahrid Ahl -Iman ala Jihadi Abdati Sulban-Tuhfath -ul -Mujahidin -Fi -Ba'di -Ahwali- Burtaqalin-Ahmad Zainuddin ibn Muhaal Ghazzali. (Zainuddin Makhdum II)	2
	19	Tuhfath Mujahidin fi Ba adi Akbari Burtgalin-Al -Fath ul Mubeen (Manifest Victory)Al Qaseedat-ul Jihadiyya. (The war poem))- Qazi Muhammad Ibn Ahmad al Azeez-Al –Fath Al Mubeen-Al Khutbat ul Jihadiyya (The war speech)	2
	20	Role of Resistance literature in British Period -Assaiful Batiir Ala Man Yuwiilil Kuffiir (The Sword which aimed Against Kafir Rulers)- Syed Alavi bin Muhammad bin Sahl Mauladdavilah(SyedAiavi, 1749-1843CE)--	2

	21	Uddatil Umara -e- Val Hakam lil Hananthil Kafirati Va- Ibadathil Asnam-Syed Fadl bin Habib Pookoya Thangal (1823-1901 CE)- Uddatul Umara e wal Hukkiim li Ihanatil Kafarati wa Abdatil Asniim-.	1
	22	Muimatul Mumineen (Responsibilities of Believers) Aminummantakatu Farikkutty Musaliyar (d.1942- CE) -Muhimmatul Muminfn-Thanbeeh al Ghafileen (Awakening of the Negligent)	1
V	Open Ended Module: Study Muslim reformers and movements during the 19th and 20th centuries.		12
	1	<ul style="list-style-type: none"> To evaluate the current status of the Mujahid Movement and Tabligh Jamaat through field research, engage with primary sources, and analyze scholarly literature. Assess the contemporary activities, organizational structures, and ideological orientations of these movements within the context of evolving religious, social, and political landscapes. 	12

Mapping of COs with PSOs and POs :

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6
CO 1	1											
CO 2	2											
CO 3		1										
CO 4		1										
CO 5	1											
CO 6	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%)

Mapping of COs to Assessment Rubrics:

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓			✓
CO 2	✓			✓
CO 3	✓			✓
CO 4		✓		✓
CO 5		✓		✓
CO 6			✓	

Sources / learning materials

- Ibrahim Kunju, AP, Mappila Muslims of Kerala : their History and Culture, Sandhya Publications Trivandrum, 1989
- Kurup, K K N, Legacy of Islam Kerala: a study of the Mappilas of Kerala, Samayam publications, Kannur, 2006
- Muhammad Kunji, P K, Muslimkalum Kerala Samskaravum, Kerala Sahithya Academi, Thrissur, 2008 Muhammad, Qadi, Ed., Fathal Mubin: a Contemporary account of the Portuguese Invasion on Malabr in Arabic verse, Other books, Kozhikode, 2015
- Mammad Koya, Parappil P P, Kozhikotte Muslimkalude Charithram, Focus publications, Kozhikode, 2012 Miller, Roland E, Mappila Muslims of Kerala: a Study in Islamic Trends, Orient Longman, Hyderabad, 1976
- Engineer, Asghar Ali, Ed., Kerala Muslims: a Historical Perspective, Ajanta publications, New Delhi, 1995 Hussain Randathani, Mappila Muslims: a Study on Society and anti Colonial Struggles, Other books, Calicut, 2007
- . Bahauddin, K, Kerala Muslim History: A revisit. Trivandrum: Other Books, 2012

ELECTIVE 7

Program	BA ISLAMIC HISTORY				
Course Code	ISH6EJ307				
Course Title	ACADEMIC THEORIES OF IBN KHALDUN, IBN TAIMIYYAH AND GHAZALI				
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 Summary	<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. 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	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
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CO1	Understand the Relevance of Ibn Khaldun, Ibn Taymiyyah, and al-Ghazali in contemporary discourse	U	C	Provide group discussion
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.	Ap	P	Seminar Presentation / Group Tutorial Work
CO4	Asses Critique of previous historiographical methods	U	C	Instructor-created exams / Home Assignments
CO5	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	Seminar/debate
CO6	Analyse the comparison of thought of al Gazzali and Ibn Taymiyyah in the theological and mystical areas	Ap	P	Presentation /exam
<p>* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)</p> <p># - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)</p>				

Detailed Syllabus:

Module	Unit	Content	Hrs
I		Introduction to Islamic Intellectual Tradition	10
	1	Overview of Islamic scholarship and intellectual history	2
	2	Importance of classical Muslim scholars	3

	3	Relevance of Ibn Khaldun, Ibn Taymiyyah, and al-Ghazali in contemporary discourse	3
	4	Relevance of their theories in addressing contemporary challenges	2
II	Life and Context of Ibn Khaldun		10
	5	Biography of Ibn Khaldun	3
	6	Historical context of the Maghreb and Andalusia	3
	7	Influence of Ibn Khaldun's life experiences on his thought	2
	8	Importance of Prologomina and its contribution in various disciplines	2
III	Theory of Asabiyyah and Historiography and contribution in the field of sociology		20
	9	Definition and significance of Asabiyyah (group solidarity)	3
	10	Ibn Khaldun's theory of cyclical history	3
	11	Critique of previous historiographical methods	2
	12	Concept of 'Umran' (civilization) and its dynamics	3
	13	Analysis of social cohesion and disintegration	3
	14	Influence of Ibn Khaldun on modern sociology	3
	15	Contribution of ibn Khaldun in the field of historiography	3
IV	Theological and Legal Thought of ibn Taymiyyah & Mystical Philosophy and Sufism by al Gazzali		8
	18	Ibn Taymiyyah's critique of societal norms and practices	2
	19	Ibn Taymiyyah's influence on contemporary Islamist thought, Ibn Taymiyyah's influence on contemporary Islamist thought	2
	20	Biography of al-Ghazali, Intellectual milieu of the Seljuk Empire Al-Ghazali's critique of philosophy and rationalism & Contributions to theology, mysticism, and ethics	2

	21	Al-Ghazali's critique of philosophy and rationalism & Reconciliation between reason and revelation	1
	22	Impact of Ibn Khaldun, Ibn Taymiyyah, and al-Ghazali on Islamic thought	1
v	Open module		12
		<p>Identify and explain the key philosophical and theological ideas of Ibn Khaldun, Ibn Taymiyyah, and Al-Ghazali</p> <p>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."</p> <p>Explore the historical and intellectual contexts in which these scholars wrote and how their ideas addressed the issues of their time.</p>	12

Mapping of COs with PSOs and POs :

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6
CO 1	1											
CO 2	2											
CO 3		1										
CO 4		1										
CO 5	1											
CO 6	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%)

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓			✓
CO 2	✓			✓
CO 3	✓			✓
CO 4		✓		✓
CO 5		✓		✓
CO 6			✓	

Sources / learning materials

1. The Biographies of the Elite Lives of the Scholars, Imams & Hadith Masters- Ayub, Zulfiqar
2. ["The Forerunner of Al-Ghazali"](#).– Smith, Margaret
3. Translation and the Colonial Imaginary: Ibn Khaldūn Orientalist" - Hannoum, Abdelmajid.
4. Ibn Khaldūn : History as science and the patrimonial empire – Róbert Simon.
5. Medieval Islamic Civilization - Meri, Josef W.; Bacharach, Jere L.
6. Rescuer from Error- Gazzali
7. [The Alchemy of Happiness](#) [a résumé of Ihya'ul ulum, in [Persian](#)] – Gazzali

8. [The Incoherence of the Philosophers](#)), Book refutes the Greek Philosophy aiming at Avicenna and al-Farabi; and of which [Ibn Rushd](#) wrote his famous refutation Tahāfut al-Tahāfut ([The Incoherence of the Incoherence](#))
9. [Al-Aqida al-Wasitiyya](#) –ibn Taymiyyah,
10. Al-Aqida al-Hamawiyya- ibn Taymiyyah,

ELECTIVE 8

Program	BA ISLAMIC HISTORY				
Course Code	ISH6EJ308				
Course Title	URBAN DEVELOPMENT AND OIL POLITICS IN GULF NATIONS				
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 Summary	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.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	<p>Understand the Historical and Geopolitical Context of Gulf Nations</p> <p>Analyze the pre-oil era, the discovery of oil, and its transformative impact on the Gulf states.</p> <p>Evaluate the strategic geopolitical importance of the Gulf region and its role in international politics.</p>	U	C	Provide group discussion
CO2	<p>Analyze the Politics of Oil</p> <p>Understand the history and significance of oil discovery and exploitation in the Gulf.</p> <p>Assess the role of OPEC and the influence of global oil politics on the Gulf nations' economies and international relations.</p>	Ap	P	Practical Assignment / Observation of Practical Skills
CO3	<p>Evaluate Urban Planning and Development Strategies</p> <p>Critically examine various urban planning theories and models as applied in Gulf cities.</p> <p>Analyze major infrastructure projects, economic zones, and governance structures that drive urban development in the region.</p>	Ap	P	Seminar Presentation / Group Tutorial Work
CO4	<p>Assess the Socio-Economic Impacts of Oil and Urban Development</p> <p>Explore the dynamics of labor markets, wealth distribution, gender roles, and youth opportunities in the Gulf.</p> <p>Investigate the development of</p>	U	C	Instructor-created exams / Home Assignments

	cultural and recreational spaces and their role in shaping urban identity.			
CO5	<p>Explore Future Prospects and Challenges</p> <p>Evaluate economic diversification strategies and the transition to a post-oil economy.</p> <p>Assess environmental sustainability efforts, urban resilience strategies, and the role of technological innovation in shaping the future of Gulf cities.</p>	U	C	Seminar/debate
CO6		Ap	P	Presentation /exam
<p>* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)</p> <p># - 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		10
	1	Strategic location and global significance	2
	2	Role in international politics	3
	3	Key geopolitical players and interests	3
	4	Transportation networks	2
II	Urbanization Trends and Patterns		10
	5	Urban growth and migration	3
	6	Major urban centers and their development	3
	7	Challenges of rapid urbanization	2

	8	Housing and real estate Public utilities and services	2
III	The Politics of Oil		20
	9	History of Oil Discovery and Exploitation	3
	10		3
	11	Early oil exploration	2
	12	Key oil discoveries and their impact	3
	13	Development of national oil companies	3
	14	OPEC and Global Oil Politics	3
	15	Formation and role of OPEC	3
		Influence on global oil prices	
		Internal dynamics and external pressures	
IV	Urban Planning and Development Strategies		
	18	Urban Planning Theories and Models	2
	19	Infrastructure Development	2
	20	Traditional vs. modern urban planning	2
	21	Case studies of urban planning in Gulf cities	1
	22	Smart cities and technological integration	1
v	Open module		
		Future Prospects and Challenges Diversification and Post-Oil Economy Economic diversification strategies Non-oil sectors and innovation Long-term economic sustainability Environmental Sustainability and Climate Change	12

Mapping of COs with PSOs and POs :

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	
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CO 1	1											
CO 2	2											
CO 3		1										
CO 4		1										
CO 5	1											
CO 6	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%)

Mapping of COs to Assessment Rubrics :

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

CO 6			✓	
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Sources / learning materials

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.

Gause, F. G. (2010). *The International Relations of the Persian Gulf*. Cambridge University Press.

Hanieh, A. (2011). *Capitalism and Class in the Gulf Arab States*. Palgrave Macmillan.

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[330481040_Cities_in_the_Gulf_Rapid_Urban_Development_and_the_Search_for_Identity_in_a_Global_World](https://www.researchgate.net/publication/330481040_Cities_in_the_Gulf_Rapid_Urban_Development_and_the_Search_for_Identity_in_a_Global_World)

ELECTIVE 9

Program	BA ISLAMIC HISTORY				
Course Code	ISH8EJ401				
Course Title	ISLAM IN SOUTH INDIA-BHAMINI KINGDOM				
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 Summary	<p>This course provides an in-depth exploration of the consolidation of power in South India during the Bahmani Sultanate (1347–1527). Students will examine the political, social, economic, and cultural dynamics that shaped the rise, expansion, governance, and eventual decline of the Bahmani Sultanate. Through a combination of historical analysis, primary source readings, and scholarly discussions, students will gain a comprehensive understanding of how the Bahmani Sultanate navigated the diverse landscapes of South India, fostered cultural synthesis, and left a lasting legacy on the region.</p>				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Students will demonstrate an understanding of the historical context surrounding the formation and expansion of the Bahmani Sultanate, including the pre-existing political conditions in South India and the	U	C	Provide group discussion

	factors that contributed to the emergence of the Sultanate			
CO2	Students will critically analyze the strategies employed by the Bahmani rulers to consolidate power, including military conquests, administrative reforms, economic policies, and diplomatic engagements with neighboring states	Ap	P	Practical Assignment / Observation of Practical Skills
CO3	Students will appreciate the cultural synthesis that occurred under the Bahmani Sultanate, examining the interactions between diverse religious and ethnic communities, the patronage of arts and architecture, and the emergence of a blended Deccani cultural identity.	Ap	P	Seminar Presentation / Group Tutorial Work
CO4	Students will evaluate the legacy of the Bahmani Sultanate in South Indian history, considering its lasting impact on governance structures, social dynamics, cultural traditions, and historiographical interpretations. They will engage with different historical perspectives on the decline of the Sultanate and its significance in the broader context of South Asian history.	U	C	Instructor-created exams / Home Assignments
CO5	.	U	C	Seminar/debate
CO6		Ap	P	Presentation /exam
<p>* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)</p> <p># - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)</p>				

Detailed Syllabus:

Module	Unit	Content	Hrs
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I	Formation of the Bahmani Kingdom		10
	1	Pre-existing political conditions in South India	2
	2	Factors leading to the establishment of the Bahmani Kingdom	3
	3	Founding Figures- Biographies of the founders of the Bahmani Kingdom	3
	4	Initial conquests and expansion of the Bahmani Kingdom.	2
II	Expansion and Integration		10
	5	Continued Conquests	3
	6	Military campaigns and territorial expansions during the Bahmani period.	3
	7	Incorporation of new regions into the kingdom.	2
	8	Administrative Consolidation	2
III	Governance and Institutions		
	9	Central Administration	3
	10	Provincial Governance	3
	11	Revenue Management	2
	12	Judicial System	3
	13	Military Institutions	3
	14	Education	3
	15	Social condition	3
IV	Socio-Cultural Dynamics		
	18	Overview of social classes and hierarchies.	2
	19	Interactions between different social groups	2
	20	Coexistence of multiple religious communities.	2
	21	Cultural Syncretism -fusion of diverse cultural elements	1
	22	Patronage of regional languages and literature.	1
		Decline and legacy	
V	Open module		
	1.	Internal Challenges	12
	2.	Factors contributing to internal instability.	
	3.	Factionalism and power struggles.	
	4.	External Threats	
	5.	Encroachments by neighboring powers.	
	6.	Military conflicts and invasions.	
	7.	Economic Decline-Deterioration of economic conditions.	
	8.	Impact of external trade disruptions.	

Mapping of COs with PSOs and POs :

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6
CO 1	1											
CO 2	2											
CO 3		1										
CO 4		1										
CO 5	1											
CO 6	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%)

Mapping of COs to Assessment Rubrics :

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

CO 4		✓		✓
CO 5		✓		✓
CO 6			✓	

Sources / learning materials

1. "The Political System of the Deccan Sultanates" by P. M. Joshi
2. "The Deccan: A Historical Survey" by Richard M. Eaton
3. "The Bahmani Sultanate" by Rafique Ali
4. "The Bahmanis of the Deccan" by M. A. Nayeem
5. "The Political System of the Deccan Sultanates" by P. M. Joshi
6. "Society and Culture in the Deccan: Medieval and Modern" by Richard M. Eaton
7. "The Bahmanis and their Administration" by K. R. Srinivasan
8. "Medieval Deccan History: Commemoration Volume in Honour of Purshottam Mahadeo Joshi" edited by A. R. Kulkarni

ELECTIVE 10

Program	BA ISLAMIC HISTORY
Course Code	ISH8EJ402
Course Title	THE ARAB SPRING AND ITS AFTERMATH
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 Summary	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	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	<p>Understanding the Causes and Dynamics of the Arab Spring:</p> <p>Students will be able to identify and analyze the key political, economic, and social factors that led to the uprisings across the Arab world in 2010-2011. Students will understand the role of technology, social media, and grassroots mobilization in organizing and spreading the protests.</p>	U	C	Provide group discussion
CO2	<p>Evaluating the Immediate and Long-Term Political Outcomes:</p> <p>Students will examine the immediate political changes resulting from the Arab Spring, such as the overthrow of longstanding regimes in Tunisia, Egypt, Libya, and Yemen.</p>	Ap	P	Practical Assignment / Observation of Practical Skills

CO3	Assessing the Socio-Economic Consequences: Students will analyze the socio-economic consequences of the Arab Spring, including economic disruption, changes in social policies, and impacts on employment and poverty.	Ap	P	Seminar Presentation / Group Tutorial Work
CO4	Analyzing the Geopolitical and Security Implications: Students will examine the geopolitical ramifications of the Arab Spring, including shifts in regional alliances, the involvement of foreign powers, and the spread of radicalization and terrorism.	U	C	Instructor-created exams / Home Assignments
CO5	. Students will assess the impact of the Arab Spring on regional organizations, such as the Arab League and the Gulf Cooperation Council, and their responses to the crises.	U	C	Seminar/debate
CO6	Students will critically analyze the ongoing security challenges, including the refugee crisis, state fragility, and the prospects for future stability and peace in the region.	Ap	P	Presentation /exam
<p>* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)</p> <p># - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)</p>				

Detailed Syllabus:

Module	Unit	Content	Hrs
I		Introduction to the Arab Spring	10
	1	Background and Context	2
	2	The political landscape of the Arab world pre-2011	3

	3	Social and economic conditions	3
	4	Influence of previous revolutions and uprisings	2
II	Causes of the Arab Spring		10
	5	Political repression	3
	6	Economic disenfranchisement	3
	7	Social media and mobilization	2
	8	Key Events of the Arab Spring	2
III	Tunisia: The spark of revolution		
	9	Egypt: Tahrir Square and the fall of Mubarak	3
	10	Libya: From uprising to civil war	3
	11	Role of Social Media	2
	12	Social media as a tool for mobilization	3
	13	Case studies of social media impact	3
	14	Overthrow of regimes	3
	15	Initial responses from the international community	3
IV	Country Case Studies		
	18	Tunisia-The revolution and democratic transition-Political and economic challenges post-revolution	2
	19	Egypt- The fall of Mubarak- The rise and fall of the Muslim Brotherhood- The military's return to power	2
	20	Libya- The civil war and NATO intervention- The fall of Gaddafi and subsequent instability	2
	21	Syria- The descent into civil war- The role of international actors	1
	22	Yemen- The uprising and political transition- The humanitarian crisis and ongoing conflict	1
V	Open module		
	Prepare PPT on the following topics 1. Regional and International Impacts 2. Regional Dynamics 3. Impact on neighboring countries 4. The role of the Gulf Cooperation Council (GCC)		12

Mapping of COs with PSOs and POs :

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	
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CO 1	1											
CO 2	2											
CO 3		1										
CO 4		1										
CO 5	1											
CO 6	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%)

Mapping of COs to Assessment Rubrics :

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

CO 6			✓	
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Sources / learning materials

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 11

Program	BA ISLAMIC HISTORY
Course Code	ISH8EJ403
Course Title	ISLAMIST MOVEMENTS AND POLITICAL ISLAM
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 Summary	This course explores the origins, evolution, and impact of Islamist movements and political Islam in the contemporary world. It examines the ideological foundations, key figures, and major organizations, as well as the responses from states and societies. Through a detailed analysis of various case studies, the course aims to provide a nuanced understanding of the dynamics and diversity within political Islam.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Understanding the Origins and Evolution of Islamist Movements: Students will be able to trace the historical roots of Islamist movements, from early 20th-century ideologies to contemporary manifestations.	U	C	Provide group discussion
CO2	Analyzing the Ideological and Theological Foundations: Students will critically assess the core beliefs, doctrines, and goals of various Islamist movements, including their interpretations of Sharia, governance, and societal organization.	Ap	P	Practical Assignment / Observation of Practical Skills
CO3	Evaluating the Political Strategies and Impacts: Students will examine the political strategies employed by Islamist movements, including participation in democratic	Ap	P	Seminar Presentation / Group Tutorial Work

	processes, social welfare activities, and armed struggle.			
CO4	Exploring the Global and Regional Dynamics: Students will investigate the global spread of political Islam and the transnational networks that support Islamist movements.	U	C	Instructor-created exams / Home Assignments
CO5	Students will assess the responses of different states and international actors to the rise of political Islam, including policies of repression, accommodation, and engagement.	U	C	Seminar/debate
CO6	Students will analyze the implications of Islamist movements for regional stability, international security, and global counterterrorism efforts.	Ap	P	Presentation /exam
<p>* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)</p> <p># - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)</p>				

Detailed Syllabus:

Module	Unit	Content	Hrs
I		Foundations of Political Islam	10
	1	Historical Context	2
	2	The roots of political Islam in Islamic history	3
	3	The decline of the Ottoman Empire and the rise of modernist and reformist movements	3
	4	Ideological Foundations	2
II		Key concepts: Sharia, Ummah, Caliphate	10
	5	The role of Islamic jurisprudence and theology in political Islam	3
	6	Pioneers of Political Islam	3
	7	Sayyid Qutb and the Muslim Brotherhood	2

	8	Abul A'la Maududi and Jamaat-e-Islami	2
III	Islamism vs. Secularism		
	9	The debate between Islamism and secular nationalism	3
	10	Case studies: Turkey and Iran	3
	11	Radical and Moderate Streams	2
	12	Differentiating between radical and moderate Islamist movements	3
	13	The spectrum of political Islam from non-violent activism to jihadism	3
	14	Case study: Pakistan and Jamaat-e-Islami	3
	15	Case study: Afghanistan and the Taliban	3
IV	Contemporary Movements		
	18	Hizb ut-Tahrir- Ideology and objectives- Global reach and influence	2
	19	Salafi Movements- Origins and beliefs	2
	20	Differences between quietist, activist, and jihadist Salafism	2
	21	Al-Qaeda and the global jihad network	1
	22	The rise of ISIS and its impact	1
V	Open module		
		<p>Responses to Political Islam</p> <p>State Responses</p> <ul style="list-style-type: none"> - Strategies of co-optation, repression, and accommodation - Case studies: Egypt, Saudi Arabia, and Turkey <p>Civil Society Responses</p> <ul style="list-style-type: none"> - The role of NGOs and civil society in countering or supporting political Islam - Case studies of grassroots movements <p>International Responses</p> <ul style="list-style-type: none"> - The role of international actors in shaping the trajectory of political Islam - Western foreign policy and political Islam 	12

Mapping of COs with PSOs and POs :

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4		
CO 1	1											
CO 2	2											
CO 3		1										

CO 4		1										
CO 5	1											
CO 6	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%)

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓			✓
CO 2	✓			✓
CO 3	✓			✓
CO 4		✓		✓
CO 5		✓		✓
CO 6			✓	

Sources / learning materials

1. Esposito, J. L. (1998). **Islam and Politics**. Syracuse University Press.
2. Kepel, G. (2002). **Jihad: The Trail of Political Islam**. Harvard University Press.
3. Roy, O. (2004). **Globalized Islam: The Search for a New Ummah**. Columbia University Press.
4. Tibi, B. (2012). **Islamism and Islam**. Yale University Press.
5. Mandaville, P. (2007). **Global Political Islam**. Routledge.
6. Meijer, R. (2009). **Global Salafism: Islam's New Religious Movement**. Oxford University Press.
7. Hamid, S. (2016). **Islamic Exceptionalism: How the Struggle Over Islam is Reshaping the World**. St. Martin's Press.
8. Bayat, A. (2013). **Post-Islamism: The Changing Faces of Political Islam**. Oxford University Press.
9. Euben, R. L., & Zaman, M. Q. (2009). **Princeton Readings in Islamist Thought: Texts and Contexts from al-Banna to Bin Laden**. Princeton University Press.
10. Wickham, C. R. (2015). **The Muslim Brotherhood: Evolution of an Islamist Movement**. Princeton University Press.

ELECTIVE 12

Program	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 Summary	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.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	<p>Understanding the Historical Roots and Development of Sectarian Divisions:</p> <p>Students will trace the historical origins of major sectarian divides within Islam, particularly the Sunni-Shia split, and understand the key theological, political, and social factors that contributed to these divisions.</p>	U	C	Provide group discussion
CO2	<p>Analyzing the Contemporary Manifestations of Sectarianism:</p> <p>Students will examine the current state of sectarianism in the Muslim world, identifying key regions and countries where sectarian tensions are most pronounced.</p>	Ap	P	Practical Assignment / Observation of Practical Skills
CO3	<p>Evaluating the Social, Political, and Economic Impacts of Sectarian Conflicts:</p> <p>Students will assess the socio-political consequences of sectarian conflicts, including displacement, human rights abuses, and impacts on</p>	Ap	P	Seminar Presentation / Group Tutorial Work

	governance and state stability.			
CO4	Exploring Strategies for Conflict Resolution and Inter-Sectarian Dialogue: Students will investigate various approaches and initiatives aimed at reducing sectarian tensions and fostering reconciliation, including grassroots movements, interfaith dialogues, and policy interventions.	U	C	Instructor-created exams / Home Assignments
CO5	. Students will critically 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	Students will 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)</p> <p># - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)</p>				

Detailed Syllabus:

Module	Unit	Content	Hrs
I	Historical Foundations of Sectarianism		10
	1	Origins of Sunni-Shia Divide	2
	2	The succession crisis following Prophet Muhammad's death	3
	3	Key events: Battle of Karbala and the rise of Shia Islam	3
	4	Differences in theology, jurisprudence, and religious practices-Major Sunni and	2

		Shia scholars and texts	
II	Other Islamic Sects		10
	5	Introduction to other sects: Ibadi, Sufism, Ismailism	3
	6	Historical contexts of their emergence	3
	7	Sectarianism in Early Islamic Empires	2
	8	The Umayyad and Abbasid Caliphates-- The role of sectarianism in political power struggles	2
III	Medieval and Early Modern Periods		
	9	Sectarian conflicts and coexistence during the Seljuk, Ottoman, and Safavid empires -Impact of colonialism on sectarian relations	3
	10	Impact of modern state formation in the Middle East	3
	11	Iranian Revolution, Lebanese Civil War	2
	12	The role of regional powers: Saudi Arabia and Iran	3
	13	Sectarian identity and its social and political implications	3
	14	The role of education and media in shaping sectarian narratives	3
	15	Sectarianism and Identity	3
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	2
	19	Syria -The Syrian Civil War and its sectarian dimensions- The role of external actors in exacerbating sectarian divides	2
	20	Lebanon- The history and impact of sectarianism on Lebanese politics- Hezbollah and its regional influence	2
	21	Bahrain- Shia marginalization and the 2011 uprising - Government responses and regional implications	1
	22	Yemen- The Houthi movement and its sectarian underpinnings- The regional proxy war and humanitarian crisis	1
V	Open module		
		International Interventions - The impact of foreign intervention on sectarian conflicts - Case studies of peacebuilding and conflict resolution Media and Sectarianism - The role of traditional and social media in perpetuating or mitigating sectarianism - Media literacy and countering sectarian propaganda Future Prospects	12

		- Potential scenarios for sectarian relations in the Muslim world - Strategies for sustainable peace and coexistence	
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Mapping of COs with PSOs and POs :

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6
CO 1	1											
CO 2	2											
CO 3		1										
CO 4		1										
CO 5	1											
CO 6	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%)

Mapping of COs to Assessment Rubrics :

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

CO 2	✓			✓
CO 3	✓			✓
CO 4		✓		✓
CO 5		✓		✓
CO 6			✓	

Sources / learning materials

1. Nasr, V. (2006). **The Shia Revival: How Conflicts within Islam Will Shape the Future**. W.W. Norton & Company.
 2. Abdo, G. (2016). **The New Sectarianism: The Arab Uprisings and the Rebirth of the Shi'a-Sunni Divide**. Oxford University Press.
 3. Hinnebusch, R., & Imady, O. (2017). **The Syrian Uprising: Domestic Origins and Early Trajectory**. Routledge.
 4. Matthiesen, T. (2013). **Sectarian Gulf: Bahrain, Saudi Arabia, and the Arab Spring That Wasn't**. Stanford University Press.
 5. Wehrey, F. (2014). **Sectarian Politics in the Gulf: From the Iraq War to the Arab Uprisings**. Columbia University Press.
 6. Haddad, F. (2011). **Sectarianism in Iraq: Antagonistic Visions of Unity**. Hurst & Co.
 7. Makdisi, U. (2000). **The Culture of Sectarianism: Community, History, and Violence in Nineteenth-Century Ottoman Lebanon**. University of California Press.
 8. Deeb, L. (2006). **An Enchanted Modern: Gender and Public Piety in Shi'i Lebanon**. Princeton University Press.
 9. Louër, L. (2008). **Transnational Shia Politics: Religious and Political Networks in the Gulf**. Columbia University Press.
 10. Mabon, S. (2013). **Saudi Arabia and Iran: Power and Rivalry in the Middle East**. I.B. Tauris.
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MINOR COURSES IN ISLAMIC HISTORY

SEMESTER I

MINOR 1

PROGRAMME	BA ISLAMIC HISTORY				
COURSE CODE	ISH1MN101				
COURSE TITLE	HUMAN RIGHTS IN ISLAM				
TYPE OF COURSE	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	Qualified higher secondary level				
course summary	This course will provide a theoretical and conceptual discourse to build a comparative study of human rights in Islamic law and the secular communities, in particular the west. it also examines the practice of human rights in Islam based on new definitions of good governance and human security with regard to barriers, interpretations and other influential elements. this course also introduces the fundamental human rights and its significance. here the learner can identify the different dimensions of human rights and able to analyse the present status of it. after the completion of this course the students realises the human rights and when, what, how, and were it was violated				

course outcomes (co):

co	co statement	cognitive level*	knowledge category#	evaluation tools used
co1	understand the concepts and general awareness of human rights in Islam as well as the west	u	c	instructor-created exams / quiz
co2	know the relevance of values, rights, duties and honour envisaged by the constitution and other international bodies	ap	p	practical assignment / observation of practical skills
co3	build a general perspective on Islamic human rights and its significance in day to day life.	ap	p	seminar presentation / group tutorial work
co4	skill to achieve the rights that denied by the authorities/persons/systems in a social order.	u	c	instructor-created exams / home assignments
co5	differentiate the concepts of human rights in	ap	p	one minute

	Islam and the west.			reflection writing assignments
co6	demonstrate communicative skill and writing ability by preparing report on human right violations in the world and assess the importance of Islamic concepts on human rights.	ap	p	report writing
* - 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		10
	1	Evolution of human rights-magna carta, petition of rights, bill of rights	2
	2	Universal declaration of human rights, ICCPR, ICESCR, cairo declaration of human rights	3
	3	western and Islamic approach of human rights	3
	4	overview of human rights commissions: international, national, and state.	2
ii	HUMAN RIGHTS AND SOCIETY		10
	5	un secretariat-the economic and social council-the security council and human rights	3
	6	the human rights committee-critical appraisal of un human rights regime	3
	7	human rights in indian constitution, fundamental rights, directive principles of state policy and human rights	2
	8	human rights of women, children, minorities, and prisoners.	2
iii	HUMAN RIGHTS IN ISLAM		20
	9	islamic law: the quran, hadith, ijma, qiyas, and ijthihad	2
	10	the quran: fountain head of humanistic vales, special attention of destitute, handicapped, downtrodden, orphan, women, children, prisoner, and environment.	3
	11	zakat a form of social security-early human rights declarations in islam-farewell ceremony and address of prophet muhammad.	1
	12	inaugural address of abu bakr the first caliph of islam	3
	13	concept of equality, universalism and humanism in islam	3
	14	right to life and property, right to private life	3
	15	individual freedom, equality, protection of honour.	1
	16	basic necessities of life, prohibition of torture, security and justice.	1
	17	socio-political rights in islam	3
iv	ISLAMIC ALTERNATIVES FOR HUMAN RIGHT VIOLATIONS		8
	18	introduction to human right violations in the world	2
	19	protection of religious sentiments, equality before law, participation, right to asylum	2
	20	right to fair trail, right to social security, right of education and rights of minorities	2
	21	human rights at the times of war and peace.	1

	22	the uidhr (universal islamic declaration of human rights), the cairo declaration on human rights and the arab charter on human rights.	1
v	OPEN ENDED MODULE: report writing on human right violations in the world.		12
	1	case studies: 1. collection of news , photos and videos for human right violation real-world applications and trade-offs: prepare a power point presentation of minimum ten slides on human right violation in the world. open-ended exploration and assessment: prepare a narration on the importance and usage of Islamic human rights on such violations in the world. group assignment: prepare the report of human rights violations and Islamic remedies in a global perspectives.	12

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 :

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6
CO 1	1	-	-	-	-	-						
CO 2	2	3	-	-	-	-						
CO 3	-	-	1	-	-	-						
CO 4	-	-	2	3	-	-						
CO 5	-	1	-	-	-	-						
CO 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%)

MAPPING OF COS TO ASSESSMENT RUBRICS :

	INTERNAL EXAM	ASSIGNMENT	PROJECT EVALUATION	END SEMESTER EXAMINATIONS
CO 1	✓			✓
CO 2	✓			✓
CO 3	✓			✓
CO 4		✓		✓
CO 5		✓		✓
CO 6			✓	

Reference

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 & mac queen, b. (2008) islam and human rights in practice: perspectives across the umaah. uk: routledge.
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. Jzzidien 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.

MINOR 2

PROGRAM	BA ISLAMIC HISTORY				
COURSE CODE	ISH2MN101				
COURSE TITLE	ISLAMIC PERSPECTIVES ON ENVIRONMENTAL ISSUES.				
TYPE OF COURSE	MINOR				
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 higher secondary level				
course summary	this course focused on environmental issues which the whole world facing now. people in the world suffering from pollution, water scarcity, climate change etc. this course helps the learner to take a position against the environmental pollution and stand for the protection of environment. the learner equipped with the teachings of islam on environmental protection.				

course outcomes (co):

co	co statement	cognitive level*	knowledge category#	evaluation tools used
co 1	enable students to critically evaluate issues related to environmental governance by islam, islamic law on nature and sustainability	u	c	provide group discussion
co 2	enable students to undertake qualitative and quantitative research studies and to prepare them to collect, synthesize and analyze varied types of data	ap	p	practical assignment / observation of practical skills

co 3	. provide students with conceptual understanding of islamic teaching on physical, natural and biological processes and cycles of earth and its environment	ap	p	seminar presentation / group tutorial work
co 4	provide students with a systematic understanding of the scientific bases and socio-economic contexts of varied environmental issues ranging from aspects of climate change, global warming, pollution, to energy needs, urban planning and resource depletion	u	c	instructor-created exams / home assignments
co 5	.			
co 6				
<p>* - remember (r), understand (u), apply (ap), analyse (an), evaluate (e), create (c)</p> <p># - factual knowledge(f) conceptual knowledge (c) procedural knowledge (p) metacognitive knowledge (m)</p>				

DETAILED SYLLABUS:

MODUL E	UNIT	CONTENT	HRS
I	ENVIRONMENTAL STUDIES IN ISLAM.		10
	1	introduction to environmental studies	2
	2	concept and definition of environment and its issues along with resource conservation,	3
	3	multidisciplinary nature of environmental studies in islamic studies,	3
	4	environmental pollution and social issues.	2
II	ENVIRONMENTAL IMPACT ON NATURE AND HEALTH SECTOR		10
	5	environment and human health, environmental values and social justice	3
	6	urbanization and its effect on environment	3
	7	valuing nature and culture	2
	8	health problems and social issues on climate change.	2
III	ISLAMIC VIEW ON NATURE AND ENVIRONMENT		20
	9	concept and nature of islam on environment	2

	10	islamic teaching on environmental issues	3
	11	environmental justice and core essence of islam	1
	12	islamic discourse on environmental issues	3
	13	educational values in environmental management on islamic studies	3
	14	book review : environmental protection in islam by dr. abubakr ahmed bagader (pdf)	3
	15	article review: environmental protection from islamic perspective by faseeh amin beig and fayaz ahmad nika (pdf)	2
	16	review : text book for environmental studies by erach bharucha for ugc (pdf)	3
IV	APPROACHING ENVIRONMENTAL ISSUES BY MUSLIM WORLD		8
	18	fatwas on global warming and climate change, integrative analysis of islamic law on global environmental issues	2
	19	theological environmental issues, organization of islamic cooperation on environmental issues,	2
	20	various islamic conference on environmental and ecological issues,	2
	21	towards green transformation in islamic world,	1
	22	united nation climate change conference held at egypt and uae	1
v	open ended module:		12
	1	case studies: filed work report on a environmental issues by visiting a local polluted site visit to a local document environment importance area conduct a debate on contemporary environmental issues in muslim world group assignment: conduct a paper presentation/ power point presentation on islamic teaching on environmental issues .	12

MAPPING OF COS WITH PSOS AND POS :

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6
CO 1	1											
CO 2		2	1									
CO 3			1									
CO 4		2										
CO 5			1									
CO 6			1									

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%)

mapping of cos to assessment rubrics :

	internal exam	assignment	project evaluation	end semester examinations
co 1	✓			✓
co 2	✓			✓
co 3	✓			✓
co 4		✓		✓
co 5		✓		✓
co 6			✓	

sources / learning materials

1.islam nature and environment - natana delobg bas

2.sustainable development study of concept and content - abu zant ghoneim

3. environmental and values the islamic perspective -s p manzour

4. islam and environmental crisis (translation) sh nasr

5. text book for environmental studies by ugc

<https://www.flame.edu.in/academics/ug/program-structure/major-minor-courses/environmental-studies>

<https://www.flame.edu.in/academics/ug/program-structure/major-minor-courses/environmental-studies>

<https://www.ecomena.org/environmental-justice-islam/>

<https://www.ecomena.org/islam-environment/>

<https://www.mdpi.com/2076-0760/11/6/228>

https://www.researchgate.net/publication/283560508_islam_and_the_environment_education_perspective

MINOR 3

Program	BA ISLAMIC HISTORY				
Course Code	ISH3MN201				
Course Title	MEDIEVAL INDIAN ARCHITECTURE				
Type of Course	MINOR				
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				
Course Summary	This course provides an in-depth exploration of the architectural developments during the medieval period in India. Students will examine various architectural styles, influences, and the socio-cultural context that shaped the rich heritage of medieval Indian architecture. The development of Muslim Style of Architecture of this period can be called the Indo-Islamic Architecture or the Indian Architecture influenced by Islamic Art. The Indo-Islamic style was neither strictly Islamic nor strictly Hindu. It was, in fact, a combination of Islamic architecture elements to those of the Indian architecture.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
				Page 205 of 346

CO1	Demonstrate a comprehensive understanding of the various architectural styles prevalent during the medieval period in India.	U	C	Provide group discussion
CO2	Integrating insights from history, art history, archaeology, anthropology, and religious studies to interpret architectural monuments holistically.	Ap	P	Practical Assignment / Observation of Practical Skills
CO3	Develop the ability to critically analyze and evaluate medieval Indian architectural monuments, identifying key features, design elements, and their symbolic significance and present the matter in as a seminar.	Ap	P	Seminar Presentation / Group Tutorial Work
CO4	Contextualize medieval Indian architecture within the broader historical and cultural framework of India, including the socio-political dynamics, religious influences, and interactions with other civilizations.	U	C	Instructor-created exams / Home Assignments
CO5	Appreciation for the cultural diversity and synthesis evident in medieval Indian architecture, recognizing the amalgamation of indigenous traditions with external influences, such as Islamic, Persian, and Central Asian.	U	C	Seminar
CO6	Enhance research skills through the investigation of primary and secondary sources related to medieval Indian architecture, and effectively communicate their findings through written reports, presentations, and discussions.	Ap	P	Presentation /exam
<p>* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)</p> <p># - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)</p>				

Detailed Syllabus:

Module	Unit	Content	Hrs
I	Introduction to Medieval Indian Architecture		10
	1	Characteristics of Medieval Indian Architecture: Influences, materials, and techniques	2
	2	Significance of architecture in medieval Indian society: Religious, political, and cultural aspects	3
	3	Indo-Islamic Architecture: Features & Characteristics, Influence of Persian and Central Asian architectural styles.	3

	4	Major architectural forms: Arches, domes, Minarets, Arcuate style of architecture, Mosque architecture, tomb architecture, etc	2
II	Architecture during Delhi Sultanate Period		10
	5	Imperial style and Provincial Style of Architecture, Islamic themes in Architecture: emission of portrayal of living beings	3
	6	Slave: Quwwatul Islam Mosque, Adhai din ja Jhopra Khilji: Alai Dhawaja, Hauz Khas, Jamat Khana Mosque	3
	7	Tuglaq: Tughlaqabad city and fort Lodhi: Tomb of Sikander Lodhi	2
	8	Bahmani Architecture	2
III	Mughal Architecture		20
	9	Features of Mughal Architecture - mix of Rajput, Hindu, Buddhist, Iranian and Central Asian styles - Use of Red sandstone	3
	10	Babur: three mosques in Panipat, Sambhal and Ayodhya, Aram Bagh Garden	3
	11	Humayun – New city named Din Panah (Old Fort)	2
	12	Akbar – Humayun tomb (first major Mughal architecture), Red fort of Agra, Fatehpur Sikri, Diwan i Khas, Jodha bai palace, Maryam, Palace, Panch Mahal, Birbal Palace, Jama Masjid (Fatehpur Sikri), Tomb of Shiekh Salim Chisti.	3
	13	Jehangir: Tomb of Itimad-uddaulah (mini taj), Shalimar Bagh and Nishat Bagh of Kashmir.	3
	14	Shah Jahan – Red fort of Delhi, Chandni Chawk, Jama Masjid of Delhi, Taj Mahal of Agra.	3
	15	Aurangzeb – Bibi ka Maqbara	3
IV	Architecture: Deccani, Rajput and Sikh Styles		8
	18	Bahmani Monuments at Gulbarga, Karnataka. Bahmani and Barid Shahi Monuments at Bidar, Karnataka. Adil Shashi Monuments at Bijapur, Karnataka, etc	2
	19	The Sikh architectural style evolved in Punjab	2
	20	Nagara Architecture: Khajuraho temples, Rajput forts	2
	21	Dravidian Architecture	1
	22	Vijayanagara architecture	1
V	Open Ended Module: write a book review on ‘Indian Architecture: by Percy Brown (DB Taraporevala Sons & Co., 1942, Internet archives)		12
	1	Case studies: Group Assignment:	12

Mapping of COs with PSOs and POs :

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6
CO 1	1											
CO 2	2											
CO 3		1										
CO 4		1										
CO 5	1											
CO 6	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%)

Mapping of COs to Assessment Rubrics :

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

CO 5		✓		✓
CO 6			✓	

Sources / learning materials

Brown, Percy, *Indian Architecture (Islamic Period)*, (DB Taraporevala Sons & Co., 1942)
 Satish Grover, *Islamic Architecture in India*, (CBS Publishers & Distributors Pvt. Ltd., 2002)
 Percy Brown. *Indian Architecture: Islamic Period*
 James C. Harle. *The Art and Architecture of the Indian Subcontinent*
 Adam Hardy. *Indian Temple Architecture: Form and Transformation*

GROUP 2

MINOR 1

PROGRAM	BA ISLAMIC HISTORY				
COURSE CODE	ISH1MN102				
COURSE TITLE	ISLAMIC ECONOMICS AND BANKING				
TYPE OF COURSE	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	Qualified higher secondary				
course summary	<p>Islamic economics aims to achieve social balance and equal income distribution. it also aims to promote unity, social justice, and moral development. these days, Islamic economics is a widely read and studied subject. because Islamic values and conventional banking are at odds, scholars are working to establish the groundwork for a banking system based on shariah. Islamic economics is firmly based on the sunnah of the prophet and the holy Quran. Islamic economics, in contrast to many other economic theories, is not merely theoretical; the prophet himself founded it in the medina. thus, Islam combines the theoretical framework of the Quran with the prophetic example of establishing a fair economic system.</p>				

course outcomes (co):

co	co statement	cognitive level*	knowledge category#	evaluation tools used
co1	<ul style="list-style-type: none"> knowledge of basic economic, banking, and finance theories and principles 	u	c	provide group discussion

co2	<ul style="list-style-type: none"> ability to relate economic theories and concepts to real-world scenarios 	ap	p	practical assignment / observation of practical skills
co3	<ul style="list-style-type: none"> ability to work as a professional in the area of Islamic banking and finance 	ap	p	seminar presentation / group tutorial work
co4	<ul style="list-style-type: none"> ability to pursue higher studies and research in academics participation in seminars and live sessions 	u	c	instructor-created exams / home assignments
<p>* - remember (r), understand (u), apply (ap), analyse (an), evaluate (e), create (c)</p> <p># - factual knowledge(f) conceptual knowledge (c) procedural knowledge (p) metacognitive knowledge (m)</p>				

Detailed syllabus:

module	Unit	Content	Hrs
I	INTRODUCTION		10
	1	The importance of Islamic perspective on economics and policy	2
	2	Concepts of system	3
	3	The Islamic economy as a part of the whole economic system	3
	4	The economic problem	2
II	ISLAMIC ECONOMICS AS AN ALTERNATIVE SYSTEM		10
	5	Islam and capitalism	3
	6	Islam and socialism	2
	7	Economic recession and Islamic solutions	2
	8	distribution of wealth	3
III	9	principles of Islamic economics	20
	10	prohibition of Riba	4
	11	Mudarabah	4
	12	Musharaka	4
	13	Bai Salam and sanctity of contracts	4
	14	Sources of Economic teachings in Islam	4
IV	ISLAMIC FINANCE		8

	12	importance of zakat	2
	13	public and private wealth, ownership	2
	14	Islamic provisions for trade and business	2
	15	functions of Islamic development bank	1
	16	leading banks in Islamic economic sector	3
v	OPEN ENDED MODULE: survey on emerging Islamic banking sector in Malaysia and middle east		12
	1	case studies : development of Islamic banking in Uda	12
		group assignment: report on functions and activities of Islamic development bank	

MAPPING OF COS WITH PSOS AND POS :

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6
CO 1	1											
CO 2	2											
CO 3		1										
CO 4		1										
CO 5	1											
CO 6	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%)

Mapping of cos to assessment rubrics :

	internal exam	assignment	project evaluation	end semester examinations
co 1	✓			✓
co 2	✓			✓
co 3	✓			✓
co 4		✓		✓
co 5		✓		✓
co 6			✓	

sources / learning materials

1- Siddiqi, M.N, "economic enterprise in Islam" Lahore, Islamic foundation, 1972.

2- Al-Mubarak, M., "The system of Islam: the economy", Dar Alfikr, Beirut, Lebanon, 1398 h (1978).

3- Al-Thumali, A., "Economic freedom and the state intervention" a ph.d. dissertation presented to umm al-qura University, Makkah, 1405 h (1985).

4- Bin Eid, Mohammad El-Gari, "an introduction to the foundations of the Islamic economy", Dar Hafiz, Jeddah, Saudi Arabia, 1411 h (1991).

5- Al-Misri, R.Y., "The foundations of Islamic economy", Dar Alqalam (damascus), Al-Dar Al-Shamiyyah (beirut), dar al-bashir, (Jeddah), Saudi Arabia 1409 h (1989).

6. Chapra, Umer "Islam and the economic challenge", the Islamic foundation and the international institute

of Islamic thought, 1992.

7. Khurshid Ahmad, "Nature and significance of Islamic economics" and Mohammad Anas Zarqa, "Methodology of Islamic economics", "Fiqh and economics of exchange" see all these articles in lectures on Islamic economics, Irti, 1992.

MINOR 2

PROGRAMME	BA ISLAMIC HISTORY				
COURSE CODE	ISH2MN102				
COURSE TITLE	PERSONALITY DEVELOPMENT AND THE TEACHINGS OF PROPHET				
TYPE OF COURSE	MINOR				
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 summary	Qualified higher secondary level				

course outcomes (co):

Co	co statement	cognitive level*	knowledge category#	evaluation tools used
co1	understand the early life of prophet muhammed	u	c	instructor-created exams / quiz
co2	understand his diplomacy in war against the opponents	ap	p	practical assignment / observation of practical skills
co3	asses the life and character of prophet muhammed as a model	ap	p	seminar presentation / group tutorial work
co4	understand the ideology of prophet muhammed	u	c	instructor-created exams / home assignments
co5	understand prophet as a mentor	ap	p	one minute reflection writing assignment

co6	evaluate the religious and political life of prophet	ap	p	report writing
* - 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:

modul e	Unit	Content	Hrs
I		PROPHET MUHAMMAD AT MAKKAH	10
	1	quraish family- birth and childhood of prophet muhammad	2
	2	marriage with khadijah-prophethood	3
	3	his mission-early followers	3
	4	opposition of the quraish-migrations to abyssinia and medina	2
II		PROPHET AT MADINAH	10
	5	socio-political and religious conditions of madinah	3
	6	major tribes-ansars and muhajirs	3
	7	the madinah charter- prophet as a ruler	2
	8	battles of badr, uhud, and khandaq- treaty of hudaibiyah- conquest of Khaybar	2
III		DIPLOMACY AND EXPANSION OF THE STATE	20
	9	jews and the prophet	3
	10	victory of Makkah	3
	11	battle of hunayan	2
	12	tabuk expedition.	3
	13	book review : the life of muhammed by muhammed husayn haykal	3
	14	review: islamicvoice.com, the prophet was a teacher guide and mentor	3
	15	review the site: islamonline.net , the prophet's life in brief	3

IV	PROPHET AS A SOCIAL MENTOR		8
	18	farewell pilgrimage and the last sermon of arafa-death of prophet-prophet as a reformer and statesman	2
	19	religious teachings-concept of god-articles of faith-five pillars of islam	2
	20	moral teachings-honesty and trustworthiness	2
	21	equality and social justice	1
	22	status of women-importance of education.	1
v	open ended module: write a review on the various internet sources on islam and prophet muhammed		12
	1	case studies : list the online and print sources on prophet as a mentor. group assignment: presentation on the diplomacy and humanism of prophet during the war	12

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 :

	ps01	ps02	ps03	ps04	ps05	ps06	po1	po2	po3	po4	po5	po6
co 1	1	-	-	-	-	-						
co 2	2	3	-	-	-	-						
co 3	-	-	1	-	-	-						
co 4	-	-	2	3	-	-						
co 5	-	1	-	-	-	-						
co 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%)

mapping of cos to assessment rubrics :

	internal exam	Assignment t	project evaluation	end semester examinations
co 1	✓			✓
co 2	✓			✓
co 3	✓			✓
co 4		✓		✓
co 5		✓		✓
co 6			✓	

references

1. ahmad, barakat, (1979), muhammad and the jews: a re-examination, new delhi, vikas publishing house.
2. ali, k, (2016). a study of islamic history, india, adam publishers & distributors.
3. . armstrong, karen, (2006), muhammed: prophet for our time, london, harper press.
4. hitti, p k, (1970), history of the arabs, london, macmillian publisher.
5. khan, m h, (1997), the school of islamic jurisprudence, new delhi, kitab bhavan.
6. mahmud, s f, (1988), a short history of islam, new york, oxford university press.
7. mahmudunnasir, syed, (1984), islam its concept and history, new delhi, kitab bhavan.
8. sayed, ameer ali, (1979), short history of the saracens, delhi. kutub khana

ishayat-ui- islam.

9. singh, n k, (1998), social justice and human rights in islam, new delhi, gyan publishing house.

10. watt, m,(1961), muhammad: prophet and statesman, london, oxford university press.

SEMESTER III

MINOR 3

Program	BA ISLAMIC HISTORY				
Course Code	ISH3MN202				
Course Title	ISLAMIC ETHICS ON BUSINESS AND TRADE				
Type of Course	MINOR				
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 Summary	<p>Business and trade among Muslims is not a new thing. The Prophet Muhammad himself was directly involved in the business before being appointed Prophethood. He became one of the traders who market goods owned by Hadhrat Khadijah to the countries such as Syria and Yemen. In the early days of Islam, it appears that many of the companions of the Prophet Muhammad who had ventured into the field of business and trade. Among the Hadhrat Uthman bin Affan and Hadhrat ‘Abdul Rahman bin ‘Auf they both are successful businessmen and gain much wealth. Among the main factors causing them to gain a lot of success and profit in business is</p>				

	<p>because they work hard and do business according to business ethics in Islam. Traders or Businessmen are part of the community that is accepted as important in the development of a community. They play an important role in solving the problems faced by the society for the development of the national economy. In the era of globalization, various offenses in business ethics committed by traders or businessmen such as bribery, breach of trust, to practice usury and more for gaining the wealth through unlawful means. In line with the challenges of globalization, businesses are required to provide a strong commitment to ethics as it ensures credibility, image and reputation in the eyes of the community, customers and other stakeholders. Therefore, the values and ethics of Islam played an important role in business activities. According to Islamic ethics, sellers should be honest and fair in their marketing activities. They should only exchange true documents that reveal accurate specifications in terms of quality, contents, etc.. Sellers should also avoid making too many oaths when selling merchandise. The Prophet is reported to have said, “When a sale is held, say, “There's no cheating” (Al-Bukhari). According to Islamic ethics, a seller is a person who feels accountable to God. He should be honest and fair in his marketing activities. Only true documents which reveal accurate specifications in terms of quality, contents, etc. will exchange hands. This course gives values and ethics to the learners who may engage trade in future.</p>
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Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Understand the concept of ethics in daily life	U	C	Provide group discussion
CO2	Understand the basics of Islamic ethics on Business and trade	Ap	P	Practical Assignment / Observation of Practical Skills
CO3	Identify the right and wrong transactions in a business	Ap	P	Seminar Presentation / Group Tutorial Work
CO4	Became capable to guide the businessmen among the society	U	C	Instructor-created exams / Home Assignments

* - 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	General Concept of Ethics		10
	1	virtues, duties and attitudes	2
	2	customs, traditions as well as beliefs and worldviews	3
	3	law, feelings and culture	3
	4	moral standards of right and wrong.	2
II	Islamic concepts of Ethics (Akhlāq)		10
	5	The teachings of the Qur'an and explained by the Prophet Muhammad	3
	6	The concept of Adab means manner, attitude, behavior, and the etiquette of putting things in their proper place.	3
	7	The concept of goodness: Khayr (goodness), Birr (righteousness), Qist (equity), 'Adl (equilibrium and justice), Haqq (truth and right)	2
	8	Maruf (known and approved), Taqwa (piety). Pious actions are described as Salihaat and impious actions are described as Sayyiaat	2
III	Islamic Concept of Business and Trade Ethics		20
	9	Truthfulness, trustworthiness, fair treatment of workers, honesty, and fairness, honouring and fulfilling obligations	3
	10	"You are the best nation that has been raised up for mankind; you enjoying right conduct, forbid evil and believe in Allah" group discussion.	3
	11	"Allah made trade lawful and made interest unlawful". Debate in class	2
	12	Book Review: Ethics of Islam Written by Alī bin Emrullah Muhammed Hâdimî Hüseyin Hilmi Işık (PDF)	3
	13	Article Review : Islamic ethics: An outline of its principles and scope by Abdurezak A. Hashi, Department of Biotechnology, Kuliyah of Science, International Islamic University Malaysia (IIUM) (PDF)	3
	14	ISLAMIC BUSINESS ETHICS Jamal A. Badawi, Ph.D. Saint Mary's University, Halifax, N.S., Canada The concept of work is worship in Islam, ethics of production	3
	15	Islamic ethics on consumption	1
	16	Islamic ethics on distribution	1
	17	Distribution of wealth- zakat and Sadaqah	1
IV	Islamic ethics on sale		8
	18	Integrals of a valid transaction, Conditions in a sale, valid sales, invalid sales	2
	19	Cancelling a sale and returning defective merchandise	2
	20	Interest - Types of interest, selling gold against gold or a merchandise against the same merchandise. interest free transaction (Muraabahah).	2
	21	Islamic Marketing ethics and customer satisfaction	1
	22	Trusteeship in transactions	1
V	Open Ended Module:		12

	1	Case studies- Make a survey among the Muslim business men who follow the ethics of Islam Open-Ended Exploration and Assessment: write an essay on morality in Islam Group Assignment: Prepare posters on business ethics and propagate through social media.	12
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Mapping of COs with PSOs and POs :

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6
CO 1	3											
CO 2		2										
CO 3		1										
CO 4	1	1										
CO 5												
CO 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%)

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓			✓
CO 2	✓			✓
CO 3	✓			✓
CO 4		✓		✓
CO 5		✓		✓
CO 6			✓	

Sources / learning materials

Islamic Business Ethics

Book by Rafik Issa Beekun

Islamic Ethics: Fundamental Aspects of Human Conduct. by Abdulaziz Sachedina

Business Ethics in Islam by Hussain Qadri,

Islamic Law and Ethics by David R. Vishanoff,

The Ethics Of Islam , (English, Hardcover, Syed Ameer Ali)

Islam And Social Ethics by SMA Rauf.

GROUP 3**SEMESTER VIII****MINOR 1**

Program	BA ISLAMIC HISTORY				
Course Code	ISH8MN406				
Course Title	MAJOR WORLD RELIGIONS				
Type of Course	MINOR				
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 Summary	This course designed for students interested in exploring various ways people have expressed religious views. The course explores questions that lead people to formulate religious answers and various religious doctrines that formalize religious concern. Balance different opinions from major religious traditions such as Christianity, Judaism, Hinduism and Buddhism among others and helps students broaden perspective on religion.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	understand the basic concept of major world religion	U	C	Provide group discussion

CO2	Recognising the religious diversity and cultural pluralism	Ap	P	Practical
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				Assignment / Observation of Practical Skills
CO3	Understanding the general knowledge of various religion	Ap	P	Seminar Presentation / Group Tutorial Work
CO4	Evaluating the social religious importance of various religion in Indian culture	U	C	Instructor-created exams / Home Assignments
CO5	Understanding of how each religion evolved historically and spiritually	U	C	Seminar
CO6	Analyse the religious writings, symbols and practices using recognized scholarly and hermeneutical principles. (e.g. tv, film, novels, the mass media, video games, etc.)	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		Concept of religion	10
	1	History of religion	2
	2	Different concepts	3
	3	Theories of religion	3
	4	Need of religious tolerance	2
II		Religious diversity in India	10

	5	Hinduism and Sikhism	3
	6	Concept of God in Hinduism, Darma, Purushartha, Karma, Moksha	3
	7	Sankara Charya and Swami Vivekananda	2
	8	Concept of God in Sikhism, Guru Nanak, scriptures and teachings	2
III			20
	9	Basic teachings of Buddhism	3
	10	Life and teaching of Gautama Buddha	3
	11	Nirvana	2
	12	Hinayana	3
	13	Mahayana	3
	14	Life and teaching of Mahaveer	A
	15	Digambara and Swetambaras	3
IV		Concept of God in Christianity and Judaism	8
	18	Life and teachings of Jesus Christ	2
	19	Bible, Trinity, beliefs, worship	2
	20	Major group in Christianity	2
	21	Judaism, Moses, religious movements	1
	22	Torah and religious practices	1
V		OPEN ENDED MODULE	12
	1	Presentation of evidences of religious harmonious life in Kerala.	12

Mapping of COs with PSOs and POs :

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6
CO 1	1											
CO 2	2											
CO 3		1										
CO 4		1										
CO 5	1											
CO 6	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%)

Mapping of COs to Assessment Rubrics :

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

CO 6			✓	
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Sources / learning material

- | | | |
|---|---|----------------------------------|
| 1. The world religion | - | Huston Smith |
| 2. A history of Christianity | - | Diar Maid Mac |
| 3. Hinduism and Buddhism | - | Culloch Dr. |
| 4. The Encyclopaedia of Sikhism | - | Ashakumari |
| 5. A history of the Jews | - | H.S |
| 6. World religion: An introduction for Students | - | Sing
h
Paul
John
son |

MINOR 2

Program	BA ISLAMIC HISTORY				
Course Code	ISH8MN407				
Course Title	CONTEMPORARY MIDDLE EAST CRISIS OF PALESTINE				
Type of Course	MINOR				
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 Summary	<p>In this course will study the main political junctions in the Israeli-Palestinian conflict and will connect them to their reincarnation in contemporary times in Israel/ Palestine. This will include analysis and study of the politics, popular culture and daily life of Palestinian living in Palestine. Among the themes that will be studied are the negation of the diaspora as a central theme of political Zionism, the Arab-Jewish identity, Palestinian national feelings and the Nakba, Israel and the memory of Holocaust, the evolution of political parties and ideas in Israeli and Palestine politics, and previous negotiations for peace. The course will include cultural products relating to the societies in Palestine, movies, song, and advertisement. It will strive to uncover the roots of contemporary political 'axioms' and the preparation of the 'other'.</p>				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Understand the process that resulted in the creation of Israel in 1948 and in the Palestinian Nakba.	U	C	Provide group discussion
CO2	Analyse the leading Israeli and Palestinian streams	Ap	P	Practical Assignment / Observation of Practical Skills
CO3	Critically study current modes in Palestinian culture: including the role of the military and security, fear and hatred towards the other sentiments of localness, indigenusness and foreignness in Palestine	Ap	P	Seminar Presentation / Group Tutorial Work
CO4	Summarize the different solution for the Israeli-Palestinian conflict, and the way they ignore or correspond with the needs of each of the communities	U	C	Instructor-created exams / Home Assignments
CO5	Identify and discuss the challenges faced by the Middle East	U	C	Seminar
CO6	Encourage the development of advance skills in critical analysis and reflection upon contemporary middle eastern issues	Ap	P	Presentation /exam
<p>* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)</p> <p># - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P)</p>				

Metacognitive Knowledge (M)

Detailed Syllabus:

Module	Unit	Content	Hrs
I		History of Palestine and the mandate period	10
	1	Palestine geographical study	2
	2	Peoples and cultures	3
	3	Zionism, Arab revolt, Suez crisis, six-day war	3
	4	First intifada, second intifada, Hamas split	2
II		Palestine society and social condition	10
	5	Palestine society and people, education, employment	3
	6	Cultural development of Palestine, Palestine refugees, economic dispute and boycotts	3
	7	Palestinian political violence, Palestine on Palestinian violence	2
	8	Status of Jerusalem, social condition of Palestine territories	2
III			20
	9	Peace treaties and Organizations	3
	10	Madrid, Oslo Accords, Camp David summit, Taba summit	3
	11	Road map for peace, Arab peace initiative	2
	12	PLO, Fatah, Palestinian NGOs network	3
	13	Al-Haq, PNA, UNRWA	3
	14	Gaza disengagement, Annapolis conference	3
	15	Settlement freeze, Peace to prosperity plan	3
IV		Contemporary status of Palestine	8

	18	The image of Palestine: Arab values and views	2
	19	Israeli settlement policy, security challenges and security groups	2
	20	United nation and Palestinian statehood, international relationship	2
	21	Palestine government, Political condition, life style and settlements	1
	22	Israel Hamas war, after effect of war, social media influences	1
V			12
	1		12

Mapping of COs with PSOs and POs :

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6
CO 1	1											
CO 2	2											
CO 3		1										
CO 4		1										
CO 5	1											
CO 6	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%)

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓			✓
CO 2	✓			✓
CO 3	✓			✓
CO 4		✓		✓
CO 5		✓		✓
CO 6			✓	

Sources / learning materials

1. Righteous victims: A History of the Zionist – Arab conflict - Benny Morris
2. The ethnic cleaning of Palestine - John pilger
3. The Israel- Palestine conflict - Neil Caplan
4. The history of Palestine - Al Ghadiry
5. The rise and fall of Palestine - Norman G Finkelstein
6. Palestine or the holy land from the earliest Period to the present time - Michael Russell

MINOR 3

PROGRAM	BA ISLAMIC HISTORY				
COURSE CODE	ISH8MN408				
COURSE TITLE	DIASPORA ISSUES IN POST COLD WAR MUSLIM WORLD				
TYPE OF COURSE	MINOR				
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 in higher secondary level				
COURSE SUMMARY	<p>This course mainly focuses on the problems they faced with post-cold war Muslim immigration. uno's opinion on the diaspora is also mentioned here. causes for the diaspora in Asia and African countries are mentioned here. and focus on the policies of America and Russia toward the Muslim diaspora. commonly study about a case study of Muslim diaspora from Palestine. moreover, the rapid pace of globalization and technological advancements has reshaped the dynamics of diaspora engagement, fostering both transnational connections and tensions between traditional values and western influences.</p>				

COURSE OUTCOMES (CO):

C O	CO STATEMENT	COGNITIVE LEVEL*	KNOWLEDGE CATEGORY#	EVALUATION TOOLS USED
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co1	understand the meaning and declaration of diaspora	u	c	group discussion/ newspaper reading
co2	find out the role of uno in diaspora phenomena	re	f	assignment / seminar
co3	evaluate the causes of muslim diaspora in different regions.	ev	m	seminar presentation / group tutorial work
co4	asses the historical background of the palestine region	ev	c	group discussion/ assignments
co5	critically evaluate the present political issues in the palestine region	ev	p	Debate
<p>* - remember (r), understand (u), apply (ap), analyse (an), evaluate (e), create (c)</p> <p># - factual knowledge(f) conceptual knowledge (c) procedural knowledge (p) metacognitive knowledge (m)</p>				

DETAILED SYLLABUS:

MODUL E	UNIT	CONTENT	HRS
I	DEFINE OF DIASPORA		10
	1	define and meaning of diaspora	2
	2	reasons of diaspora-muslim diaspora	3
	3	muslim diaspora-pull and push factors of diaspora	3
	4	un declaration about diaspora-global diaspora- the dublin declaration.	2
II	CAUSES OF MUSLIM DIASPORA IN ASIA AND AFRICA		10
	5	muslim diaspora after the iran- iraq war (1980-1988)	3
	6	kuwait war (1990)-afghan conquered by america (2001)	3
	7	iraq conquered by america (2003)	2
	8	rohingya muslims in myanmar-uyghurs in china.	2

III	MUSLIM DIASPORA IN AMERICA AND RUSSIA		20
	9	population of america and Russia	3
	10	minority communities in america and Russia	3
	11	muslim diaspora in america and Russia	2
	12	socio-political condition of muslim diaspora in America	3
	13	socio-political condition of muslim diaspora in Russia	3
	14	present condition of muslim diaspora in america	3
	15	the present condition of muslim diaspora in russia.	3
IV	A CASE STUDY OF MUSLIM DIASPORA FROM PALESTINE		11
	16	historical background of Palestine	2
	17	foreign influence	2
	18	formation of israel	2
	19	the conflict between israel and Palestine	3
	20	muslim diaspora from palestine.	2
V	ISLAMOPHOBIA AND SECURITY		9
	21	define islamophobia -its various manifestations	2
	22	prejudice, discrimination, violence	2
	23	impact of islamophobia on the security and well-being of muslim diaspora communities	3
	24	strategies for countering islamophobia and promoting social inclusion.	2

MAPPING OF COS WITH PSOS AND POS :

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6
CO 1	1											
CO 2	2											
CO 3		1										

CO 4		1										
CO 5	1											

CORRELATION LEVELS:

LEVEL	CORRELATION
-	NIL
1	SLIGHTLY / LOW
2	MODERATE / MEDIUM
3	SUBSTANTIAL / HIGH

ASSESSMENT RUBRICS:

§ ASSIGNMENT/ DISCUSSION / SEMINAR/DEBATE/GROUP TUTORIAL
WORK/NEWSPAPER

READING

§ MIDTERM EXAM

§ PROGRAMMING ASSIGNMENTS (20%)

§ FINAL EXAM (70%)

MAPPING OF COS TO ASSESSMENT RUBRICS :

	INTERNAL EXAM	ASSIGNMENT	PROJECT EVALUATION	END SEMESTER EXAMINATIONS
CO 1	✓			✓
CO 2	✓	✓		✓
CO 3	✓			✓
CO 4		✓		✓
CO 5		✓		✓

sources and learning materials

1. Haidesh Moghissi and Halleh Ghorashi (2010), Muslim diaspora in the west: negotiating gender, home and belonging.
 2. Haidesh Moghissi (2006), Muslim diaspora: gender, culture and identity.
 3. Moha Ennaji (2016), New horizons of Muslim diaspora in north America and Europe.
 4. Maurits S Hassankhan, Goolam Vahed and Lomarsh Roopnarine (2017), indentured Muslims in the diaspora: identity and belonging of minority groups in plural societies.
 5. Yvonne Yazbeck Haddad (2001), Muslims in the west: from sojourners to citizens
 6. Junaid rana(2011), terrifying Muslims: race and Labor in the south Asian diaspora.
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GENERAL FOUNDATION COURSES (MDC,VAC & SEC) IN ISLAMIC HISTORY

MULTI DISCIPLINARY COURSE 1

PROGRAMME	BA ISLAMIC HISTORY				
COURSE CODE	ISH1FM105				
COURSE TITLE	ISLAMIC ALTERNATIVE THINKING OF HUMAN RIGHTS				
TYPE OF COURSE	MDC				
SEMESTER	I				
ACADEMIC LEVEL	100-199				
COURSE DETAILS	CREDIT	LECTURE PER WEEK	TUTORIAL PER WEEK	PRACTICAL PER WEEK	TOTAL HOURS
	3	3	-	-	45
PRE-REQUISITES	Qualified higher secondary level				
COURSE SUMMARY	<p>This course will provide a theoretical and conceptual discourse to build a comparative study of human rights in Islamic law and the secular communities, in particular the west. it also examines the practice of human rights in islam based on new definitions of good governance and human security with regard to barriers, interpretations and other influential elements. this course also introduces the fundamental human rights and its significance. here the learner can identify the different dimensions of human rights and able to analyse the present status of it. after the completion of this course the students realises the human rights and when, what, how, and were it was violated</p>				

COURSE OUTCOMES (CO):

CO	CO STATEMENT	COGNITIVE LEVEL*	KNOWLEDGE CATEGORY#	EVALUATION TOOLS USED
co1	understand the concepts and general awareness of human rights in islam as well as the west	u	c	instructor-created exams / quiz
co2	know the relevance of values, rights, duties and honour envisaged by the	ap	p	practical assignment /

	constitution and other international bodies			observation of practical skills
co3	build a general perspective on islamic human rights and its significance in day to day life.	ap	p	seminar presentation / group tutorial work
co4	skill to achieve the rights that denied by the authorities/persons/systems in a social order.	u	c	instructor-created exams / home assignments
co5	differentiate the concepts of human rights in islam and the west.	ap	p	one minute reflection writing assignments
co6	demonstrate communicative skill and writing ability by preparing report on human right violations in the world and assess the importance of islamic concepts on human rights.	ap	p	report writing
* - 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		10
	1	evolution of human rights-magna carta, petition of rights, bill of rights	2
	2	universal declaration of human rights, iccpr, icescr, cairo declaration of human rights	3
	3	western and islamic approach of human rights	3
	4	overview of human rights commissions: international, national, and state.	2
II	HUMAN RIGHTS AND SOCIETY		10
	5	un secretariat-the economic and social council-the security council and human rights	3
	6	the human rights committee-critical appraisal of un human rights regime	3
	7	human rights in indian constitution, fundamental rights, directive principles of state policy and human rights	2
	8	human rights of women, children, minorities, and prisoners.	2
III	HUMAN RIGHTS IN ISLAM		20
	9	islamic law: the quran, hadith, ijma, qiyas, and ijthihad	2

	10	the quran: fountain head of humanistic vales, special attention of destitute, handicapped, downtrodden, orphan, women, children, prisoner, and environment.	3
	11	zakat a form of social security-early human rights declarations in islam-farewell ceremony and address of prophet muhammad.	1
	12	inaugural address of abu bakr the first caliph of islam	3
	13	concept of equality, universalism and humanism in islam	3
	14	right to life and property, right to private life	3
	15	individual freedom, equality, protection of honour.	1
	16	basic necessities of life, prohibition of torture, security and justice.	1
	17	socio-political rights in islam	3
IV	ISLAMIC ALTERNATIVES FOR HUMAN RIGHT VIOLATIONS		8
	18	introduction to human right violations in the world	2
	19	protection of religious sentiments, equality before law, participation, right to asylum	2
	20	right to fair trail, right to social security, right of education and rights of minorities	2
	21	human rights at the times of war and peace.	1
	22	the uidhr (universal islamic declaration of human rights), the cairo declaration on human rights and the arab charter on human rights.	1
V	OPEN ENDED MODULE: REPORT WRITING ON HUMAN RIGHT VIOLATIONS IN THE WORLD.		12
	1	case studies: 1. collection of news , photos and videos for human right violation real-world applications and trade-offs: prepare a power point presentation of minimum ten slides on human right violation in the world. open-ended exploration and assessment: prepare a narration on the importance and usage of islamic human rights on such violations in the world. group assignment: prepare the report of human rights violations and islamic remedies in a global perspectives.	12

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 :

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6
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CO 1	1	-	-	-	-	-						
CO 2	2	3	-	-	-	-						
CO 3	-	-	1	-	-	-						
CO 4	-	-	2	3	-	-						
CO 5	-	1	-	-	-	-						
CO 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%)

MAPPING OF COS TO ASSESSMENT RUBRICS :

	INTERNAL EXAM	ASSIGNMENT	PROJECT EVALUATION	END SEMESTER EXAMINATIONS
CO 1	✓			✓
CO 2	✓			✓
CO 3	✓			✓
CO 4		✓		✓

CO 5		✓		✓
CO 6			✓	

reference

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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.

MULTY DISCIPLINARY COURSE 2

PROGRAM	BA ISLAMIC HISTORY				
COURSE CODE	ISH2FM106				
COURSE TITLE	ETHICAL APPROACH ON ENVIRONMENTAL ISSUES.				
TYPE OF COURSE	MDC				
SEMESTER	II				
ACADEMIC LEVEL	100-199				
COURSE DETAILS	CREDIT	LECTURE PER WEEK	TUTORIAL PER WEEK	PRACTICAL PER WEEK	TOTAL HOURS
	3	3	-	-	45
PRE-REQUISITES	QUALIFIED HIGHER SECONDARY LEVEL				
COURSE SUMMARY	<p>this course focused on environmental issues which the whole world facing now. people in the world suffering from pollution, water scarcity, climate change etc. this course helps the learner to take a position against the environmental pollution and stand for the protection of environment. the learner equipped with the teachings of islam on environmental protection.</p>				

COURSE OUTCOMES (CO):

CO	CO STATEMENT	COGNITIVE LEVEL*	KNOWLEDGE CATEGORY#	EVALUATION TOOLS USED
CO1	enable students to critically evaluate issues related to	u	c	

	environmental governance by islam, islamic law on nature and sustainability			provide group discussion
CO2	enable students to undertake qualitative and quantitative research studies and to prepare them to collect, synthesize and analyze varied types of data	ap	p	practical assignment / observation of practical skills
CO3	. provide students with conceptual understanding of islamic teaching on physical, natural and biological processes and cycles of earth and its environment	ap	p	seminar presentation / group tutorial work
CO4	provide students with a systematic understanding of the scientific bases and socio-economic contexts of varied environmental issues ranging from aspects of climate change, global warming, pollution, to energy needs, urban planning and resource depletion	u	c	instructor-created exams / home assignments
CO5	.			
CO6				
<p>* - remember (r), understand (u), apply (ap), analyse (an), evaluate (e), create (c)</p> <p># - factual knowledge(f) conceptual knowledge (c) procedural knowledge (p) metacognitive knowledge (m)</p>				

DETAILED SYLLABUS:

MODULE	UNIT	CONTENT	HRS
I	ENVIRONMENTAL STUDIES IN ISLAM.		10
	1	introduction to environmental studies	2
	2	concept and definition of environment and its issues along with resource conservation,	3
	3	multidisciplinary nature of environmental studies in islamic studies,	3
	4	environmental pollution and social issues.	2
II	ENVIRONMENTAL IMPACT ON NATURE AND HEALTH SECTOR		10
	5	environment and human health, environmental values and social justice	3
	6	urbanization and its effect on environment	3
	7	valuing nature and culture	2
	8	health problems and social issues on climate change.	2
III	ISLAMIC VIEW ON NATURE AND ENVIRONMENT		20
	9	concept and nature of islam on environment	2
	10	islamic teaching on environmental issues	3
	11	environmental justice and core essence of islam	1
	12	islamic discourse on environmental issues	3
	13	educational values in environmental management on islamic studies	3
	14	book review : environmental protection in islam by dr. abubakr ahmed bagader (pdf)	3
	15	article review: environmental protection from islamic perspective by faseeh amin beig and fayaz ahmad nika (pdf)	2
	16	review : text book for environmental studies by erach bharucha for ugc (pdf)	3
IV	APPROACHING ENVIRONMENTAL ISSUES BY MUSLIM WORLD		8
	18	fatwas on global warming and climate change, integrative analysis of islamic law on global environmental issues	2
	19	theological environmental issues, organization of islamic cooperation on environmental issues,	2
	20	various islamic conference on environmental and ecological issues,	2
	21	towards green transformation in islamic world,	1
	22	united nation climate change conference held at egypt and uae	1
V	OPEN ENDED MODULE:		12
	1	CASE STUDIES: filed work report on a environmental issues by visiting a local polluted site	12

		visit to a local document environment importance area conduct a debate on contemporary environmental issues in muslim world group assignment: conduct a paper presentation/ power point presentation on islamic teaching on environmental issues .	
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MAPPING OF COS WITH PSOS AND POS :

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6
CO 1	1											
CO 2		2	1									
CO 3			1									
CO 4		2										
CO 5			1									
CO 6			1									

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%)

MAPPING OF COS TO ASSESSMENT RUBRICS :

	INTERNAL EXAM	ASSIGNMENT	PROJECT EVALUATION	END SEMESTER EXAMINATIONS
CO 1	✓			✓
CO 2	✓			✓
CO 3	✓			✓
CO 4		✓		✓
CO 5		✓		✓
CO 6			✓	

SOURCES / LEARNING MATERIALS

1.islam nature and environment - natana delobg bas

2.sustainable development study of concept and content - abu zant ghoneim

3. environmental and values the islamic perspective -s p manzour

4. islam and environmental crisis (translation) sh nasr

5. text book for environmental studies by ugc

<https://www.flame.edu.in/academics/ug/program-structure/major-minor-courses/environmental-studies>

<https://www.flame.edu.in/academics/ug/program-structure/major-minor-courses/environmental-studies>

<https://www.ecomena.org/environmental-justice-islam/>

<https://www.ecomena.org/islam-environment/>

<https://www.mdpi.com/2076-0760/11/6/228>

https://www.researchgate.net/publication/283560508_islam_and_the_environment_education_perspective

VALUE ADDED COURSE 1

PROGRAM	BA ISLAMIC HISTORY				
COURSE CODE	ISH3FV108				
COURSE TITLE	ISLAMIC ETHICS ON BUSINESS AND TRADE				
TYPE OF COURSE	VAC				
SEMESTER	III				
ACADEMIC LEVEL	100-199				
COURSE DETAILS	CREDIT	LECTURE PER WEEK	TUTORIAL PER WEEK	PRACTICAL PER WEEK	TOTAL HOURS
	3	3	-	-	45
PRE-REQUISITES	QUALIFIED IN HIGHER SECONDARY LEVEL				
COURSE SUMMARY	<p>business and trade among muslims is not a new thing. the prophet muhammad himself was directly involved in the business before being appointed prophethood. he became one of the traders who market goods owned by hadhrat khadijah to the countries such as syria and yemen. in the early days of islam, it appears that many of the companions of the prophet muhammad who had ventured into the field of business and trade. among the hadhrat uthman bin affan and hadhrat 'abdul rahman bin 'auf they both are successful businessmen and gain much wealth. among the main factors causing them to gain a lot of success and profit in business is because they work hard and do business according to business ethics in islam. traders or businessmen are part of the community that is accepted as important in the development of a community. they play an important role in solving the problems faced by the society for the development of the national economy. in the era of globalization, various offenses in business ethics committed by traders or businessmen such as bribery, breach of trust, to practice usury and more for gaining the wealth through unlawful means. in line with the challenges of globalization, businesses are required to provide a strong commitment to ethics as it ensures credibility, image and reputation in the</p>				

	<p>eyes of the community, customers and other stakeholders. therefore, the values and ethics of islam played an important role in business activities. according to islamic ethics, sellers should be honest and fair in their marketing activities. they should only exchange true documents that reveal accurate specifications in terms of quality, contents, etc.. sellers should also avoid making too many oaths when selling merchandise. the prophet is reported to have said, “when a sale is held, say, “there's no cheating” (al-bukhari). according to islamic ethics, a seller is a person who feels accountable to god. he should be honest and fair in his marketing activities. only true documents which reveal accurate specifications in terms of quality, contents, etc. will exchange hands. this course gives values and ethics to the learners who may engage trade in future.</p>
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COURSE OUTCOMES (CO):

CO	CO STATEMENT	COGNITIVE LEVEL*	KNOWLEDGE CATEGORY#	EVALUATION TOOLS USED
co1	understand the concept of ethics in daily life	u	c	provide group discussion
co2	understand the basics of islamic ethics on business and trade	ap	p	practical assignment / observation of practical skills
co3	identify the right and wrong transactions in a business	ap	p	seminar presentation / group tutorial work
co4	became capable to guide the businessmen among the society	u	c	instructor-created exams / home assignments

<p>* - remember (r), understand (u), apply (ap), analyse (an), evaluate (e), create (c)</p> <p># - factual knowledge(f) conceptual knowledge (c) procedural knowledge (p) metacognitive knowledge (m)</p>				

DETAILED SYLLABUS:

MODULE	UNIT	CONTENT	HRS
I	GENERAL CONCEPT OF ETHICS		10
	1	virtues, duties and attitudes	2
	2	customs, traditions as well as beliefs and worldviews	3
	3	law, feelings and culture	3
	4	moral standards of right and wrong.	2
II	ISLAMIC CONCEPTS OF ETHICS (AKHLAQ)		10
	5	the teachings of the qur'an and explained by the prophet Muhammad	3
	6	the concept of adab means manner, attitude, behavior, and the etiquette of putting things in their proper place.	3
	7	the concept of goodness: khayr (goodness), birr (righteousness), qist (equity), 'adl (equilibrium and justice), haqq (truth and right)	2
	8	maruf (known and approved), taqwa (piety). pious actions are described as salihaat and impious actions are described as sayyiaat	2
III	ISLAMIC CONCEPT OF BUSINESS AND TRADE ETHICS		20
	9	truthfulness, trustworthiness, fair treatment of workers, honesty, and fairness, honouring and fulfilling obligations	3
	10	"you are the best nation that has been raised up for mankind; you enjoying right conduct, forbid evil and believe in allah" group discussion.	3
	11	"allah made trade lawful and made interest unlawful". debate in class	2
	12	book review: ethics of islam written by alî bin emrullah muhammed hâdimî hüseyin hilmi ışık (pdf)	3

	13	article review : islamic ethics: an outline of its principles and scope by abdurezak a. hashi, department of biotechnology, kulliyyah of science, international islamic university malaysia (iiu) (pdf)	3
	14	the concept of work is worship in islam, ethics of production	3
	15	islamic ethics on consumption	1
	16	islamic ethics on distribution	1
	17	distribution of wealth- zakat and sadaqah	1
IV	ISLAMIC ETHICS ON SALE		8
	18	integrals of a valid transaction, conditions in a sale, valid sales, invalid sales	2
	19	cancelling a sale and returning defective merchandise	2
	20	interest - types of interest, selling gold against gold or a merchandise against the same merchandise. interest free transaction (muraabahah).	2
	21	islamic marketing ethics and customer satisfaction	1
	22	trusteeship in transactions	1
V	OPEN ENDED MODULE:		12
	1	case studies- make a survey among the muslim business men who follow the ethics of islam open-ended exploration and assessment: write an essay on morality in islam group assignment: prepare posters on business ethics and propagate through social media.	12

MAPPING OF COS WITH PSOS AND POS :

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6
CO 1	3											
CO 2		2										
CO 3		1										
CO 4	1	1										
CO 5												

CO 6												
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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%)

MAPPING OF COS TO ASSESSMENT RUBRICS :

	INTERNAL EXAM	ASSIGNMENT	PROJECT EVALUATION	END SEMESTER EXAMINATIONS
CO 1	✓			✓
CO 2	✓			✓
CO 3	✓			✓
CO 4		✓		✓
CO 5		✓		✓

CO 6			✓	
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SOURCES / LEARNING MATERIALS

islamic business ethics

book by rafik issa beekun

islamic ethics: fundamental aspects of human conduct. by abdulaziz sachedina

business ethics in islam by hussain qadri,

islamic law and ethics by david r. vishanoff,

the ethics of islam , (english, hardcover, syed ameer ali)

islam and social ethics by sma rauf.

VALUE ADDED COURSE 2

PROGRAM	BA ISLAMIC HISTORY
COURSE CODE	ISH4FV110
COURSE TITLE	HISTORY OF KNOWLEDGE CREATION IN ISLAM AND ANALYSIS OF SELECTED PHILSOPHERS
TYPE OF OURSE	VAC
SEMESTER	IV

ACADEMIC LEVEL	100-199				
COURSE DETAILS	CREDIT	LECTURE PER WEEK	TUTORIAL PER WEEK	PRACTICAL PER WEEK	TOTAL HOURS
	3	3	-	-	45
PRE-REQUISITES	AN OVERVIEW ON EMINENT PHILOSOPHERS OF MUSLIM WORLD				

COURSE SUMMERY	<p>this course is in tempted to understand the philosophic approaches of selected eminent philosophers like ibn- sina, a-kindi, ibn khaldun, ibn-taymiyah, al-</p> <p>farabi, al- gazali, ibn -al arabi, ibn -rushd.</p> <p>aim: - these courses try to understand the philosophical comparison of these scholars and generate philosophical outlook among the leaners</p>
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COURSE OUTCOMES (CO):

CO	CO STATEMENT	COGNITIVE LEVEL	KNOWLEDGE CATEGORY#	EVALUATION TOOLS USED
co1	after the compilation of this courses the learners to understand the concept of knowledge and philosophical interpretation	up	C	instructor-created exams / quiz
co2	this course generates critical thinking among the learners by understanding the different philosophical approaches of islamic scholars	ap	P	practical assignment / observation of practical skills
co3		ap	P	seminar presentation / group tutorial work

co4		u	C	0instructor- created exams / home assignments
<p>* - remember (r), understand (u), apply (ap), analyse (an), evaluate (e), create (c)</p> <p># - factual knowledge(f) conceptual knowledge (c) procedural knowledge (p)</p> <p>metacognitive knowledge (m)</p>				

MODULE		UNIT	CONTENT	HRS
I		CONCEPT OF KNOWLEDGE IN ISLAM		10
		PRIMARY SOURCES OF ISLAMIC KNOWLEDGE- QURAN-SUNNAH-IJMA-QIYAS-		2
		prophetic concept of knowledge-search of knowledge-		3
		islam and modern science- the philosophy of education in islam		3
		the significance of islamic learnings		2
II		CONTRIBUTIONS AND ISLAMIC APPROACHES OF IBN-SINA & AL-KINDI		10
		brief life sketch of ibn sina- founder of islamic philosophy- known as avicenna -kitāb al-shifa (book of the cure, or the cure)		2
		the prominent master” (al-shaykhal-ra’īs)- the first teacher- philosophy of ibn sina- ibn -sina philosophy of science logic-physics-psychology- early islamic philosophy-		3
		al-kindi- brief life sketch-founder of islamic philosophy- the first islamic philosopher-the philosopher of the arabs - al-kindi metaphysics-ideas from neo platonic aristotelianism,		3
		harmony between religion-contrary to his general view that theology is a part of philosophy-the philosophical interpretation of the qur’an- god is the final objective of philosophy.		2
III		STUDY OF IBN KHALDUN & IBN-TAYMIYYAH, IBN-RUSHD		20

		ibn khaldun- brief life sketch- father of arab historiography- muqadimah -ibn-khaldun and greek philosophy	2
		holistic and social philosophy of ibn khaldun- view of the philosophy of history	3
		view of science and philosophy	1
		ibn taymiyya: - life and character-contribution and legacy-	3
		philosophical view of ibn taymiyyah	3
		ibn -al arabi- brief life sketch	3
		fuzuz al hikm- and the ring stones of wisdom-	1
		he explores themes of unity divine love and the nature of existence	1
		-islamic philosophy and sufism-bakthi movement	3
IV		PHILOSOPHICAL CONTRIBUTIONS OF AL-FARABI, AL-GAZZALI, IBN- ARABI	8
		al- farabi: - history of al- farabi- book of letters-classification of sciences and the importance of philosophy,	2
		philosophy of science-logic-sociology- medicine-mathematics-music- the philosophical treatises and grand book on music.	2
		al-gazzali: - biography of imam gazzali- major contributions of imamgazzali-tahafat-al- falasifah-	2

		criticizes the philosophical ideas of muslim philosophers and greek philosophers- he emphasized the importance of sufism	1
		ibn- rushd: - brief sketch of ibn rushd – known as averroes- islamic thinker and philosopher- ibn- rushd natural philosophy- philosophy and religion- tahafat-ul-tahafat- contributions of ibn rushd.	1
V	OPEN ENDED MODULE: REPORT WRITING ON EMINENT MUSLIM PHILOSOPHERS AND THEIR CONTRIBUTIONS		12
		<p>case studies: collection of their works, contribution and report writing</p> <p>real-world applications prepare a power point presentation of minimum ten slides on each philosopher.</p> <p>open-ended exploration and assessment: prepare a narration on the importance and usage of islam and philosophy</p> <p>group assignment:</p>	12

MAPPING OF COS WITH PSOS AND POS:

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6
CO1	1											

CO2		2										
CO3	1											
CO4	1											
CO5		2										
CO6	1											

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%)

	INTERNAL EXAM	ASSIGNMENT	PROJECT EVALUATION	END SEMESTER EXAMINATIONS
CO1	✓			✓
CO2	✓			✓
CO3	✓			✓
CO4		✓		✓
CO5		✓		✓
CO6			✓	

REQUIRED TEXT BOOKS AND MATERIALS:

- ☐ shereef m.m - a history of muslim philosophy
- ☐ philips.k.hitti - history of arabs
- ☐ nazeem ahammed – science in islam
- ☐ renold- a- nikolson – literary history of the arabs

- nazr syed wazim- the science and civilization in islam
- muhammed m ayoob- islamic faith and history

SKILL ENHANCEMENT COURSE 1

Program	BA ISLAMIC HISTORY				
Course Code	ISH5FS112				
Course Title	ISLAMIC HERITAGE SITES AND E TOURISM				
Type of Course	SEC				
Semester	V				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	3	3	-	-	45
Pre-requisites	Qualified higher secondary				

Course Summary	The introduction of digitalization into the tourism business is the core of e-tourism. Over time, this digitization has transformed the way the tourism sector operates, which has also changed the sector's structure. These changes have typically been positive, increasing the sector's productivity and efficiency. And by no means is this exclusive to the travel and tourist sector; for many years now, our entire planet has been getting more and more digitalized. The modern tourist system and its future appear impossible to imagine without the technological innovation of today. The research and development phases of a tourism product or service make extensive use of e-tourism. This course enable the students to create new ideas and projects in e tourism by developing class room assignments on Islamic heritage sites . this course focused on the skill development of students in e tourism and digitalisation of Islamic heritage sites.
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Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Understand the meaning and concepts of electronic tourism	U	C	Provide group discussion
CO2	Gain knowledge on the key activities and players in electronic tourism	Ap	P	Practical Assignment / Observation of Practical Skills
CO3	Know the relevance of Islamic monuments and cultural heritage centres in electronic tourism in the World and Indian Tourism industry	Ap	P	Seminar Presentation / Group Tutorial Work
CO4	understand and appreciate the historical development of e-tourism	U	C	Instructor-created exams / Home Assignments
CO5	understanding of the significance of electronic technology for data processing and communication in e-tourism	U	C	Seminar
CO6		Ap	P	Presentation /exam
<p>* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)</p> <p># - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)</p>				

Module	Unit	Content	Hrs
I		Definition and significance of e tourism	10
	1	development of tourism through IT	2
	2	selected Islamic heritage sites in the world.	3
	3	A powerpoint presentation on architectural features of Islamic monuments in India.	3
	4	the importance of IT and digitalisation of Islamic historical places and monuments for the development of tourism.	2
II		Basic computer operation and internet sources for tourism	10
	5	Basic operation of MS word, (presentation videos in class)	3
	6	Powerpoint and video presentations (presentation of videos)	3
	7	Show videos on photography and short video making and editing	2
	8	Usage of smartphone and laptop for you tube channel and social media accounts.	2
III		Islamic art and architecture -.	20
	9	History of ancient mosques, monuments and cultural centres in Arab world.	5
	10	Ancient and medieval India. Architectural features, significances, attractions of the buildings and monuments	5
	11	Preparation of historical narration of the mosques , monuments etc in Middle east and Asian Nations.	5
	12	Preparation of e tourism content for local Islamic historical places and monuments	5
IV		The need of social media marketing of Islamic heritage sites and monuments Post this to social media and use marketing to generate awareness. Skills related to online marketing, the attractiveness and clarity of digital content, etc. were evaluated internally.	8
	18	creation of digital content and video for a single tourist destination	2
	19	Present social media channels – awareness on online marketing	2
	20	Marketing skill- script writing- communication- video editing	2

	21	Presentation of digital content and valuation (group work)	2
	22		1
V	Open Ended Module: Conduct online survey for understanding the need for creating digital content for promoting Islamic heritage tourism.		12
	1	Case studies : study report on benefits of you tube and bloggers in Islamic heritage tourism Group Assignment:. Review on one selected e tourism site.	12

Mapping of COs with PSOs and POs :

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6
CO 1	1											
CO 2	2											
CO 3		1										
CO 4		1										
CO 5	1											
CO 6	2											

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

§ Midterm Exam

§ Programming Assignments (20%)

§ Final Exam (70%)

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓			✓
CO 2	✓			✓
CO 3	✓			✓
CO 4		✓		✓
CO 5		✓		✓
CO 6			✓	

Sources / learning materials

1. Hand book of e tourism, edited by Zheng Xiang, Matthias Fuchs, Ulrike Gretzel and Wolfram Hopken, Publisher, Springer Cham, ebook ISBN 978-3-030-05324-6
2. The Greatest Islamic Monuments, by Abu Majid, publisher, Next Stage Events and communication, ISBN 9789381291047
3. Islamic architecture: A world History by Eric Broug foreword, Publisher Thames & Hudson, ISBN 9780500342784
4. The Golden Age of Persian Art 1501-1722 By Sheila R. Canby
5. Islamic Art and Architecture, 650-1250 By Richard Ettinghausen
6. Vernacular architecture: the house and society By Guy T. Petherbridge
7. <https://www.elearningcollege.com/learn/free-online-tourism-course-with-certificate>
8. <https://www.oxfordhomestudy.com/courses/travel-and-tourism-online-courses/free-tourism-courses>
9. <https://www.conted.ox.ac.uk/courses/islamic-art-and-architecture-online>
- 10 <https://www.udemy.com/topic/video-editing/free/>

SKILL ENHANCEMENT COURSE 2

PROGRAM	BA ISLAMIC HISTORY				
COURSE CODE	ISH6FS113				
COURSE TITLE	BASICS ON ISLAMIC FINANCIAL TOOLS AND BANKING				
TYPE OF COURSE	SEC				
SEMESTER	VI				
ACADEMIC LEVEL	100-199				
course details	Credit	lecture per week	tutorial per week	practical per week	total hours
	3	3	-	-	45
pre-requisites	Qualified higher secondary				
course summary	<p>Islamic economics aims to achieve social balance and equal income distribution. it also aims to promote unity, social justice, and moral development. these days, Islamic economics is a widely read and studied subject. because Islamic values and conventional banking are at odds, scholars are working to establish the groundwork for a banking system based on shariah. Islamic economics is firmly based on the sunnah of the prophet and the holy Quran. Islamic economics, in contrast to many other economic theories, is not merely theoretical; the prophet himself founded it in the medina. thus, Islam combines the theoretical framework of the Quran with the prophetic example of establishing a fair economic system.</p>				

course outcomes (co):

co	co statement	cognitive level*	knowledge category#	evaluation toolsused
co1	<ul style="list-style-type: none"> knowledge of basic economic, banking, and finance theories and principles 	u	c	provide group discussion

co2	<ul style="list-style-type: none"> ability to relate economic theories and concepts to real-world scenarios 	ap	p	practical assignment / observation of practical skills
co3	<ul style="list-style-type: none"> ability to work as a professional in the area of Islamic banking and finance 	ap	p	seminar presentation / group tutorial work
co4	<ul style="list-style-type: none"> ability to pursue higher studies and research in academics participation in seminars and live sessions 	u	c	instructor-created exams / home assignments
<p>* - remember (r), understand (u), apply (ap), analyse (an), evaluate (e), create (c)</p> <p># - factual knowledge(f) conceptual knowledge (c) procedural knowledge (p)metacognitive knowledge (m)</p>				

Detailed syllabus:

module	Unit	Content	hrs
I	BASIC ON ISLAMIC FINANCE AND BANKING		10
	1	The importance of Islamic perspective on economics and policy	2
	2	Concepts of system	3
	3	The Islamic economy as a part of the whole economic system	3
	4	The economic problem	2
II	ISLAMIC ECONOMICS AS AN ALTERNATIVE SYSTEM		10
	5	Islam and capitalism	3
	6	Islam and socialism	2
	7	Economic recession and Islamic solutions	2
	8	distribution of wealth	3
III	9	principles of Islamic economics	20
	10	prohibition of Riba	4
	11	Mudarabah	4
	12	Musharaka	4
	13	Bai Salam and sanctity of contracts	4
	14	Sources of Economic teachings in Islam	4

IV	ISLAMIC FINANCE	8
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	12	importance of zakat	2
	13	public and private weath, ownership	2
	14	Islamic provisions for trade and business	2
	15	functions of Islamic development bank	1
	16	leading banks in Islamic economic sector	3
v	OPEN ENDED MODULE: survey on emerging islamic banking sector in malesia and middle east		12
	1	case studies : development of Islamic banking in udan group assignment: report on functions and activities of Islamic development bank	12

MAPPING OF COS WITH PSOS AND POS :

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6
CO 1	1											
CO 2	2											
CO 3		1										
CO 4		1										
CO 5	1											
CO 6	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%)

Mapping of cos to assessment rubrics :

	internal exam	assignment	project evaluation	end semester examinations
co 1	✓			✓
co 2	✓			✓
co 3	✓			✓
co 4		✓		✓
co 5		✓		✓
co 6			✓	

sources / learning materials

1- Siddiqi, M.N, "economic enterprise in Islam" Lahore, Islamic foundation, 1972.

2- Al-Mubarak, M., "The system of Islam: the economy", Dar Alfikr, Beirut, Lebanon, 1398 h (1978).

3- Al-Thumali, A., "Economic freedom and the state intervention" a ph.d. dissertation presented to umm al-qura University, Makkah, 1405 h (1985).

4- Bin Eid, Mohammad El-Gari, "an introduction to the foundations of the Islamic economy", Dar Hafiz, Jeddah, Saudi Arabia, 1411 h (1991).

5- Al-Misri, R.Y., "The foundations of Islamic economy", Dar Alqalam (damascus), Al-Dar Al-Shamiyyah (beirut), dar al-bashir, (Jeddah), Saudi Arabia 1409 h (1989).

- 6. Chapra, Umer "Islam and the economic challenge", the Islamic foundation and the international institute of Islamic thought, 1992.**
- 7. Khurshid Ahmad, "Nature and significance of Islamic economics" and Mohammad Anas Zarqa, "Methodology of Islamic economics", "Fiqh and economics of exchange" see all these articles in lectures on Islamic economics, Irti, 1992.**

UNIVERSITY OF CALICUT

MODEL QUESTIONS

FYUGP ISLAMIC HISTORY

MAJOR COURSES

(Credit 4)

TIME 2 HOURS

MARKS 70

ISH1CJ101/ISH1MN100-INTRODUCTION TO ISLAMIC HISTORY AND ARAB HISTORIOGRAPHY

Section A

[Answer All. Each question carries 3 marks] (Ceiling: 24 Marks)

1. **Explain the significance of early Arab historiographers in preserving pre-Islamic Arab history.**
2. **How did the Rashidun Caliphs contribute to the development of Arab historiography?**
3. **Describe the methodological innovations introduced by Ibn Khaldun in the field of historiography.**
4. **What role did the House of Wisdom (Bayt al-Hikma) play in the evolution of Arab historiography?**
5. **Identify and explain the impact of Al-Tabari's historical works on later Arab historians.**
6. **How did Islamic historiography during the Umayyad period differ from that of the Abbasid period?**
7. **Discuss the influence of Persian culture on Arab historiographical traditions.**
8. **Explain the contributions of Ibn Ishaq to the recording of the Prophet Muhammad's biography.**
9. **What are the main features of medieval Arab historiography?**
10. **Describe the impact of the Crusades on the historiographical works of Arab historians.**

Section B

[Answer All. Each question carries 6 marks] (Ceiling: 36 Marks)

11. **Analyze the significance of Al-Masudi's work "Muruj al-Dhahab" in Arab historiography.**
12. **Discuss the importance of oral traditions in early Arab historiography and their transition to written records.**

13. Evaluate the contributions of Al-Tabari's "History of Prophets and Kings" to the understanding of Islamic history.

14. How did the political context of the Abbasid Caliphate influence the development of Arab historiography?

15. Examine the role of Andalusian historians in the broader context of Arab historiography.

16. Discuss the methodological challenges faced by early Arab historians in ensuring the accuracy of their accounts.

17. Assess the impact of Sufi historiography on the recording and interpretation of Islamic history.

18. Evaluate the influence of European colonialism on Arab historiographical practices and perspectives in the 19th and 20th centuries.

Section C

[Answer any one. Each question carries 10 marks] (1x10=10 marks)

19. Critically assess the development and transformation of Arab historiography from the early Islamic period to the Ottoman era. Discuss key historians, their methodologies, and the socio-political contexts that influenced their works.

20. Analyze the contributions and limitations of Arab historiography in documenting the cultural, social, and political history of the Arab world. Discuss the extent to which modern historiographical techniques have been integrated into contemporary Arab historical studies.

UNIVERSITY OF CALICUT
MODEL QUESTION
FYUGP ISLAMIC HISTORY
MAJOR COURSE

Credit 4

TIME 2 HOURS

MARKS 70

**ISH2CJ101/ISH2MN100-EXCERPTS FROM THE ISLAMIC HERITAGE OF
KERALA**

Section A

[Answer All. Each question carries 3 marks] (Ceiling: 24 Marks)

- 1. Describe the early arrival of Islam in Kerala.**
 - Explain the historical context and significance of the early Muslim traders in Kerala.**

- 2. Who was Malik ibn Dinar and what was his role in the spread of Islam in Kerala?**
 - Discuss the contributions of Malik ibn Dinar to the Islamic heritage of Kerala.**

- 3. Identify and describe one major mosque in Kerala with historical significance.**
 - Highlight the architectural features and historical importance of the mosque.**

- 4. Explain the cultural impact of Islam on the traditional art forms of Kerala.**
 - Provide examples of how Islamic culture influenced local art and music.**

- 5. What is the significance of the Mapilla community in Kerala?**
 - Discuss the social and economic contributions of the Mapilla community.**

- 6. Outline the key features of the educational institutions established by Muslims in Kerala.**
 - Describe the role of madrassas and other educational initiatives.**

- 7. Discuss the role of Muslim traders in the economic development of Kerala.**
 - Explain how trade and commerce flourished under Muslim influence.**

8. What were the effects of Portuguese colonization on the Muslim population in Kerala?

- Describe the socio-political impact of Portuguese rule on the Muslim community.

9. Explain the significance of the Mapilla Rebellion in the history of Kerala.

- Discuss the causes and outcomes of the Mapilla Rebellion.

10. How did Islamic practices influence the cuisine of Kerala?

- Provide examples of traditional dishes and their origins.

Section B

[Answer All. Each question carries 6 marks] (Ceiling: 36 Marks)

11. Analyze the role of Muslims in the political landscape of medieval Kerala.

- Discuss the involvement and influence of Muslim leaders and dynasties.

12. Evaluate the contributions of the Arakkal family to the heritage of Kerala.

- Highlight the historical and cultural significance of the Arakkal dynasty.

13. Discuss the architectural styles of ancient mosques in Kerala and their influences.

- Compare the architectural elements with those of other regions.

14. Examine the educational reforms introduced by Muslim scholars in Kerala.

- Analyze the impact of these reforms on the broader educational landscape.

15. Assess the socio-economic changes in Kerala due to the influence of Muslim traders.

- Discuss the long-term impacts on Kerala's economy and society.

16. Compare and contrast the Mapilla literature with mainstream Malayalam literature.

- Highlight the themes, language, and cultural significance of Mapilla literature.

17. Describe the role of Muslims in the independence movement of India with a focus on Kerala.

- Explain the contributions and sacrifices of Muslim leaders and communities.

18. Analyze the impact of the Sufi traditions on the cultural and spiritual life of Kerala Muslims.

- Discuss the spread and influence of Sufism in the region.

Section C

[Answer any one. Each question carries 10 marks] (1x10=10 marks)

19. Critically examine the historical evolution and contributions of the Mapilla Muslims in Kerala from the medieval period to the present day.

- Provide a detailed analysis of their socio-political, economic, and cultural impact.

20. Discuss the inter-religious interactions between Muslims and other communities in Kerala and their effects on the region's cultural and social fabric.

- Analyze the collaborative and conflictual aspects of these interactions and their long-term consequences.

UNIVERSITY OF CALICUT

MODEL QUESTION

FYUGP ISLAMIC HISTORY

MAJOR COURSE(Credit-4)

TIME 2 HOURS

MARKS 70

ISH3CJ201-PRE ISLAMIC ARABIAN SOCIETY AND CULTURE

Section A

[Answer All. Each question carries 3 marks] (Ceiling: 24 Marks)

1. **Describe the geographic and climatic conditions of pre-Islamic Arabia.**
 - o Explain how these conditions influenced the lifestyle of the inhabitants.
2. **What was the social structure of pre-Islamic Arabian society?**
 - o Highlight the roles of tribes and clans.
3. **Identify and describe one significant trade route in pre-Islamic Arabia.**
 - o Discuss its importance to the Arabian economy.
4. **Explain the role of poetry and oral tradition in pre-Islamic Arabian culture.**
 - o Provide examples of famous poets or poetry.
5. **What was the religious landscape of pre-Islamic Arabia?**
 - o Discuss the prevalence of polytheism and key deities.
6. **Describe the significance of the Kaaba before the advent of Islam.**
 - o Explain its role in religious and social activities.
7. **What were the main economic activities in pre-Islamic Arabian society?**
 - o Identify key industries like trade, agriculture, and pastoralism.
8. **Explain the concept of tribalism in pre-Islamic Arabia.**
 - o Discuss its impact on social cohesion and conflict.
9. **What was the role of women in pre-Islamic Arabian society?**
 - o Highlight their social and familial roles.
10. **Describe the practice of hospitality in pre-Islamic Arabian culture.**
 - o Explain its importance to tribal society.

Section B

[Answer All. Each question carries 6 marks] (Ceiling: 36 Marks)

11. **Analyze the economic significance of the caravan trade in pre-Islamic Arabia.**
 - o Discuss major trade goods and routes.

12. **Evaluate the role of tribal warfare in shaping pre-Islamic Arabian society.**
 - o Explain the causes and consequences of these conflicts.
13. **Discuss the various forms of governance in pre-Islamic Arabian tribes.**
 - o Compare leadership structures among different tribes.
14. **Examine the influence of neighboring civilizations (e.g., Byzantine and Sassanian Empires) on pre-Islamic Arabian culture.**
 - o Identify areas of cultural and economic interaction.
15. **Describe the religious practices and rituals common in pre-Islamic Arabia.**
 - o Explain how these practices were tied to their polytheistic beliefs.
16. **Assess the role of marketplaces (suqs) in the social and economic life of pre-Islamic Arabia.**
 - o Discuss their function as centers of trade and social interaction.
17. **Compare and contrast the lifestyles of nomadic Bedouins and settled communities in pre-Islamic Arabia.**
 - o Highlight differences in economic activities, social organization, and cultural practices.
18. **Analyze the impact of poetry on the preservation of history and culture in pre-Islamic Arabia.**
 - o Provide examples of historical events or cultural values reflected in poetry.

Section C

[Answer any one. Each question carries 10 marks] (1x10=10 marks)

19. **Critically examine the socio-political and economic structures of pre-Islamic Arabian society, and discuss how these structures influenced the rise of Islam.**
 - o Provide a detailed analysis of the factors that facilitated the emergence of Islam.
 20. **Discuss the intertribal relations in pre-Islamic Arabia, focusing on alliances, conflicts, and their long-term implications for Arabian society.**
 - o Analyze how these relations shaped the political landscape and influenced the region's stability.
-

UNIVERSITY OF CALICUT

MODEL QUESTION

FYUGP ISLAMIC HISTORY

MAJOR COURSE(Credit 4)

TIME 2 HOURS

MARKS 70

ISH3CJ202/ISH3MN200- THE CALIPHATE PERIOD AS THE AGE OF MODEL ADMINISTRATION

Section A

[Answer All. Each question carries 3 marks] (Ceiling: 24 Marks)

1. **Describe the concept of the Caliphate in early Islamic history.**
 - o Explain its significance and role in governing the Muslim community.
2. **Who was Abu Bakr, and what were his key contributions as the first Caliph?**
 - o Highlight one major achievement during his caliphate.
3. **What were the key administrative reforms introduced by Caliph Umar ibn al-Khattab?**
 - o Mention one specific reform and its impact.
4. **Explain the significance of the Diwan system introduced during the Caliphate period.**
 - o Describe its purpose and function.
5. **Identify and describe one major military campaign during the Caliphate of Uthman ibn Affan.**
 - o Discuss its outcome and significance.
6. **What was the role of the Shura (consultative council) during the Caliphate period?**
 - o Explain its function in the administration.
7. **Describe one major economic policy implemented during the Caliphate of Ali ibn Abi Talib.**
 - o Discuss its impact on the economy.
8. **Explain the significance of the compilation of the Quran during Uthman's caliphate.**
 - o Discuss how this affected the Muslim community.
9. **What was the role of the Caliphate in the expansion of Islamic territory?**
 - o Highlight one key region that was incorporated.
10. **Describe the impact of the Caliphate period on the development of Islamic law (Sharia).**
 - o Mention one way in which the Caliphate influenced legal traditions.

Section B

[Answer All. Each question carries 6 marks] (Ceiling: 36 Marks)

- 11. Analyze the administrative structure of the Caliphate under Umar ibn al-Khattab.**
 - o Discuss how his reforms improved governance and stability.
- 12. Evaluate the contributions of the Rashidun Caliphs to the spread of Islam.**
 - o Provide examples of how each Caliph contributed to this expansion.
- 13. Discuss the significance of the Caliphate period in the development of Islamic jurisprudence (fiqh).**
 - o Highlight key figures and their contributions to Islamic law.
- 14. Compare and contrast the administrative policies of Caliph Abu Bakr and Caliph Umar.**
 - o Discuss their approaches to governance and reform.
- 15. Examine the role of the Caliphate in fostering trade and economic prosperity in the early Islamic state.**
 - o Provide examples of economic policies and their outcomes.
- 16. Discuss the challenges faced by the Caliphate during Ali ibn Abi Talib's rule.**
 - o Analyze how these challenges impacted the stability of the Caliphate.
- 17. Assess the role of the Caliphate in promoting education and knowledge during the early Islamic period.**
 - o Provide examples of institutions or scholars that emerged during this time.
- 18. Analyze the impact of the Rashidun Caliphs' leadership on the unity of the Muslim community.**
 - o Discuss how their policies and actions contributed to or hindered unity.

Section C

[Answer any one. Each question carries 10 marks] (1x10=10 marks)

- 19. Critically examine the administrative and governance practices during the Caliphate period and their long-term impact on Islamic civilization.**
 - o Provide a detailed analysis of specific policies and reforms and their lasting effects.
 - 20. Discuss the role of the Caliphate in shaping the political, social, and economic structures of the early Islamic state, and evaluate its legacy in contemporary Islamic governance.**
 - o Analyze the foundational principles established during the Caliphate and their influence on modern Islamic states.
-

UNIVERSITY OF CALICUT

MODEL QUESTION

FYUGP ISLAMIC HISTORY

MAJOR COURSE(Credit 4)

TIME 2 HOURS

MARKS 70

ISH4CJ203- PERSONALITY DEVELOPMENT AND THE TEACHINGS OF PROPHET

Section A

[Answer All. Each question carries 3 marks] (Ceiling: 24 Marks)

1. **Describe the concept of personal integrity in the teachings of Prophet Muhammad.**
 - o Highlight how personal integrity was emphasized in his teachings.
2. **How did the Prophet's emphasis on humility contribute to personality development?**
 - o Provide an example of a hadith or event that illustrates this.
3. **What is the significance of empathy in the Prophet's teachings?**
 - o Explain how empathy is demonstrated in the life of the Prophet.
4. **Explain the importance of patience (sabr) according to Prophet Muhammad.**
 - o Mention one instance where the Prophet exhibited patience.
5. **How did the Prophet's approach to leadership influence personality development?**
 - o Discuss one leadership quality of the Prophet.
6. **What role does honesty play in the teachings of the Prophet?**
 - o Provide an example of the Prophet's emphasis on honesty.
7. **Describe the significance of self-discipline in the Prophet's teachings.**
 - o Explain how self-discipline is portrayed in his life.
8. **How did the Prophet promote the concept of lifelong learning?**
 - o Give an example of a hadith that encourages seeking knowledge.
9. **Explain the importance of kindness in the Prophet's teachings.**
 - o Provide an example of the Prophet's acts of kindness.
10. **What is the role of gratitude (shukr) in personal development according to the Prophet?**
 - o Mention a teaching or practice of the Prophet that emphasizes gratitude.

Section B

[Answer All. Each question carries 6 marks] (Ceiling: 36 Marks)

11. **Analyze how the Prophet's interactions with different communities can be used as a model for intercultural competence.**
 - o Discuss specific instances and their relevance to modern intercultural interactions.
12. **Evaluate the Prophet's teachings on conflict resolution and their impact on personal and social harmony.**
 - o Provide examples of how he resolved conflicts and the principles he used.
13. **Discuss the significance of the Prophet's emphasis on ethical behavior in personal development.**
 - o Highlight key ethical principles taught by the Prophet and their implications for personality development.
14. **Compare the Prophet's approach to justice with contemporary concepts of social justice.**
 - o Analyze how his principles can be applied in today's context.
15. **Examine the role of the Prophet's teachings in promoting emotional intelligence.**
 - o Provide examples of how his teachings enhance self-awareness and empathy.
16. **Discuss how the Prophet's emphasis on community service contributes to personality development.**
 - o Explain the importance of serving others in personal growth.
17. **Analyze the impact of the Prophet's teachings on time management and productivity.**
 - o Provide examples of his guidance on managing time and its relevance today.
18. **Evaluate the importance of the Prophet's teachings on self-reflection and personal accountability.**
 - o Discuss how these teachings can lead to personal improvement and growth.

Section C

[Answer any one. Each question carries 10 marks] (1x10=10 marks)

19. Critically examine the holistic approach to personality development in the teachings of Prophet Muhammad, highlighting its relevance in contemporary society.

- o Provide a detailed analysis of the comprehensive nature of his teachings and their modern-day applications.

20. Discuss the integration of spiritual, ethical, and social dimensions in the Prophet's teachings on personality development, and evaluate their effectiveness in achieving personal excellence.

- o Analyze how the integration of these dimensions contributes to a balanced and well-rounded personality
-

UNIVERSITY OF CALICUT

MODEL QUESTION

FYUGP ISLAMIC HISTORY

MAJOR COURSE(Credit 4)

TIME 2 HOURS

MARKS 70

ISH4CJ204- ARAB WORLD IN A NEW ERA

Section A

[Answer All. Each question carries 3 marks] (Ceiling: 24 Marks)

1. **Describe the significance of the Arab Spring in the context of the Arab world entering a new era.**
 - o Highlight one major impact of the Arab Spring on a specific Arab country.
2. **What role has social media played in political movements in the Arab world?**
 - o Provide an example of a social media platform that influenced political change.
3. **Explain the economic challenges faced by Arab countries in the 21st century.**
 - o Mention one specific challenge and its implications.
4. **How has the discovery of oil influenced the economies of Gulf countries?**
 - o Discuss one major economic change brought by oil wealth.
5. **What is the significance of the Abraham Accords in the Arab world?**
 - o Describe its impact on regional relations.
6. **Identify and describe one major reform initiative in Saudi Arabia under Vision 2030.**
 - o Explain its objective and expected impact.
7. **Discuss the role of women in contemporary Arab societies.**
 - o Provide an example of a recent change in women's rights.
8. **What are the major security concerns in the Arab world today?**
 - o Mention one key security issue and its implications.
9. **How has the Syrian conflict affected the geopolitical landscape of the Middle East?**
 - o Describe one major consequence of the conflict.
10. **Explain the importance of technological innovation in the economic development of the UAE.**
 - o Provide an example of a technological advancement and its impact.

Section B

[Answer All. Each question carries 6 marks] (Ceiling: 36 Marks)

11. **Analyze the political and social changes brought by the Arab Spring in Egypt.**
 - o Discuss key events and their outcomes on the society and governance of Egypt.

12. **Evaluate the impact of globalization on the cultural identity of Arab youth.**
 - o Discuss how global influences have shaped modern Arab culture and youth perspectives.
13. **Discuss the role of regional organizations like the Arab League in addressing conflicts within the Arab world.**
 - o Provide examples of the Arab League's interventions and their effectiveness.
14. **Examine the economic diversification strategies of Gulf countries in the post-oil era.**
 - o Highlight specific strategies and their potential impacts on long-term sustainability.
15. **Assess the significance of foreign policy shifts in the Arab world, focusing on recent alliances and conflicts.**
 - o Analyze how these shifts have redefined international relations in the region.
16. **Compare and contrast the democratic transitions in Tunisia and Libya following the Arab Spring.**
 - o Discuss the successes and challenges faced by each country.
17. **Discuss the impact of the refugee crisis on neighboring Arab countries.**
 - o Analyze the social, economic, and political effects of hosting large refugee populations.
18. **Evaluate the progress and challenges of human rights reforms in the Arab world.**
 - o Provide examples of reforms and ongoing issues in specific countries.

Section C

[Answer any one. Each question carries 10 marks] (1x10=10 marks)

19. Critically examine the socio-economic transformations in the Arab world over the last two decades, highlighting the factors driving these changes and their implications for future development.

- o Provide a detailed analysis of the key drivers of change and their long-term impacts on Arab societies.

20. Discuss the evolving geopolitical strategies of major Arab states in the context of global power shifts, and evaluate their implications for regional stability and international relations.

- o Analyze how global power dynamics are influencing the foreign policies of Arab states and the resulting consequences for regional and global politics.
-

UNIVERSITY OF CALICUT

MODEL QUESTION

FYUGP ISLAMIC HISTORY

MAJOR COURSE(Credit4)

TIME 2 HOURS

MARKS 70

ISH4CJ205-MEDIEVAL INDIAN ARCHITECTURE

Section A

[Answer All. Each question carries 3 marks] (Ceiling: 24 Marks)

1. **Describe the architectural features of the Qutub Minar in Delhi.**
 - o Highlight its historical significance.
2. **What are the distinguishing characteristics of Indo-Islamic architecture?**
 - o Provide examples of elements that blend Indian and Islamic styles.
3. **Explain the significance of the Taj Mahal in Indian architecture.**
 - o Discuss its architectural style and cultural importance.
4. **Who commissioned the construction of Fatehpur Sikri, and what was its purpose?**
 - o Highlight the historical context and architectural innovations.
5. **Discuss the architectural style of the Red Fort in Delhi.**
 - o Explain its layout and features.
6. **What is unique about the architecture of the Jama Masjid in Ahmedabad?**
 - o Describe its design and cultural significance.
7. **Explain the architectural influences of Persian architecture on Indian monuments.**
 - o Provide examples of Persian architectural elements in Indian buildings.
8. **Describe the features of stepwells (baolis) in medieval Indian architecture.**
 - o Discuss their purpose and structural design.
9. **What role did Sultans and Mughal emperors play in the patronage of architecture?**
 - o Highlight their contributions to architectural development.
10. **Discuss the evolution of temple architecture under the Chola dynasty.**
 - o Provide examples of Chola temples and their distinctive features.

Section B

[Answer All. Each question carries 6 marks] (Ceiling: 36 Marks)

11. **Compare and contrast the architectural styles of the Qutub Minar and the Charminar.**
 - o Discuss their historical contexts and cultural influences.

12. **Examine the fusion of Hindu and Islamic architectural styles in the construction of the Humayun's Tomb.**
 - o Analyze how both traditions are incorporated into its design.
13. **Discuss the architectural innovations introduced during the reign of Akbar.**
 - o Provide examples of monuments built during Akbar's reign and their innovations.
14. **Analyze the urban planning and architectural layout of Hampi during the Vijayanagara Empire.**
 - o Discuss the city's layout and its architectural highlights.
15. **Evaluate the role of regional architectural styles in medieval India, focusing on the temples of Khajuraho.**
 - o Discuss the unique features of Khajuraho temples and their regional influences.
16. **Discuss the architectural contributions of the Pallava dynasty in South India.**
 - o Highlight major Pallava monuments and their architectural significance.
17. **Examine the influence of Islamic calligraphy on the decoration of Indian mosques.**
 - o Provide examples of mosques where calligraphy is prominently featured.
18. **Analyze the structural engineering techniques used in the construction of medieval Indian forts.**
 - o Discuss how these techniques ensured the forts' durability and defensive capabilities.

Section C

[Answer any one. Each question carries 10 marks] (1x10=10 marks)

19. Critically examine the cultural and religious influences on medieval Indian architecture, focusing on the synthesis of diverse architectural traditions.

- o Provide a detailed analysis of how Hindu, Islamic, and regional influences shaped architectural development in medieval India.

20. Discuss the impact of Indo-Islamic architecture on urban planning and cultural integration in medieval India, and evaluate its lasting legacy.

- o Analyze how Indo-Islamic architecture transformed urban landscapes and fostered cultural exchange between different communities in medieval India.
-

UNIVERSITY OF CALICUT

MODEL QUESTION

FYUGP ISLAMIC HISTORY

MAJOR COURSE(Credit 4)

TIME 2 HOURS

MARKS 70

ISH5CJ301-EXPLORATION ON THE ACHIEVEMENTS OF SELECTED RULERS OF UMMAYYADS

Section A

[Answer All. Each question carries 3 marks] (Ceiling: 24 Marks)

1. **Describe the achievements of Abd al-Malik ibn Marwan during his reign as the Umayyad Caliph.**
 - o Highlight one major accomplishment or policy.
2. **What was the significance of the Dome of the Rock built by Abd al-Malik?**
 - o Explain its architectural and religious importance.
3. **Discuss the administrative reforms introduced by Umayyad Caliph Muawiyah I.**
 - o Highlight one key reform and its impact.
4. **Explain the economic policies implemented by Umayyad Caliph Umar II.**
 - o Describe how these policies affected the economy.
5. **What role did Umayyad Caliph Hisham ibn Abd al-Malik play in cultural development?**
 - o Provide an example of his patronage of arts or sciences.
6. **Describe the military campaigns led by Umayyad Caliph Walid I.**
 - o Discuss one significant military achievement.
7. **Explain the construction projects initiated by Umayyad Caliph al-Walid II.**
 - o Highlight one major architectural endeavor.
8. **Discuss the contributions of Umayyad Caliph Yazid I to early Islamic governance.**
 - o Explain his policies and their impact.
9. **What was the diplomatic strategy of Umayyad Caliph Abdul Malik ibn Marwan towards the Byzantine Empire?**
 - o Describe his approach to diplomacy and its outcomes.
10. **Explain the cultural exchanges facilitated by Umayyad Caliph Al-Walid I during his reign.**
 - o Discuss how these exchanges enriched Islamic civilization.

Section B

[Answer All. Each question carries 6 marks] (Ceiling: 36 Marks)

11. **Analyze the economic policies of the Umayyad Caliphs and their impact on the stability of the empire.**

- o Discuss how economic policies contributed to Umayyad prosperity or decline.
- 12. Evaluate the architectural achievements of the Umayyad Caliphs, focusing on their enduring legacy in Islamic architecture.**
 - o Provide examples of Umayyad architectural innovations and their influence.
- 13. Discuss the role of Umayyad Caliphs in promoting Islamic unity and identity across diverse regions.**
 - o Analyze their efforts in fostering a cohesive Islamic identity.
- 14. Examine the Umayyad military strategies and their effectiveness in expanding the empire.**
 - o Discuss key military campaigns and their outcomes.
- 15. Compare the administrative reforms of Umayyad Caliphs Muawiyah I and Abd al-Malik ibn Marwan.**
 - o Highlight similarities and differences in their approaches to governance.
- 16. Discuss the cultural policies of the Umayyad Caliphs and their impact on arts and sciences in the Islamic world.**
 - o Provide examples of cultural achievements during the Umayyad period.
- 17. Evaluate the religious policies of the Umayyad Caliphs and their impact on early Islamic society.**
 - o Discuss controversies and developments in religious administration under the Umayyads.
- 18. Analyze the decline of the Umayyad Caliphate and the factors contributing to its downfall.**
 - o Discuss internal and external challenges that led to the decline of Umayyad power.

Section C

[Answer any one. Each question carries 10 marks] (1x10=10 marks)

19. Critically examine the legacy of Umayyad Caliph Abd al-Malik ibn Marwan, focusing on his political, cultural, and architectural contributions to Islamic civilization.

- o Provide a detailed analysis of Abd al-Malik's achievements and their lasting impact.

20. Discuss the role of Umayyad Caliphs in shaping the early Islamic world, with a focus on their policies towards governance, economy, and cultural development.

- o Analyze how Umayyad policies set the stage for subsequent developments in the Islamic world.
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UNIVERSITY OF CALICUT

MODEL QUESTION

FYUGP ISLAMIC HISTORY

MAJOR COURSE(Credit 4)

TIME 2 HOURS

MARKS 70

ISH5CJ302-ASSESSMENT ON SELECTED RULERS OF ABBASIDS DYNASTY

Section A

[Answer All. Each question carries 3 marks] (Ceiling: 24 Marks)

1. **Describe the administrative reforms introduced by Abbasid Caliph Al-Mansur.**
 - o Highlight one major reform and its impact.
2. **What was the significance of the founding of Baghdad by Abbasid Caliph Al-Mansur?**
 - o Explain its strategic and cultural importance.
3. **Discuss the intellectual achievements during the reign of Abbasid Caliph Al-Mamun.**
 - o Highlight one contribution to science or philosophy.
4. **Explain the economic policies implemented by Abbasid Caliph Harun al-Rashid.**
 - o Describe how these policies contributed to the prosperity of the Abbasid Caliphate.
5. **What role did Abbasid Caliph Al-Mu'tasim play in expanding the Abbasid Empire?**
 - o Provide an example of a military campaign led by him.
6. **Describe the cultural patronage of Abbasid Caliph Al-Ma'mun towards scholars and artists.**
 - o Highlight one cultural achievement supported by him.
7. **Explain the decline of Abbasid Caliphate during the reign of Caliph Al-Musta'sim.**
 - o Discuss factors that led to the decline of Abbasid power.
8. **Discuss the diplomatic policies of Abbasid Caliph Harun al-Rashid towards neighboring empires.**
 - o Provide an example of a diplomatic mission or alliance.
9. **What was the role of Abbasid Caliph Al-Mahdi in stabilizing the Abbasid Empire?**
 - o Highlight one policy or reform aimed at maintaining stability.
10. **Explain the impact of the Buyid and Seljuk invasions on the Abbasid Caliphate.**
 - o Discuss how these invasions reshaped Abbasid authority.

Section B

[Answer All. Each question carries 6 marks] (Ceiling: 36 Marks)

11. **Analyze the cultural achievements of the Abbasid Caliphate under the patronage of Caliph Al-Ma'mun.**
 - o Discuss how arts, literature, and sciences flourished during his reign.
12. **Evaluate the impact of the Abbasid Golden Age on the development of Islamic civilization.**
 - o Provide examples of contributions in various fields such as astronomy, medicine, and philosophy.
13. **Discuss the administrative structure of the Abbasid Caliphate under Caliph Al-Mansur.**
 - o Analyze how his administrative reforms centralized Abbasid authority.
14. **Compare the military strategies of Abbasid Caliphs Al-Mu'tasim and Al-Ma'mun.**
 - o Highlight differences in their military policies and their outcomes.
15. **Examine the economic reforms introduced by Abbasid Caliph Al-Mu'tasim to strengthen the economy.**
 - o Discuss their effectiveness in addressing economic challenges.
16. **Discuss the cultural exchanges facilitated by the Abbasid Caliphate during the reign of Caliph Harun al-Rashid.**
 - o Analyze how these exchanges enriched Abbasid society and influenced neighboring cultures.
17. **Evaluate the impact of Abbasid religious policies on the Islamic community, focusing on religious tolerance and intellectual freedom.**
 - o Discuss controversies and achievements in religious administration.
18. **Analyze the decline of Abbasid authority in the 9th and 10th centuries, considering internal and external factors.**
 - o Discuss political, economic, and social challenges that weakened Abbasid rule.

Section C

[Answer any one. Each question carries 10 marks] (1x10=10 marks)

19. Critically examine the reign of Abbasid Caliph Harun al-Rashid, highlighting his political, cultural, and diplomatic achievements and their impact on Islamic history.

- o Provide a detailed analysis of Harun al-Rashid's accomplishments and their enduring legacy.

20. Discuss the significance of the Abbasid Golden Age in the history of Islamic civilization, with a focus on its contributions to knowledge, culture, and governance.

- o Analyze how the Abbasid Golden Age shaped the intellectual and cultural landscape of the Islamic world.
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UNIVERSITY OF CALICUT

MODEL QUESTION

FYUGP ISLAMIC HISTORY

MAJOR COURSE(Credit 4)

TIME 2 HOURS

MARKS 70

ISH5CJ303- GLORY OF EGYPT UNDER THE FATHIMIDS AND PETTY DYNASTIES

Section A

[Answer All. Each question carries 3 marks] (Ceiling: 24 Marks)

1. **Describe the cultural achievements of Egypt during the Fatimid period.**
 - o Highlight one major contribution to art, architecture, or science.
2. **What was the economic impact of Cairo becoming the capital under the Fatimid Caliphate?**
 - o Discuss how Cairo's status contributed to economic growth.
3. **Explain the religious policies of the Fatimids towards Sunni and Shia communities in Egypt.**
 - o Highlight their approach to religious tolerance.
4. **Discuss the architectural innovations introduced during the Fatimid era in Egypt.**
 - o Provide examples of distinctive Fatimid architectural styles.
5. **What role did Fatimid Caliph al-Aziz play in the expansion of cultural institutions in Egypt?**
 - o Highlight one initiative in education or scholarship.
6. **Describe the military campaigns undertaken by the Fatimids and their impact on Egypt.**
 - o Discuss one significant military conquest or defense.
7. **Explain the role of trade and commerce in sustaining the prosperity of Egypt under the Fatimids.**
 - o Highlight key trade routes or economic policies.
8. **Discuss the social reforms implemented by the Fatimids to improve living conditions in Egypt.**
 - o Provide examples of reforms in governance or welfare.
9. **What was the cultural significance of Alexandria during the Fatimid era?**
 - o Describe its role as a cultural and intellectual center.
10. **Explain the decline of the Fatimid Caliphate and its implications for Egypt.**
 - o Discuss factors contributing to the decline and its aftermath.

Section B

[Answer All. Each question carries 6 marks] (Ceiling: 36 Marks)

11. **Analyze the influence of Fatimid art and architecture on Islamic aesthetics.**

- o Discuss distinctive features and their impact on later Islamic architectural styles.
- 12. Evaluate the educational reforms introduced by the Fatimids in Egypt.**
 - o Discuss their impact on literacy and intellectual development.
- 13. Discuss the administrative structure of the Fatimid Caliphate and its effectiveness in governing Egypt.**
 - o Analyze the organization of government and its role in managing diverse communities.
- 14. Examine the religious pluralism under the Fatimids, focusing on their policies towards non-Muslim communities.**
 - o Discuss religious freedom and interfaith relations.
- 15. Compare the economic policies of the Fatimids with those of earlier Egyptian dynasties.**
 - o Highlight innovations and continuity in economic management.
- 16. Discuss the cultural exchanges between Egypt and other regions during the Fatimid era.**
 - o Analyze how these exchanges enriched Egyptian culture.
- 17. Evaluate the role of women in Fatimid Egypt, considering their social and legal status.**
 - o Discuss women's rights and their participation in public life.
- 18. Analyze the impact of Fatimid rule on urban development in Egypt, with a focus on Cairo.**
 - o Discuss architectural projects and urban planning initiatives.

Section C

[Answer any one. Each question carries 10 marks] (1x10=10 marks)

19. Critically examine the cultural achievements of Egypt under the Fatimids, highlighting their contributions to Islamic civilization and their lasting legacy.

- o Provide a detailed analysis of Fatimid cultural achievements and their impact on art, science, and literature.

20. Discuss the political and military strategies of the Fatimids in consolidating their rule over Egypt and North Africa, and evaluate their long-term implications.

- o Analyze the expansionist policies and military campaigns of the Fatimids, and their effect on regional stability and governance.
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UNIVERSITY OF CALICUT

MODEL QUESTION

FYUGP ISLAMIC HISTORY

MAJOR COURSE(Credit 4)

TIME 2 HOURS

MARKS 70

ISH6CJ304/ISH8MN304- SUFISM AND SUFI TRENDS IN MODERN ERA

Section A

[Answer All. Each question carries 3 marks] (Ceiling: 24 Marks)

1. **Describe the core teachings of Sufism and its emphasis on spiritual practices.**
 - o Highlight one key aspect of Sufi spiritual philosophy.
2. **Explain the significance of Sufi orders (tariqas) in the propagation of Sufism.**
 - o Provide an example of a prominent Sufi order and its influence.
3. **Discuss the role of music and poetry in Sufi practices.**
 - o Explain how music and poetry are used to achieve spiritual states.
4. **What is the concept of "dhikr" in Sufism?**
 - o Describe its practice and significance in Sufi rituals.
5. **Explain the Sufi concept of "annihilation" (fana) and "subsistence" (baqa).**
 - o Discuss their spiritual meanings and practices.
6. **Describe the relationship between Sufism and Islamic mysticism.**
 - o Highlight similarities and differences between Sufi teachings and mainstream Islamic beliefs.
7. **Discuss the contributions of famous Sufi poets to literature and spirituality.**
 - o Provide examples of poets and their influential works.
8. **Explain the significance of pilgrimage to Sufi shrines and tombs.**
 - o Discuss the spiritual practices associated with visiting Sufi saints' tombs.
9. **What role do Sufi spiritual practices play in promoting interfaith dialogue?**
 - o Highlight instances where Sufism has fostered understanding among different religious communities.
10. **Discuss the modern challenges facing Sufism in the contemporary world.**
 - o Analyze how Sufi traditions are adapting to modernity and globalization.

Section B

[Answer All. Each question carries 6 marks] (Ceiling: 36 Marks)

11. **Analyze the influence of Sufism on Islamic art and architecture.**
 - o Discuss how Sufi beliefs and practices have influenced artistic expression.
12. **Discuss the political roles of Sufi orders in historical and modern contexts.**

- o Provide examples of Sufi orders engaging in political activities and their impact.
- 13. **Examine the impact of colonialism on Sufi practices and beliefs in the Muslim world.**
 - o Analyze changes brought about by colonial rule on Sufi communities.
- 14. **Compare and contrast the teachings of major Sufi figures like Rumi and Ibn Arabi.**
 - o Highlight their philosophical differences and contributions to Sufi thought.
- 15. **Evaluate the role of Sufism in promoting social justice and humanitarianism.**
 - o Discuss instances where Sufi teachings have inspired social activism.
- 16. **Discuss the influence of technology and media on contemporary Sufi practices.**
 - o Analyze how digital platforms are shaping the dissemination of Sufi teachings.
- 17. **Examine the relationship between Sufism and Islamic law (Sharia).**
 - o Discuss how Sufi interpretations of Sharia differ from mainstream Islamic jurisprudence.
- 18. **Evaluate the impact of globalization on Sufi movements and their adaptation to diverse cultural contexts.**
 - o Discuss how Sufi practices and beliefs are evolving in the globalized world.

Section C

[Answer any one. Each question carries 10 marks] (1x10=10 marks)

19. Critically examine the role of Sufism in shaping Muslim identity in the modern era, with a focus on its spiritual, cultural, and social dimensions.

- o Provide a detailed analysis of how Sufism contributes to contemporary Muslim identity and its impact on global spirituality.

20. Discuss the challenges and opportunities facing Sufism in the 21st century, considering its interactions with modernity, politics, and religious extremism.

- o Analyze how Sufi communities are navigating challenges posed by contemporary global dynamics and extremism.
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MODEL QUESTION

FYUGP ISLAMIC HISTORY

MAJOR COURSE(Credit 4)

TIME 2 HOURS

MARKS 70

ISH6CJ305/ISH8MN305- DEVELOPMENT OF SCIENTIFIC THINKING AND TECHNOLOGY IN ISLAMIC WORLD

Section A

[Answer All. Each question carries 3 marks] (Ceiling: 24 Marks)

1. **Describe the contributions of Al-Razi to medicine and pharmacy in the Islamic world.**
 - o Highlight one major advancement or discovery.
2. **What were the achievements of Ibn Sina (Avicenna) in the field of medicine?**
 - o Discuss his influence on medical practices and theory.
3. **Explain the importance of Al-Biruni's works in astronomy and mathematics.**
 - o Highlight one significant contribution to these fields.
4. **Discuss the impact of Al-Khwarizmi's work on algebra and mathematics.**
 - o Describe his contributions to the development of algebra.
5. **Describe the scientific achievements of Ibn al-Haytham in optics and the scientific method.**
 - o Explain his experimental approach and discoveries.
6. **Explain the significance of advancements in irrigation technology during the Islamic Golden Age.**
 - o Discuss innovations in agriculture and water management.
7. **Discuss the role of Islamic scholars in preserving and translating classical Greek scientific texts.**
 - o Highlight their contributions to the transmission of knowledge.
8. **Describe the technological innovations in architecture during the Islamic Golden Age.**
 - o Provide examples of architectural advancements.
9. **What were the contributions of Islamic astronomers to the field of astronomy?**
 - o Discuss advancements in observational techniques and astronomical theory.
10. **Explain the importance of Islamic contributions to navigation and maritime technology.**
 - o Highlight advancements in shipbuilding and navigation tools.

Section B

[Answer All. Each question carries 6 marks] (Ceiling: 36 Marks)

11. **Analyze the impact of Islamic scholars on the development of scientific methodology.**

- o Discuss their contributions to experimental science and empirical methods.
- 12. **Discuss the role of Islamic universities (madrasas) in fostering scientific learning during the Golden Age.**
 - o Analyze their curriculum and teaching methods in scientific disciplines.
- 13. **Examine the contributions of Islamic scholars to optics and the understanding of light.**
 - o Discuss advancements in optics and their influence on later scientific discoveries.
- 14. **Evaluate the impact of Islamic mathematics on algebra and its application in various scientific fields.**
 - o Discuss the principles of algebra introduced by Islamic mathematicians.
- 15. **Discuss the contributions of Islamic scholars to geography and cartography.**
 - o Analyze advancements in mapping and geographical knowledge.
- 16. **Analyze the influence of Islamic medicine on medieval and early modern European medical practices.**
 - o Discuss how Islamic medical texts and practices influenced Western medicine.
- 17. **Discuss the technological innovations in agricultural practices introduced during the Islamic Golden Age.**
 - o Analyze advancements in farming techniques and agricultural tools.
- 18. **Examine the impact of Islamic advancements in engineering on infrastructure development.**
 - o Discuss innovations in architecture, water systems, and urban planning.

Section C

[Answer any one. Each question carries 10 marks] (1x10=10 marks)

19. Critically examine the contributions of Islamic scholars to astronomy during the Golden Age, focusing on their observations, theories, and instruments.

- o Provide a detailed analysis of how Islamic astronomers advanced astronomical knowledge and technology.

20. Discuss the legacy of Islamic scientific achievements and their impact on global scientific progress, with a focus on their transmission to Europe and beyond.

- o Analyze how Islamic scientific contributions shaped the Renaissance and subsequent scientific revolutions.
-

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MODEL QUESTION

FYUGP ISLAMIC HISTORY

MAJOR COURSE(Credit 4)

TIME 2 HOURS

MARKS 70

ISH6CJ306/ISH8MN306- ISLAMIC EXPANSION AND INDIAN OCEAN TRADE

Section A

[Answer All. Each question carries 3 marks] (Ceiling: 24 Marks)

1. **Describe the factors that facilitated the rapid Islamic expansion in the 7th and 8th centuries.**
 - o Highlight geopolitical, social, or religious factors.
2. **Explain the significance of the Battle of Tours (732 CE) in the context of Islamic expansion.**
 - o Discuss its impact on the Muslim world and European history.
3. **Discuss the role of trade in facilitating Islamic expansion into North Africa and the Iberian Peninsula.**
 - o Highlight economic motivations and trade routes.
4. **Describe the impact of Islamic expansion on Byzantine territories and culture.**
 - o Discuss changes in governance and cultural exchange.
5. **Explain the importance of naval power in the expansion of Islam across the Indian Ocean.**
 - o Discuss naval technologies and strategies used by Muslim traders and navies.
6. **Discuss the cultural exchanges facilitated by Islamic merchants along the Indian Ocean trade routes.**
 - o Highlight influences on art, architecture, and language.
7. **What were the effects of Islamic expansion on trade routes linking Africa, the Middle East, and South Asia?**
 - o Discuss changes in commercial networks and economic integration.
8. **Explain the impact of Islamic expansion on the development of urban centers in the conquered territories.**
 - o Discuss urban planning and architectural innovations.
9. **Describe the contributions of Muslim scholars to the study and navigation of the Indian Ocean.**
 - o Highlight advancements in geography and navigation tools.
10. **Discuss the influence of Islamic legal principles on trade practices along the Indian Ocean routes.**
 - o Highlight commercial law and arbitration in Islamic jurisprudence.

Section B

[Answer All. Each question carries 6 marks] (Ceiling: 36 Marks)

- 11. Analyze the economic impact of Islamic expansion on the Mediterranean region and North Africa.**
 - o Discuss trade routes, agricultural production, and economic integration.
- 12. Discuss the role of Islamic merchants in establishing trade networks across the Indian Ocean.**
 - o Analyze trade routes, commodities traded, and cultural exchanges.
- 13. Examine the cultural and religious interactions between Islamic traders and local communities in Southeast Asia.**
 - o Discuss the spread of Islam and cultural assimilation.
- 14. Evaluate the military strategies employed by Muslim rulers during the expansion into South Asia.**
 - o Discuss military campaigns, alliances, and governance.
- 15. Discuss the role of Sufi missionaries in spreading Islam along the Indian Ocean trade routes.**
 - o Analyze Sufi orders, spiritual teachings, and their impact.
- 16. Examine the impact of Islamic expansion on the political structures of Indian Ocean societies.**
 - o Discuss changes in governance and administrative practices.
- 17. Compare the cultural exchanges facilitated by Islamic traders in East Africa and the Swahili Coast.**
 - o Analyze cultural syncretism, language, and artistic expressions.
- 18. Discuss the decline of Islamic dominance in the Indian Ocean trade routes and its causes.**
 - o Analyze political, economic, and technological factors.

Section C

[Answer any one. Each question carries 10 marks] (1x10=10 marks)

19. Critically examine the role of Islamic expansion in shaping trade networks and cultural exchanges across the Indian Ocean, focusing on its impact on global commerce and cultural diffusion.

- o Provide a detailed analysis of how Islamic expansion influenced trade routes, economic prosperity, and cultural diversity.

20. Discuss the significance of the spread of Islam along the Indian Ocean trade routes, evaluating its long-term effects on regional societies and religious practices.

- o Analyze the adoption of Islam, religious syncretism, and its impact on social structures and identities.
-

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MODEL QUESTION

FYUGP ISLAMIC HISTORY

MAJOR COURSE(Credit 4)

TIME 2 HOURS

MARKS 70

ISH7CJ401- MEDIEVAL INDIAN MUSLIM HERITAGE

Section A

[Answer All. Each question carries 3 marks] (Ceiling: 24 Marks)

1. **Describe the architectural style of Indo-Islamic buildings during the medieval period in India.**
 - o Highlight one example of a prominent architectural achievement.
2. **Explain the cultural impact of Sufism on medieval Indian society.**
 - o Discuss Sufi practices, poetry, and their influence.
3. **Discuss the contributions of medieval Indian Muslim scholars to mathematics and astronomy.**
 - o Highlight one significant advancement or discovery.
4. **Explain the administrative reforms introduced by Sultan Alauddin Khalji.**
 - o Discuss their impact on governance and economy.
5. **Describe the influence of Persian literature on medieval Indian Muslim courts and culture.**
 - o Highlight major Persian poets and their works.
6. **Discuss the role of women in medieval Indian Muslim society.**
 - o Describe their social status, education, and cultural contributions.
7. **What was the impact of the Delhi Sultanate on the urbanization of medieval India?**
 - o Discuss urban planning and architectural developments.
8. **Explain the cultural syncretism between Hindu and Muslim traditions during the medieval period.**
 - o Highlight examples of religious and artistic exchange.
9. **Discuss the economic policies of the Mughal Empire under Emperor Akbar.**
 - o Analyze economic reforms and their impact on trade and agriculture.
10. **Describe the development of Indo-Islamic calligraphy during the medieval period.**
 - o Discuss its styles, scripts, and cultural significance.

Section B

[Answer All. Each question carries 6 marks] (Ceiling: 36 Marks)

11. **Analyze the political strategies of Sultan Mahmud of Ghazni in his campaigns in India.**

- o Discuss military tactics, alliances, and governance.
- 12. **Discuss the cultural achievements of the Mughal Empire under Emperor Shah Jahan.**
 - o Analyze architectural projects, art, and literature.
- 13. **Examine the role of trade and commerce in the prosperity of medieval Indian Muslim cities.**
 - o Discuss trade routes, markets, and economic policies.
- 14. **Evaluate the impact of Sufi orders on the spread of Islam and social cohesion in medieval India.**
 - o Discuss their missionary activities and influence.
- 15. **Discuss the contributions of medieval Indian Muslim scholars to medicine and pharmacology.**
 - o Highlight advancements in medical knowledge and practice.
- 16. **Analyze the decline of the Delhi Sultanate in the 14th century.**
 - o Discuss internal challenges and external invasions.
- 17. **Discuss the architectural legacy of the Bahmani Sultanate in medieval Deccan.**
 - o Analyze architectural styles, forts, and palaces.
- 18. **Evaluate the religious policies of Emperor Aurangzeb and their impact on medieval Indian society.**
 - o Discuss religious tolerance, state patronage, and conflicts.

Section C

[Answer any one. Each question carries 10 marks] (1x10=10 marks)

19. Critically examine the socio-cultural impact of Persian literature and language on medieval Indian Muslim courts and society.

- o Provide a detailed analysis of Persian literary works, their translation, and cultural assimilation in India.

20. Discuss the political and economic policies of Emperor Akbar and their significance in the context of medieval Indian Muslim heritage.

- o Analyze Akbar's administrative reforms, economic policies, and their impact on governance and society.
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MODEL QUESTION

FYUGP ISLAMIC HISTORY

MAJOR COURSE(Credit 4)

TIME 2 HOURS

MARKS 70

ISH7CJ402-ARAB MEDIA IN THE AGE OF GLOBALIZATION

Section A

[Answer All. Each question carries 3 marks] (Ceiling: 24 Marks)

1. **Describe the impact of satellite television on Arab media in the era of globalization.**
 - o Highlight changes in content delivery and audience reach.
2. **Explain the role of social media platforms in shaping Arab public discourse.**
 - o Discuss their influence on political opinions and social movements.
3. **Discuss the challenges faced by traditional print media in the Arab world amidst globalization.**
 - o Highlight factors affecting circulation and readership.
4. **Describe the evolution of Arabic-language cinema in the age of globalization.**
 - o Discuss themes, influences, and international recognition.
5. **Explain the influence of Western media on Arab media content and programming.**
 - o Discuss cultural influences and adaptations.
6. **Discuss the role of Al Jazeera in transforming Arab media landscape.**
 - o Analyze its impact on news reporting and media freedom.
7. **What are the ethical challenges facing Arab journalists in the era of digital media?**
 - o Discuss issues such as fake news, privacy concerns, and journalistic integrity.
8. **Explain the role of state censorship in shaping Arab media narratives.**
 - o Discuss its impact on freedom of expression and media independence.
9. **Describe the growth of Arabic-language digital platforms and their impact on media consumption habits.**
 - o Highlight trends in online media consumption and content production.
10. **Discuss the globalization of Arab music and its impact on cultural identity.**
 - o Analyze the fusion of traditional Arab music with global influences.

Section B

[Answer All. Each question carries 6 marks] (Ceiling: 36 Marks)

11. **Analyze the role of Arab media in shaping public opinion during key regional conflicts.**
 - o Discuss media coverage, narratives, and influence on public perception.

12. **Discuss the impact of Arab media on Arab diaspora communities in the era of globalization.**
 - o Analyze media consumption patterns and cultural retention.
13. **Examine the portrayal of gender roles in Arab media and its evolution in the context of globalization.**
 - o Discuss changes in representations and societal perceptions.
14. **Evaluate the role of Arab media in promoting cultural diplomacy on the global stage.**
 - o Discuss initiatives, collaborations, and cultural exchanges.
15. **Discuss the influence of digital storytelling techniques on Arab media content creation.**
 - o Analyze multimedia storytelling, interactive features, and audience engagement.
16. **Analyze the challenges and opportunities of Arab media in countering misinformation and promoting digital literacy.**
 - o Discuss strategies, partnerships, and educational initiatives.
17. **Discuss the impact of Arab media on Arab youth culture and identity formation in the age of globalization.**
 - o Analyze media consumption habits, youth-targeted content, and cultural influences.
18. **Evaluate the economic sustainability of Arab media outlets in the digital age.**
 - o Discuss revenue models, advertising trends, and audience monetization strategies.

Section C

[Answer any one. Each question carries 10 marks] (1x10=10 marks)

19. Critically examine the role of Arab media in shaping perceptions of the Arab world in global contexts, considering both its achievements and challenges in the age of globalization.

- o Provide a detailed analysis of how Arab media outlets influence global perceptions, challenges faced in international representation, and strategies for enhancing global impact.

20. Discuss the ethical considerations and responsibilities of Arab media in the era of digital globalization, focusing on issues of representation, censorship, and media freedom.

- o Analyze ethical dilemmas faced by Arab media professionals, regulatory frameworks, and implications for freedom of expression and media integrity.

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MODEL QUESTION

FYUGP ISLAMIC HISTORY

MAJOR COURSE(Credit 4)

TIME 2 HOURS

MARKS 70

ISH7CJ403- ALTERNATIVE ECONOMIC SYSTEM IN ISLAM

Section A

[Answer All. Each question carries 3 marks] (Ceiling: 24 Marks)

1. Explain the concept of "Zakat" in Islam and its significance in the economic system.
2. Describe the principles of "Mudarabah" and "Musharakah" in Islamic finance.
3. Discuss the prohibition of riba (interest) in Islamic economics and its rationale.
4. Explain the role of Waqf in Islamic economic history and its relevance today.
5. What is the concept of "Barakah" in Islamic economics? Provide an example.
6. Discuss the principles of ethical investment (Halal investment) in Islamic finance.
7. Explain the concept of "Hisbah" and its role in regulating markets in Islamic societies.
8. Describe the economic implications of Islamic teachings on consumption and wealth distribution.
9. Discuss the role of Islamic social finance in addressing poverty and economic inequality.
10. Explain the Islamic perspective on private property rights and their limitations.

Section B

[Answer All. Each question carries 6 marks] (Ceiling: 36 Marks)

11. Analyze the role of Islamic banking and finance in the global economy, highlighting its growth and challenges.
12. Discuss the principles of "Islamic microfinance" and its impact on poverty alleviation.
13. Examine the economic practices of the early Muslim community (Prophet Muhammad's era) and their relevance today.
14. Evaluate the effectiveness of Zakat as a tool for wealth redistribution and social welfare in Islamic societies.
15. Discuss the concept of Islamic economic planning and its application in contemporary Muslim-majority countries.
16. Analyze the potential of Islamic finance instruments (e.g., Sukuk) in infrastructure development.
17. Compare and contrast Islamic finance with conventional banking, highlighting key differences in principles and practices.

18. Discuss the role of Islamic economics in promoting sustainable development goals (SDGs) globally.

Section C

[Answer any one. Each question carries 10 marks] (1x10=10 marks)

19. Critically evaluate the challenges and prospects of implementing an Islamic economic system in a non-Muslim majority country, considering legal, cultural, and economic factors.

20. Discuss the role of Islamic economic principles in addressing contemporary global economic challenges, such as income inequality and financial crises.

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MODEL QUESTION

FYUGP ISLAMIC HISTORY

MAJOR COURSE

TIME 2 HOURS

MARKS 70

ISH7CJ404-IMPACT OF GULF MIGRATION IN KERALA

Section A

[Answer All. Each question carries 3 marks] (Ceiling: 24 Marks)

1. Discuss the economic impact of Gulf migration on Kerala's economy.
2. Explain the demographic changes in Kerala resulting from Gulf migration.
3. Describe the role of remittances from Gulf countries in Kerala's development.
4. Discuss the social challenges faced by families of Gulf migrants in Kerala.
5. Explain the cultural impact of Gulf migration on Kerala society.
6. Describe the challenges and opportunities for returning migrants from the Gulf.
7. Discuss the influence of Gulf migration on Kerala's education sector.
8. Explain the political implications of Gulf migration on Kerala's governance.
9. Describe the healthcare challenges faced by families of Gulf migrants in Kerala.
10. Discuss the role of non-governmental organizations (NGOs) in supporting Gulf migrants in Kerala.

Section B

[Answer All. Each question carries 6 marks] (Ceiling: 36 Marks)

11. Analyze the socio-economic impact of Gulf migration on Kerala's society, focusing on employment trends and skill development.
12. Discuss the challenges faced by Gulf migrant workers in terms of legal rights and protections, both in Gulf countries and upon returning to Kerala.
13. Examine the influence of Gulf migration on gender roles and family dynamics in Kerala, considering both positive and negative impacts.

14. Evaluate the educational outcomes of children from families of Gulf migrants in Kerala, highlighting access to quality education and academic performance.
15. Discuss the role of Kerala's diaspora policy in managing the impact of Gulf migration on the state's economy and society.
16. Analyze the healthcare challenges and access to medical services for elderly parents left behind by Gulf migrant workers in Kerala.
17. Discuss the environmental impact of Gulf migration on Kerala, considering factors such as resource consumption and waste management.
18. Evaluate the role of Gulf migrants in influencing political decisions and governance in Kerala, focusing on their voting patterns and civic engagement.

Section C

[Answer any one. Each question carries 10 marks] (1x10=10 marks)

19. Critically analyze the long-term implications of Gulf migration on Kerala's socio-economic development, considering factors such as dependency on remittances, brain drain, and social integration challenges.

20. Discuss the policies and strategies that Kerala could adopt to maximize the benefits and mitigate the challenges of Gulf migration on its economy and society.

UNIVERSITY OF CALICUT

MODEL QUESTION

FYUGP ISLAMIC HISTORY

MAJOR COURSE(Credit 4)

TIME 2 HOURS

MARKS 70

ISH7CJ405 - GENDER STUDIES IN ISLAM

Section A

[Answer All. Each question carries 3 marks] (Ceiling: 24 Marks)

1. Explain the concept of gender equity in Islamic teachings.
2. Discuss the significance of Khadijah bint Khuwaylid in early Islamic history from a gender perspective.
3. Describe the role of women in the public sphere during the time of Prophet Muhammad.
4. Explain the concept of "qiwamah" and its implications for gender roles in Islamic family life.
5. Discuss the rights of women in inheritance according to Islamic law (Sharia).

6. Explain the conditions and process of divorce in Islamic jurisprudence for both men and women.
7. Discuss the role of Muslim women scholars (Ulema) in Islamic history.
8. Describe the concept of "Hijab" in Islam and its cultural interpretations.
9. Explain the concept of "Mahr" (dowry) in Islamic marriage contracts.
10. Discuss the challenges faced by contemporary Muslim women in balancing religious and societal expectations.

Section B

[Answer All. Each question carries 6 marks] (Ceiling: 36 Marks)

11. Analyze the evolution of women's rights in Islamic history, focusing on reforms and interpretations over time.
12. Discuss the impact of cultural practices versus Islamic teachings on women's rights in Muslim-majority societies.
13. Evaluate the role of Muslim women in leadership positions within religious and community organizations.
14. Examine the intersection of feminism and Islamic teachings, highlighting areas of agreement and divergence.
15. Discuss the legal and social implications of polygamy in Islamic societies, from both historical and contemporary perspectives.
16. Analyze the role of education in empowering Muslim women and challenging stereotypes in Islamic societies.
17. Discuss the concept of "guardianship" (wilayah) in Islamic law and its implications for women's autonomy.
18. Examine the impact of globalization on Muslim women's identities and rights, considering both challenges and opportunities.

Section C

[Answer any one. Each question carries 10 marks] (1x10=10 marks)

19. Critically evaluate the role of Islamic feminism in promoting gender justice within Muslim communities globally, considering its challenges and achievements.

20. Discuss the ethical considerations and challenges in applying Islamic teachings to contemporary gender issues, such as LGBTQ+ rights and reproductive health.

UNIVERSITY OF CALICUT

MODEL QUESTION

FYUGP ISLAMIC HISTORY

MAJOR COURSE(Credit 4)

TIME 2 HOURS

MARKS 70

ISH8CJ406/ISH8MN406- MAJOR WORLD RELIGIONS

Section A

[Answer All. Each question carries 3 marks] (Ceiling: 24 Marks)

1. Describe the fundamental beliefs of Buddhism.
2. Explain the concept of Nirvana in Buddhism.
3. Discuss the Five Pillars of Islam.
4. Explain the concept of Dharma in Hinduism.
5. Discuss the significance of the Torah in Judaism.
6. Describe the central tenets of Christianity.
7. Explain the concept of Karma in Hinduism and Buddhism.
8. Discuss the role of prophets in Islam.
9. Describe the significance of the Four Noble Truths in Buddhism.
10. Explain the concept of monotheism in Judaism, Christianity, and Islam.

Section B

[Answer All. Each question carries 6 marks] (Ceiling: 36 Marks)

11. Compare and contrast the religious rituals and practices of Hinduism and Buddhism.
12. Discuss the role of meditation and prayer in major world religions, such as Buddhism, Christianity, and Islam.
13. Analyze the concept of salvation or liberation in Hinduism, Buddhism, and Christianity.
14. Examine the role of pilgrimage in major world religions, citing examples from different traditions.
15. Compare the ethical teachings of major world religions regarding issues like compassion, justice, and morality.
16. Discuss the significance of sacred texts in Hinduism, Buddhism, and Islam, and their impact on followers' lives.
17. Analyze the concept of the afterlife in Judaism, Christianity, and Islam, and its influence on religious practices.
18. Compare the religious leadership structures in Hinduism, Buddhism, and Islam, and their roles within communities.

Section C

[Answer any one. Each question carries 10 marks] (1x10=10 marks)

19. Critically analyze the impact of major world religions on global culture, society, and politics throughout history.

20. Discuss the challenges and opportunities of interfaith dialogue in promoting religious tolerance and understanding among followers of major world religions.

UNIVERSITY OF CALICUT

MODEL QUESTION

FYUGP ISLAMIC HISTORY

MAJOR COURSE(Credit 4)

TIME 2 HOURS

MARKS 70

ISH8CJ407/ISH8MN407-

CONTEMPORARY MIDDLE EAST CRISIS OF PALESTINE

Section A

[Answer All. Each question carries 3 marks] (Ceiling: 24 Marks)

1. Describe the historical background of the Israeli-Palestinian conflict.
2. Explain the significance of the Balfour Declaration in shaping the Israeli-Palestinian conflict.
3. Discuss the impact of the Oslo Accords on the Israeli-Palestinian peace process.
4. Explain the concept of settlements in the West Bank and their implications for the Israeli-Palestinian conflict.
5. Describe the role of Hamas in Palestinian politics and its stance towards Israel.
6. Discuss the status of Jerusalem in the Israeli-Palestinian conflict.
7. Explain the humanitarian situation in Gaza Strip and its impact on the Israeli-Palestinian conflict.
8. Discuss the role of international organizations in mediating the Israeli-Palestinian conflict.
9. Describe the impact of U.S. foreign policy on the Israeli-Palestinian peace process.
10. Explain the significance of the right of return for Palestinian refugees.

Section B

[Answer All. Each question carries 6 marks] (Ceiling: 36 Marks)

11. Analyze the role of external actors (e.g., neighboring countries, international powers) in the Israeli-Palestinian conflict.
12. Discuss the impact of the United Nations resolutions on the Israeli-Palestinian conflict, focusing on key resolutions and their enforcement.
13. Evaluate the effectiveness of non-violent resistance movements (e.g., BDS movement) in influencing Israeli policies towards Palestinians.

14. Analyze the socio-economic challenges faced by Palestinians living in the West Bank, including issues of mobility and access to resources.
15. Discuss the role of media and propaganda in shaping perceptions of the Israeli-Palestinian conflict internationally.
16. Examine the legal implications of the occupation of Palestinian territories under international law.
17. Discuss the impact of regional geopolitical shifts (e.g., Arab Spring, Iranian influence) on the Israeli-Palestinian conflict.
18. Analyze the prospects for a two-state solution versus a one-state solution in resolving the Israeli-Palestinian conflict.

Section C

[Answer any one. Each question carries 10 marks] (1x10=10 marks)

19. Critically analyze the role of religion in exacerbating and mitigating the Israeli-Palestinian conflict, considering the perspectives of Judaism, Islam, and Christianity.

20. Discuss the challenges and opportunities for achieving lasting peace in the Israeli-Palestinian conflict, considering the historical grievances, political complexities, and humanitarian concerns.

UNIVERSITY OF CALICUT

MODEL QUESTION

FYUGP ISLAMIC HISTORY

MAJOR COURSE (Credit 4)

TIME 2 HOURS

MARKS 70

ISH8CJ408/ ISH8MN408 -

DIASPORA ISSUES IN POST COLD WAR MUSLIM WORLD

Section A

[Answer All. Each question carries 3 marks] (Ceiling: 24 Marks)

1. Discuss the concept of diaspora and its significance in the Muslim world.
2. Explain the impact of globalization on Muslim diaspora communities post-Cold War.
3. Describe the challenges faced by Muslim diaspora communities in maintaining cultural identity.

4. Discuss the economic contributions of Muslim diaspora communities to their host countries.
5. Explain the role of technology and social media in connecting Muslim diaspora communities globally.
6. Discuss the impact of migration policies in Western countries on Muslim diaspora integration.
7. Describe the educational challenges and opportunities for Muslim diaspora youth.
8. Explain the cultural adaptation and preservation strategies of Muslim diaspora communities.
9. Discuss the role of Islamic organizations in supporting Muslim diaspora communities.
10. Explain the political participation of Muslim diaspora communities in their host countries.

Section B

[Answer All. Each question carries 6 marks] (Ceiling: 36 Marks)

11. Analyze the socio-economic integration of Muslim diaspora communities in Europe, considering factors such as employment, education, and social mobility.
12. Discuss the impact of Islamophobia on Muslim diaspora communities in North America, Europe, or Australia.
13. Examine the cultural challenges faced by Muslim diaspora communities in maintaining religious traditions and practices.
14. Evaluate the role of transnational networks in shaping the identities and experiences of Muslim diaspora communities.
15. Discuss the healthcare challenges and access to services for Muslim diaspora communities in Western countries.
16. Analyze the impact of counter-terrorism policies on Muslim diaspora communities, focusing on surveillance and security measures.
17. Discuss the educational attainment and academic achievements of second-generation Muslim diaspora youth in Western societies.
18. Examine the role of media representation in shaping perceptions of Muslim diaspora communities.

Section C

[Answer any one. Each question carries 10 marks] (1x10=10 marks)

19. Critically analyze the impact of diaspora remittances on the socio-economic development of Muslim-majority countries, citing examples.

20. Discuss the challenges and opportunities of cultural integration and identity formation among Muslim diaspora communities in non-Muslim majority countries.

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MODEL QUESTION

FYUGP ISLAMIC HISTORY

MAJOR COURSE(Credit 4)

TIME 2 HOURS

MARKS 70

ISH8CJ489 - RESEARCH METHODOLOGY AND ETHICS

Section A

[Answer All. Each question carries 3 marks] (Ceiling: 24 Marks)

1. Explain the importance of research methodology in conducting academic research.
2. Define qualitative and quantitative research methods and provide examples of each.
3. Discuss the role of literature review in the research process.
4. Explain the concept of sampling in research and discuss different sampling techniques.
5. Describe the characteristics of a good research question.
6. Discuss the importance of validity and reliability in research.
7. Explain the difference between primary and secondary data in research.
8. Discuss the ethical considerations in conducting research involving human participants.
9. Explain the concept of plagiarism and its consequences in academic research.
10. Discuss the importance of data analysis in research.

Section B

[Answer All. Each question carries 6 marks] (Ceiling: 36 Marks)

11. Compare and contrast qualitative and quantitative research methodologies, highlighting their strengths and weaknesses.
12. Discuss the steps involved in conducting a systematic literature review for research.
13. Examine the ethical challenges in research involving vulnerable populations, such as children or marginalized groups.
14. Discuss the principles of informed consent and confidentiality in research involving human participants.
15. Analyze the role of theoretical frameworks in guiding research design and analysis.
16. Discuss the significance of peer review in ensuring research quality and integrity.
17. Explain the process of developing research hypotheses and their role in shaping research objectives.
18. Discuss the importance of transparency and reproducibility in research practices.

Section C

[Answer any one. Each question carries 10 marks] (1x10=10 marks)

19. Critically analyze the impact of ethical considerations on research outcomes and conclusions, citing examples from different fields.

20. Discuss the challenges and opportunities of integrating mixed methods research in social sciences, emphasizing methodological triangulation and data integration.

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MODEL QUESTION

FYUGP ISLAMIC HISTORY

MAJOR / ELECTIVE COURSE (Credit 4)

TIME 2 HOURS

MARKS 70

ISH5EJ301- ISLAMIC GOLDEN AGE OF LEARNING IN SPAIN

Section A

[Answer All. Each question carries 3 marks] (Ceiling: 24 Marks)

1. Discuss the significance of the Islamic Golden Age of Learning in Spain.
2. Describe the contributions of Muslim scholars in fields such as mathematics during the Islamic Golden Age in Spain.
3. Explain the impact of translation efforts on knowledge dissemination during the Islamic Golden Age in Spain.
4. Discuss the role of Islamic art and architecture in Al-Andalus (Islamic Spain).
5. Describe the educational institutions and libraries that flourished during the Islamic Golden Age in Spain.
6. Explain the influence of Islamic philosophy and theology in Spain during the Golden Age.
7. Discuss the contributions of Muslim scientists and astronomers during the Islamic Golden Age in Spain.
8. Describe the cultural exchange and coexistence among Muslims, Christians, and Jews in Al-Andalus.
9. Explain the impact of Islamic medicine and healthcare practices in medieval Spain.
10. Discuss the decline and end of the Islamic Golden Age in Spain.

Section B

[Answer All. Each question carries 6 marks] (Ceiling: 36 Marks)

11. Analyze the role of Cordoba as a center of learning and multiculturalism during the Islamic Golden Age in Spain.

12. Discuss the architectural achievements of Muslims in Spain during the Golden Age, focusing on the Alhambra and other notable structures.
13. Examine the contributions of Muslim scholars in preserving and translating ancient Greek and Roman texts during the Islamic Golden Age in Spain.
14. Discuss the impact of Muslim rule on agriculture, technology, and trade in medieval Spain.
15. Analyze the impact of Islamic jurisprudence and governance systems in Al-Andalus during the Golden Age.
16. Discuss the role of Muslim women scholars and intellectuals in medieval Spain.
17. Examine the cultural legacy of Al-Andalus in literature, music, and poetry during the Islamic Golden Age.
18. Discuss the role of Arabic language and script in intellectual and cultural life during the Islamic Golden Age in Spain.

Section C

[Answer any one. Each question carries 10 marks] (1x10=10 marks)

19. Critically analyze the factors that contributed to the flourishing of science, arts, and philosophy in Islamic Spain during the Golden Age, contrasting it with other medieval civilizations.

20. Discuss the enduring legacy of the Islamic Golden Age of Learning in Spain on global intellectual, scientific, and cultural developments.

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MODEL QUESTION

FYUGP ISLAMIC HISTORY

MAJOR / ELECTIVE COURSE(Credit 4)

TIME 2 HOURS

MARKS 70

ISH5EJ302- RELIGIOUS TOLERANCE AND MULTY CULTURAL BACKGROUND OF OTTOMANS

Section A

[Answer All. Each question carries 3 marks] (Ceiling: 24 Marks)

1. Discuss the concept of religious tolerance in the Ottoman Empire.
2. Describe the millet system and its significance in promoting religious diversity in the Ottoman Empire.
3. Explain the role of Sufism in promoting religious tolerance during the Ottoman era.

4. Discuss the treatment of non-Muslim communities (dhimmis) under Ottoman rule.
5. Describe the architectural achievements of Ottoman mosques and religious buildings.
6. Explain the role of Ottoman legal codes in ensuring religious freedom within the empire.
7. Discuss the contributions of non-Muslim communities (Christians and Jews) to Ottoman culture and society.
8. Explain the Ottoman policy towards religious minorities in the Balkans and Eastern Europe.
9. Discuss the impact of Ottoman religious policies on the development of Islamic jurisprudence.
10. Explain the Ottoman approach towards cultural and linguistic diversity within the empire.

Section B

[Answer All. Each question carries 6 marks] (Ceiling: 36 Marks)

11. Analyze the factors that contributed to religious tolerance in the Ottoman Empire, contrasting it with other contemporary empires.
12. Discuss the cultural exchange and coexistence among different religious and ethnic groups under Ottoman rule.
13. Examine the role of Ottoman architecture in promoting a multicultural identity within the empire.
14. Discuss the impact of Ottoman trade and economic policies on cultural and religious interactions.
15. Analyze the role of education and intellectual exchange in promoting religious tolerance in the Ottoman Empire.
16. Discuss the Ottoman approach towards gender and religious freedom within the empire.
17. Examine the role of Ottoman diplomacy in maintaining religious harmony with neighboring states and empires.
18. Discuss the decline of religious tolerance in the later years of the Ottoman Empire and its implications.

Section C

[Answer any one. Each question carries 10 marks] (1x10=10 marks)

19. Critically analyze the legacy of Ottoman religious tolerance on modern-day concepts of multiculturalism and religious coexistence.

20. Discuss the impact of Ottoman religious policies on shaping cultural identities and national movements in the Balkans and Middle East.

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MODEL QUESTION
FYUGP ISLAMIC HISTORY
MAJOR / ELECTIVE COURSE(Credit 4)

TIME 2 HOURS

MARKS 70

ISH5EJ303-IMPACT OF WORLD WAR- I ON MIDDLE EAST

Section A

[Answer All. Each question carries 3 marks] (Ceiling: 24 Marks)

1. Discuss the causes of World War I and its impact on the Middle East.
2. Describe the Sykes-Picot Agreement and its implications for the Middle East.
3. Explain the role of Lawrence of Arabia and the Arab Revolt during World War I.
4. Discuss the dissolution of the Ottoman Empire and its consequences for the Middle East.
5. Describe the Balfour Declaration and its impact on Palestine during World War I.
6. Explain the significance of the Treaty of Sèvres in shaping the political landscape of the Middle East.
7. Discuss the emergence of modern nation-states in the Middle East post-World War I.
8. Explain the impact of the Treaty of Versailles on the Middle East.
9. Discuss the role of the Ottoman Caliphate during and after World War I.
10. Describe the economic impact of World War I on the Middle East.

Section B

[Answer All. Each question carries 6 marks] (Ceiling: 36 Marks)

11. Analyze the geopolitical consequences of the McMahon-Hussein Correspondence on the Middle East during World War I.
12. Discuss the impact of the Armenian Genocide during World War I on the demographic and political landscape of the Middle East.
13. Examine the impact of the Treaty of Sèvres and its eventual replacement by the Treaty of Lausanne on the Middle East.
14. Discuss the role of British and French colonial policies in shaping the post-World War I Middle East.
15. Analyze the nationalist movements in the Middle East during World War I and their outcomes.
16. Discuss the impact of the mandate system on the administration of former Ottoman territories post-World War I.
17. Examine the legacy of the McMahon-Hussein Correspondence on Anglo-Arab relations after World War I.

18. Discuss the significance of oil discoveries and exploitation in the Middle East during and after World War I.

Section C

[Answer any one. Each question carries 10 marks] (1x10=10 marks)

19. Critically analyze the impact of World War I on the rise of nationalism and independence movements in the Middle East, citing specific examples.

20. Discuss the long-term consequences of the division of the Middle East by Western powers after World War I, focusing on political, cultural, and economic aspects.

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MODEL QUESTION

FYUGP ISLAMIC HISTORY

MAJOR / ELECTIVE COURSE (Credit 4)

TIME 2 HOURS

MARKS 70

ISH5EJ304- POST WORLD WAR ISLAMIC RESURGENCE AND FORMATION OF SAUDI ARABIA

Section A

[Answer All. Each question carries 3 marks] (Ceiling: 24 Marks)

1. Discuss the impact of World War I on the Islamic world and its call for resurgence.
2. Describe the significance of the Arab Revolt in shaping post-World War I Middle Eastern politics.
3. Explain the role of Ibn Saud in the formation of Saudi Arabia post-World War I.
4. Discuss the Wahhabi movement and its influence on the formation of Saudi Arabia.
5. Describe the importance of the Treaty of Jeddah (1927) in establishing Saudi sovereignty.
6. Explain the role of British and French mandates in shaping the post-war Middle East.
7. Discuss the impact of the collapse of the Ottoman Empire on the Arabian Peninsula.
8. Explain the significance of the Ikhwan movement in supporting Ibn Saud's consolidation of power.
9. Discuss the economic motivations behind the formation of Saudi Arabia.
10. Explain the impact of the Hejaz railway on the politics of the Arabian Peninsula.

Section B

[Answer All. Each question carries 6 marks] (Ceiling: 36 Marks)

11. **Analyze the factors that contributed to the rise of Islamic resurgence movements in the aftermath of World War I.**
12. **Discuss the role of foreign powers in the geopolitical landscape of the Arabian Peninsula post-World War I.**
13. **Examine the challenges faced by Ibn Saud in unifying the Arabian Peninsula under Saudi rule.**
14. **Discuss the impact of oil discovery and its exploitation on the economic development of Saudi Arabia.**
15. **Analyze the relationship between the Wahhabi movement and the formation of Saudi Arabia.**
16. **Discuss the political implications of the Treaty of Jeddah (1927) on regional stability in the Arabian Peninsula.**
17. **Examine the social and cultural transformations in Saudi Arabia during its early years of formation.**
18. **Discuss the role of tribal alliances and conflicts in the establishment of Saudi Arabia.**

Section C

[Answer any one. Each question carries 10 marks] (1x10=10 marks)

19. **Critically analyze the impact of the Saudi-Ikhwan conflict on the consolidation of power in Saudi Arabia.**
 20. **Discuss the legacy of Ibn Saud and the formation of Saudi Arabia on the modern Middle Eastern geopolitics.**
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MODEL QUESTION

FYUGP ISLAMIC HISTORY

MAJOR / ELECTIVE COURSE(Credit 4)

TIME 2 HOURS

MARKS 70

ISH6EJ305 - INDIAN MUSLIMS AND ANTI COLONIAL STRUGGLES

Section A

[Answer All. Each question carries 3 marks] (Ceiling: 24 Marks)

1. Discuss the impact of British colonial policies on Indian Muslims during the 19th century.
2. Describe the role of Sir Syed Ahmed Khan in promoting educational reforms among Indian Muslims.
3. Explain the significance of the Urdu-Hindi controversy in the socio-political context of British India.
4. Discuss the contributions of Muslim leaders in the Indian National Congress during the anti-colonial struggle.
5. Describe the Khilafat Movement and its objectives during the Indian freedom struggle.
6. Explain the role of Allama Iqbal in inspiring the idea of separate Muslim political identity in India.
7. Discuss the impact of the partition of Bengal (1905) on Indian Muslim political consciousness.
8. Explain the role of Muslim religious leaders (Ulema) in the anti-colonial struggle in India.
9. Discuss the significance of the Lucknow Pact (1916) in Indian political history.
10. Describe the contributions of Maulana Abul Kalam Azad to the Indian freedom struggle.

Section B

[Answer All. Each question carries 6 marks] (Ceiling: 36 Marks)

11. Analyze the factors that led to the decline of Muslim political power in India during the colonial period.
12. Discuss the impact of the Partition of India in 1947 on Indian Muslims and their socio-political status.
13. Examine the role of Muslim women in the anti-colonial struggle in India.
14. Discuss the role of Deoband and Aligarh movements in shaping Muslim political thought in colonial India.
15. Analyze the reasons behind the failure of the Khilafat Movement to achieve its objectives.
16. Discuss the impact of World War I on the Indian Muslim community's aspirations for self-determination.

17. Examine the differences between the approaches of the Indian National Congress and the Muslim League towards anti-colonial struggle.
18. Discuss the significance of the Lahore Resolution (1940) in the context of Muslim political demands in India.

Section C

[Answer any one. Each question carries 10 marks] (1x10=10 marks)

19. Critically analyze the role of Muhammad Ali Jinnah in advocating for Muslim political rights and the eventual creation of Pakistan.

20. Discuss the long-term impact of the anti-colonial struggle on the socio-political identity of Indian Muslims.

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MODEL QUESTION

FYUGP ISLAMIC HISTORY

MAJOR / ELECTIVE COURSE(Credit 4)

TIME 2 HOURS

MARKS 70

ISH6EJ306-ANTI COLONIAL MAPPILA RESISTANCE IN KERALA

Section A

[Answer All. Each question carries 3 marks] (Ceiling: 24 Marks)

1. Discuss the socio-economic conditions of the Mappila community in pre-colonial Kerala.
2. Describe the causes of the Mappila Uprising of 1921 in Malabar.
3. Explain the role of religious leaders (Mullahs) in organizing the Mappila resistance against the British.
4. Discuss the impact of the Malabar Special Police and martial law on the Mappila community during the uprising.
5. Describe the significance of the declaration of Kurumbranad as a sovereign Mappila state during the resistance.
6. Explain the consequences of the Mappila revolt on the socio-political landscape of Malabar.
7. Discuss the role of women in the Mappila resistance movement.
8. Describe the strategies adopted by the British to suppress the Mappila resistance.
9. Explain the significance of the religious motifs in the Mappila rebellion of 1921.
10. Discuss the impact of the Mappila revolt on the emergence of communal tensions in Malabar.

Section B

[Answer All. Each question carries 6 marks] (Ceiling: 36 Marks)

11. Analyze the factors that led to the Mappila Uprising of 1921, considering both immediate triggers and long-term grievances.
12. Discuss the role of landlords and peasants in the Mappila resistance movement against the British colonial rule.
13. Examine the impact of the Mappila rebellion on British colonial policies in Kerala.
14. Discuss the significance of the religious and cultural identity in shaping the Mappila resistance movement.
15. Analyze the implications of the martial law and subsequent trials on the Mappila community after the 1921 uprising.
16. Discuss the role of literature and oral traditions in preserving the memory of the Mappila resistance.
17. Examine the impact of the Mappila rebellion on the broader anti-colonial movements in India.
18. Discuss the legacy of the Mappila Uprising of 1921 on the socio-political history of Kerala.

Section C

[Answer any one. Each question carries 10 marks] (1x10=10 marks)

19. Critically analyze the effectiveness of the Mappila resistance as a strategy of anti-colonial struggle in Kerala, considering its impact on subsequent movements.
 20. Discuss the role of leadership and organizational structure in sustaining the Mappila Uprising of 1921 against British colonial rule.
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MODEL QUESTION

FYUGP ISLAMIC HISTORY

MAJOR / ELECTIVE COURSE(Credit 4)

TIME 2 HOURS

MARKS 70

**ISH6EJ307- ACADEMIC THEORIES OF IBN KHALDUN, IBN
TAIMIYYAH AND GHAZALI**

Section A

[Answer All. Each question carries 3 marks] (Ceiling: 24 Marks)

1. Discuss Ibn Khaldun's concept of 'Asabiyyah' and its significance in his theory of history.
2. Explain Ibn Taymiyyah's views on governance and the role of Islamic law in society.
3. Describe Ghazali's critique of philosophy and his defense of Islamic orthodoxy.
4. Discuss Ibn Khaldun's contributions to the fields of sociology and historiography.
5. Explain Ibn Taymiyyah's stance on Sufism and its influence on Islamic spirituality.
6. Describe Ghazali's reconciliation of reason and revelation in Islamic theology.
7. Discuss the impact of Ibn Khaldun's ideas on later thinkers and historians.
8. Explain Ibn Taymiyyah's concept of 'Jihad' and its theological implications.
9. Describe Ghazali's influence on Islamic jurisprudence and ethics.
10. Discuss the relevance of Ibn Khaldun's theories in understanding contemporary socio-political dynamics.

Section B

[Answer All. Each question carries 6 marks] (Ceiling: 36 Marks)

11. Analyze the similarities and differences between Ibn Khaldun's and Ibn Taymiyyah's views on governance and political authority.
12. Discuss Ghazali's impact on the development of Islamic philosophy and theology.
13. Examine the concept of 'civilizational decline' in Ibn Khaldun's theory and its applicability to historical analysis.
14. Discuss the theological implications of Ibn Taymiyyah's critique of Sufism and mysticism within Islam.
15. Analyze Ghazali's defense of mysticism (Sufism) against philosophical criticism in Islamic thought.
16. Compare and contrast Ibn Khaldun's and Ghazali's views on the role of knowledge and education in society.
17. Discuss the influence of Ibn Taymiyyah's theological writings on Islamic revivalist movements.
18. Analyze Ghazali's response to the challenges posed by Greek philosophy to Islamic theology.

Section C

[Answer any one. Each question carries 10 marks] (1x10=10 marks)

19. Critically analyze Ibn Khaldun's theory of cyclical history and its relevance to understanding societal changes in the modern world.

20. Discuss the impact of Ibn Taymiyyah's ideas on contemporary Islamic thought and political movements.

UNIVERSITY OF CALICUT

MODEL QUESTION

FYUGP ISLAMIC HISTORY

MAJOR / ELECTIVE COURSE(Credit 4)

TIME 2 HOURS

MARKS 70

ISH6EJ308- URBAN DEVELOPMENT AND OIL POLITICS IN GULF NATIONS

Section A

[Answer All. Each question carries 3 marks] (Ceiling: 24 Marks)

1. Explain the relationship between oil wealth and urbanization in Gulf nations.
2. Discuss the role of urban planning in accommodating rapid population growth in Gulf cities.
3. Describe the impact of oil revenues on infrastructure development in Gulf urban centers.
4. Explain the concept of 'rentier state' and its relevance to Gulf nations' urban development.
5. Discuss the challenges of sustainable urban development in Gulf cities amid oil dependency.
6. Describe the influence of globalization on urban architecture and design in Gulf nations.
7. Explain the demographic changes brought about by urbanization in Gulf countries.
8. Discuss the role of mega-projects in shaping urban landscapes in Gulf nations.
9. Describe the impact of oil price fluctuations on urban economies in the Gulf region.
10. Discuss the strategies employed by Gulf nations to diversify their economies away from oil dependence.

Section B

[Answer All. Each question carries 6 marks] (Ceiling: 36 Marks)

11. Analyze the socio-economic impact of rapid urbanization on Gulf societies.
12. Discuss the environmental challenges associated with urban development in Gulf cities.
13. Examine the role of foreign labor in the urban workforce of Gulf nations.
14. Discuss the political implications of urbanization and oil wealth concentration in Gulf nations.
15. Analyze the influence of oil politics on urban governance and policy-making in the Gulf.
16. Discuss the impact of urbanization on cultural identity and social cohesion in Gulf societies.

17. Examine the strategies adopted by Gulf cities to promote sustainable development amidst oil wealth.
18. Discuss the role of international investments in shaping urban development strategies in Gulf nations.

Section C

[Answer any one. Each question carries 10 marks] (1x10=10 marks)

19. Critically analyze the role of oil revenues in shaping urban development policies and infrastructure in Gulf nations.

20. Discuss the future challenges and opportunities for urban development in Gulf nations beyond oil dependency.

UNIVERSITY OF CALICUT

MODEL QUESTION

FYUGP ISLAMIC HISTORY

MAJOR / ELECTIVE COURSE(Credit 4)

TIME 2 HOURS

MARKS 70

ISH8EJ401- ISLAM IN SOUTH INDIA -BHAMINI KINGDOM

Section A

[Answer All. Each question carries 3 marks] (Ceiling: 24 Marks)

1. Describe the emergence and establishment of Islam in the Bahmani Kingdom.
2. Explain the role of Sufi saints in spreading Islam in South India during the Bahmani period.
3. Discuss the architectural contributions of the Bahmani sultans to Islamic culture in South India.
4. Explain the administrative policies of the Bahmani rulers towards non-Muslims in their kingdom.
5. Describe the economic policies and trade relations of the Bahmani Kingdom under Islamic rule.
6. Discuss the cultural syncretism between Hinduism and Islam during the Bahmani period.
7. Explain the impact of Persianate culture on the Bahmani court and society.
8. Discuss the role of education and scholarship in the propagation of Islam in South India under the Bahmani rule.

9. Describe the military strategies and achievements of the Bahmani sultans in South India.
10. Explain the decline and legacy of the Bahmani Kingdom in relation to Islam's presence in South India.

Section B

[Answer All. Each question carries 6 marks] (Ceiling: 36 Marks)

11. Analyze the political structure and governance of the Bahmani Kingdom and its impact on Islamic administration in South India.
12. Discuss the cultural and religious influences of the Bahmani Kingdom on the development of Islamic art and architecture in South India.
13. Examine the impact of the Deccan Sultanates, including the Bahmani Kingdom, on the socio-economic landscape of South India.
14. Discuss the role of trade and commerce in the integration of the Bahmani Kingdom into the broader Islamic world.
15. Analyze the factors that contributed to the decline of the Bahmani Kingdom and the subsequent emergence of successor states.
16. Discuss the literary and linguistic developments in the Bahmani Kingdom and their contributions to Islamic scholarship in South India.
17. Examine the diplomatic relations and alliances of the Bahmani sultans with other Islamic and non-Islamic powers.
18. Discuss the impact of urbanization and architectural patronage on the cultural identity of South India during the Bahmani period.

Section C

[Answer any one. Each question carries 10 marks] (1x10=10 marks)

19. Critically analyze the contributions of the Bahmani Kingdom to the spread and consolidation of Islam in South India, considering political, cultural, and socio-economic factors.

20. Discuss the legacy of the Bahmani Kingdom in shaping the religious and cultural diversity of South India, particularly in relation to Islam's historical presence.

UNIVERSITY OF CALICUT
MODEL QUESTION
FYUGP ISLAMIC HISTORY
MAJOR / ELECTIVE COURSE(Credit 4)

TIME 2 HOURS

MARKS 70

ISH8EJ402- THE ARAB SPRING AND ITS AFTERMATH

Section A

[Answer All. Each question carries 3 marks] (Ceiling: 24 Marks)

1. Describe the factors that led to the outbreak of the Arab Spring in 2010-2011.
2. Discuss the role of social media in the mobilization and organization of protests during the Arab Spring.
3. Explain the impact of economic grievances on the protests during the Arab Spring.
4. Discuss the initial outcomes and changes brought about by the Arab Spring movements in Tunisia.
5. Explain the role of youth demographics in shaping the Arab Spring movements across the Middle East and North Africa.
6. Describe the international response to the Arab Spring and its implications for regional politics.
7. Discuss the challenges and obstacles faced by women during and after the Arab Spring movements.
8. Explain the impact of the Arab Spring on minority rights and sectarian tensions in the region.
9. Describe the role of Islamist movements in the Arab Spring uprisings and their aftermath.
10. Discuss the legacy of the Arab Spring on political reforms and governance in the affected countries.

Section B

[Answer All. Each question carries 6 marks] (Ceiling: 36 Marks)

11. Analyze the role of leadership and charisma in influencing the outcomes of the Arab Spring movements in different countries.
12. Discuss the impact of external intervention and regional geopolitics on the trajectories of the Arab Spring uprisings.
13. Examine the economic reforms implemented in response to the Arab Spring and their effectiveness in addressing public grievances.
14. Discuss the challenges of transitional justice and accountability faced by post-Arab Spring governments.
15. Analyze the impact of the Arab Spring on media freedom and civil liberties in the affected countries.

16. Discuss the evolution of civil society and grassroots movements in the aftermath of the Arab Spring.
17. Examine the role of political Islam in the post-Arab Spring governance structures of different countries.
18. Discuss the impact of the Arab Spring on regional stability and security in the Middle East and North Africa.

Section C

[Answer any one. Each question carries 10 marks] (1x10=10 marks)

19. Critically analyze the long-term socio-political implications of the Arab Spring on the Middle East and North Africa region.

19. Discuss the challenges and opportunities for democratization and state-building in post-Arab Spring countries, with a focus on one specific case study.

UNIVERSITY OF CALICUT

MODEL QUESTION

FYUGP ISLAMIC HISTORY

MAJOR / ELECTIVE COURSE(Credit 4)

TIME 2 HOURS

MARKS 70

ISH8EJ403-ISLAMIST MOVEMENTS AND POLITICAL ISLAM

Section A

[Answer All. Each question carries 3 marks] (Ceiling: 24 Marks)

1. Define political Islam and explain its significance in contemporary politics.
2. Discuss the objectives and methods of Islamist movements in achieving political power.
3. Explain the role of ideology in shaping Islamist movements worldwide.
4. Discuss the differences between Sunni and Shia Islamist movements.
5. Describe the impact of colonialism on the development of political Islam in the Muslim world.
6. Explain the concept of jihad in the context of Islamist ideologies.
7. Discuss the relationship between Islamist movements and democracy.
8. Examine the role of Islamist parties in governance and policy-making in Muslim-majority countries.
9. Describe the influence of globalization on Islamist movements and political Islam.

10. Discuss the challenges faced by Islamist movements in maintaining popular support.

Section B

[Answer All. Each question carries 6 marks] (Ceiling: 36 Marks)

11. Compare and contrast the approaches of mainstream Islamist movements like the Muslim Brotherhood and Salafi groups.
12. Discuss the impact of the Arab Spring on Islamist movements and their strategies in different countries.
13. Examine the role of social and economic factors in the rise of Islamist movements in the Muslim world.
14. Discuss the external influences on Islamist movements, including regional and international support.
15. Analyze the relationship between state power and Islamist movements in countries where they have gained prominence.
16. Examine the implications of Islamist movements on gender relations and women's rights in Muslim societies.
17. Discuss the role of education and media in promoting Islamist ideologies and mobilizing support.
18. Analyze the strategies employed by governments to counter Islamist movements and ideologies.

Section C

[Answer any one. Each question carries 10 marks] (1x10=10 marks)

19. Critically analyze the impact of Islamist movements on state sovereignty and national security in the Muslim world.
 20. Discuss the future prospects and challenges for Islamist movements in adapting to changing socio-political dynamics globally.
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UNIVERSITY OF CALICUT

MODEL QUESTION

FYUGP ISLAMIC HISTORY

MAJOR / ELECTIVE COURSE(Credit 4)

TIME 2 HOURS

MARKS 70

ISH8EJ404- SECTARIANISM AND INTRA-ISLAMIC CONFLICTS

Section A

[Answer All. Each question carries 3 marks] (Ceiling: 24 Marks)

1. Define sectarianism in Islam and discuss its historical roots.
2. Explain the differences between Sunni and Shia Islam.
3. Discuss the impact of sectarianism on Muslim communities globally.

4. Explain the concept of takfir and its role in intra-Islamic conflicts.
5. Discuss the historical context and causes of the Sunni-Shia split.
6. Explain the role of political factors in exacerbating sectarian tensions within Islam.
7. Discuss the implications of sectarianism on religious authority and leadership in Islam.
8. Describe the role of external actors in fueling intra-Islamic conflicts.
9. Explain the significance of sectarian conflicts in contemporary Middle Eastern politics.
10. Discuss the efforts and challenges in promoting inter-sectarian dialogue within Islam.

Section B

[Answer All. Each question carries 6 marks] (Ceiling: 36 Marks)

11. Compare and contrast the theological differences between Sunni and Shia Islam and their implications for intra-Islamic relations.
12. Discuss the impact of sectarian conflicts on state-building and national unity in Muslim-majority countries.
13. Examine the role of sectarianism in the Syrian civil war and its regional implications.
14. Analyze the impact of sectarianism on human rights and minority rights within Muslim societies.
15. Discuss the role of economic disparities in exacerbating sectarian tensions within Islam.
16. Examine the influence of colonial legacies on contemporary intra-Islamic conflicts.
17. Discuss the role of media and propaganda in perpetuating sectarianism within Muslim communities.
18. Analyze the strategies and challenges in mitigating sectarian violence and promoting reconciliation within Islam.

Section C

[Answer any one. Each question carries 10 marks] (1x10=10 marks)

19. Critically analyze the impact of sectarianism on regional stability and international relations in the Middle East.

20. Discuss the prospects and challenges for intra-Islamic reconciliation and unity amidst ongoing sectarian conflicts.

UNIVERSITY OF CALICUT

MODEL QUESTION

FYUGP ISLAMIC HISTORY

MINOR COURSE(Credit 4)

TIME 2 HOURS

MARKS 70

ISH1MN101 -HUMAN RIGHTS IN ISLAM

Section A

[Answer All. Each question carries 3 marks] (Ceiling: 24 Marks)

1. Discuss the concept of human rights in Islamic ethics and jurisprudence.
2. Explain the importance of justice (adl) in Islamic teachings regarding human rights.
3. Discuss the rights of women in Islam from a human rights perspective.
4. Explain the concept of dhimmi rights in Islamic history.
5. Discuss the rights of minorities in Islamic societies.
6. Explain the prohibition of torture and abuse in Islamic principles of human rights.
7. Discuss the Islamic perspective on freedom of belief and religion.
8. Explain the Islamic principles regarding the rights of workers and laborers.
9. Discuss the Islamic view on the rights of children and their protection.
10. Explain the Islamic teachings on the rights of the elderly and vulnerable members of society.

Section B

[Answer All. Each question carries 6 marks] (Ceiling: 36 Marks)

11. Compare and contrast Islamic perspectives on human rights with international human rights standards.
12. Discuss the challenges and opportunities for implementing human rights principles in Muslim-majority countries.
13. Examine the role of Islamic jurisprudence (fiqh) in shaping human rights discourse within Islamic societies.
14. Discuss the impact of cultural practices and societal norms on human rights in Islamic contexts.
15. Examine the role of Islamic NGOs and civil society organizations in promoting human rights in Muslim communities.
16. Discuss the role of international organizations and treaties in influencing human rights practices in Muslim-majority countries.
17. Analyze the relationship between human rights and Sharia law in contemporary Islamic societies.
18. Discuss the Islamic perspective on gender equality and its implications for human rights discourse.

Section C

[Answer any one. Each question carries 10 marks] (1x10=10 marks)

19. Critically analyze the challenges and prospects for harmonizing Islamic principles with universal human rights standards.

20. Discuss the role of Islamic scholars and religious authorities in interpreting and promoting human rights within Islamic frameworks.

UNIVERSITY OF CALICUT

MODEL QUESTION

FYUGP ISLAMIC HISTORY

MINOR COURSE(Credit 4)

TIME 2 HOURS

MARKS 70

ISH2MN101 -ISLAMIC PERSPECTIVES ON ENVIRONMENTAL ISSUES

Section A

[Answer All. Each question carries 3 marks] (Ceiling: 24 Marks)

- 1. Discuss the concept of stewardship (khilafah) in Islam and its relevance to environmental ethics.**
- 2. Explain the Islamic teachings on conservation and sustainable use of natural resources.**
- 3. Discuss the Islamic perspective on animal rights and welfare.**
- 4. Explain the concept of fitrah (natural disposition) and its implications for environmental responsibility in Islam.**
- 5. Discuss the role of Islamic cities and architecture in promoting environmental sustainability.**
- 6. Explain the principles of haram (forbidden) and halal (permissible) in relation to environmental practices in Islam.**
- 7. Discuss the Islamic perspective on water conservation and its significance in environmental stewardship.**
- 8. Explain the concept of tawheed (oneness of God) and its implications for environmental ethics in Islam.**
- 9. Discuss the Islamic teachings on waste reduction and management.**
- 10. Explain the role of prophetic traditions (hadith) in guiding environmental practices in Islam.**

Section B

[Answer All. Each question carries 6 marks] (Ceiling: 36 Marks)

- 11. Compare and contrast traditional Islamic environmental ethics with contemporary environmental movements and policies.**

12. Discuss the challenges and opportunities for integrating Islamic environmental ethics into modern development practices.
13. Examine the role of Islamic educational institutions in promoting environmental awareness and sustainability.
14. Discuss the impact of climate change on vulnerable communities in Muslim-majority countries and Islamic responses.
15. Examine the role of Islamic finance and banking in supporting environmentally sustainable projects.
16. Discuss the role of Islamic NGOs and civil society in addressing environmental issues in Muslim communities.
17. Analyze the relationship between environmental degradation and social justice in Islamic teachings.
18. Discuss the Islamic perspective on urbanization and its impact on the environment.

Section C

[Answer any one. Each question carries 10 marks] (1x10=10 marks)

19. Critically analyze the role of international collaborations and treaties in addressing global environmental challenges from an Islamic perspective.

20. Discuss the future prospects and challenges for implementing Islamic environmental ethics in contemporary global contexts.

UNIVERSITY OF CALICUT

MODEL QUESTION

FYUGP ISLAMIC HISTORY

MINOR COURSE(Credit 4)

TIME 2 HOURS

MARKS 70

ISH3MN201 -MEDIEVAL INDIAN ARCHITECTURE

Section A

[Answer All. Each question carries 3 marks] (Ceiling: 24 Marks)

1. Discuss the architectural features of the Qutub Minar in Delhi and its historical significance.
2. Explain the Indo-Islamic architectural style and its elements.
3. Discuss the contributions of the Delhi Sultanate to medieval Indian architecture.
4. Explain the significance of the Vijayanagara architecture in South India.
5. Discuss the architectural innovations of the Mughal Empire.
6. Explain the architectural features of the Ajanta and Ellora caves.

7. Discuss the development of mosque architecture during the medieval period in India.
8. Explain the architectural style of the Hoysala temples in Karnataka.
9. Discuss the influence of Persian architecture on medieval Indian buildings.
10. Explain the architectural contributions of Sher Shah Suri and the Sur dynasty.

Section B

[Answer All. Each question carries 6 marks] (Ceiling: 36 Marks)

11. Compare and contrast the architecture of the Delhi Sultanate with that of the Mughal Empire.
12. Discuss the impact of Sufism on medieval Indian architecture.
13. Examine the architectural developments during the reign of Akbar the Great.
14. Discuss the role of regional styles in medieval Indian temple architecture.
15. Explain the architectural features of the Khajuraho temples and their significance.
16. Discuss the influence of Indian aesthetics on Islamic architecture in India.
17. Examine the role of water architecture (such as stepwells) in medieval India.
18. Discuss the architectural legacy of the Bahmani Sultanate and the Deccan sultanates.

Section C

[Answer any one. Each question carries 10 marks] (1x10=10 marks)

19. Critically analyze the architectural achievements of the Mughal Emperor Shah Jahan.
 20. Discuss the role of medieval Indian architecture in promoting cultural integration and syncretism.
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UNIVERSITY OF CALICUT

MODEL QUESTION

FYUGP ISLAMIC HISTORY

MINOR COURSE (Credit 4)

TIME 2 HOURS

MARKS 70

ISH1MN102 -ISLAMIC ECONOMICS AND BANKING

Section A

[Answer All. Each question carries 3 marks] (Ceiling: 24 Marks)

1. Discuss the concept of riba (usury) and its prohibition in Islamic economics.
2. Explain the principles of zakat (charity) and its role in Islamic economic system.

3. Discuss the concept of mudarabah and musharakah in Islamic banking.
4. Explain the role of qard al-hasan (benevolent loan) in Islamic finance.
5. Discuss the importance of ethical considerations in Islamic economics.
6. Explain the concept of Islamic microfinance and its impact on poverty alleviation.
7. Discuss the principles of Islamic insurance (takaful) and its features.
8. Explain the concept of waqf (endowment) and its role in Islamic economic history.
9. Discuss the role of Islamic financial institutions (IFIs) in the global economy.
10. Explain the principles of profit-sharing (mudarabah) in Islamic banking.

Section B

[Answer All. Each question carries 6 marks] (Ceiling: 36 Marks)

11. Compare and contrast conventional banking with Islamic banking practices.
12. Discuss the challenges and prospects of integrating Islamic finance principles into the global financial system.
13. Examine the role of Islamic finance in promoting sustainable development goals (SDGs).
14. Discuss the impact of Islamic economic principles on income distribution and wealth disparity.
15. Examine the role of Islamic economics in promoting social justice and equitable economic growth.
16. Discuss the principles of Islamic contracts (aqd) and their application in Islamic banking.
17. Examine the role of Islamic financial instruments (sukuk) in modern finance.
18. Discuss the role of Shariah boards in overseeing Islamic financial institutions.

Section C

[Answer any one. Each question carries 10 marks] (1x10=10 marks)

19. Critically analyze the role of Islamic economics in addressing contemporary global economic challenges.

20. Discuss the impact of financial globalization on Islamic banking and finance.

UNIVERSITY OF CALICUT

MODEL QUESTION

FYUGP ISLAMIC HISTORY

MINOR COURSE(Credit 4)

TIME 2 HOURS

MARKS 70

**ISH2MN102 -PERSONALITY DEVELOPMENT AND THE TEACHINGS OF
PROPHET**

Section A

[Answer All. Each question carries 3 marks] (Ceiling: 24 Marks)

1. Discuss the concept of 'akhlaq' (ethics) in Islamic teachings and its importance in personality development.
2. Explain the significance of 'tazkiyah' (spiritual purification) in the development of a balanced personality according to Islamic teachings.
3. Discuss the Prophet Muhammad's teachings on honesty and integrity and their relevance in modern life.
4. Explain the importance of patience ('sabr') in personal development according to the teachings of the Prophet.
5. Discuss the Prophet's teachings on forgiveness ('maghfirah') and its impact on personal relationships.
6. Explain the concept of 'husn al-khulq' (good manners) according to the teachings of the Prophet.
7. Discuss the Prophet's teachings on gratitude ('shukr') and its role in fostering a positive outlook in life.
8. Explain the Prophet's teachings on moderation ('wasatiyyah') and its importance in achieving balance in life.
9. Discuss the Prophet's teachings on humility and its significance in personal growth.
10. Explain the concept of 'ilm' (knowledge) according to the teachings of the Prophet and its impact on personal development.

Section B

[Answer All. Each question carries 6 marks] (Ceiling: 36 Marks)

11. Discuss the Prophet's leadership qualities and their relevance in contemporary leadership theories.
12. Explain how the Prophet's teachings on compassion and mercy ('rahmah') contribute to personality development.
13. Discuss the Prophet's teachings on social justice and their relevance in today's society.
14. Examine the Prophet's approach to conflict resolution and its lessons for personal development.
15. Discuss the role of 'tawakkul' (reliance on Allah) in building resilience and confidence according to the teachings of the Prophet.
16. Explain the Prophet's teachings on environmental conservation and their implications for personal responsibility.
17. Discuss the Prophet's teachings on family values and their impact on personal life and society.
18. Examine the Prophet's teachings on the importance of seeking knowledge ('talib al-'ilm') and its role in personal growth.

Section C

[Answer any one. Each question carries 10 marks] (1x10=10 marks)

19. Critically analyze the Prophet's teachings on ethics and their practical application in shaping a morally upright personality.

20. Discuss how the Prophet's teachings on perseverance ('istiqamah') can guide individuals through challenges in life.

UNIVERSITY OF CALICUT

MODEL QUESTION

FYUGP ISLAMIC HISTORY

MINOR COURSE(Credit 4)

TIME 2 HOURS

MARKS 70

ISH3MN202 -ISLAMIC ETHICS ON BUSINESS AND TRADE

Section A

[Answer All. Each question carries 3 marks] (Ceiling: 24 Marks)

1. Explain the concept of 'halal' and 'haram' in Islamic business ethics.
2. Discuss the importance of transparency in business transactions according to Islamic teachings.
3. Explain the prohibition of riba (usury) in Islamic finance and its implications for business practices.
4. Discuss the concept of 'adl' (justice) in Islamic commercial transactions.
5. Explain the ethical guidelines for marketing and advertising in Islamic business ethics.
6. Discuss the concept of 'amanah' (trustworthiness) and its role in business dealings in Islam.
7. Explain the concept of 'gharar' (excessive uncertainty) and its prohibition in Islamic contracts.
8. Discuss the ethical considerations of environmental sustainability in Islamic business practices.
9. Explain the concept of 'sadaqah' (charity) and its role in corporate social responsibility (CSR) in Islamic business ethics.
10. Discuss the Prophet's teachings on ethical conduct in trade and commerce.

Section B

[Answer All. Each question carries 6 marks] (Ceiling: 36 Marks)

11. Compare and contrast the principles of Islamic finance with conventional finance systems.
12. Discuss the role of Islamic financial institutions (IFIs) in promoting ethical business practices.
13. Examine the ethical guidelines for investment in the stock market according to Islamic principles.
14. Discuss the ethical challenges in e-commerce and digital transactions in Islamic business ethics.

15. Examine the role of Islamic business ethics in promoting fair wages and labor rights.
16. Discuss the principles of waqf (endowment) and its role in supporting sustainable economic development in Islamic finance.
17. Examine the ethical considerations in mergers and acquisitions from an Islamic perspective.
18. Discuss the ethical guidelines for entrepreneurship and startups in Islamic business ethics.

Section C

[Answer any one. Each question carries 10 marks] (1x10=10 marks)

19. Critically analyze the role of Islamic ethics in addressing contemporary global business challenges.
20. Discuss the impact of Islamic ethics on corporate governance and accountability.

UNIVERSITY OF CALICUT

MODEL QUESTION

FYUGP ISLAMIC HISTORY

FOUNDATION COURSE (MDC)(Credit 3)

TIME 1.5 HOURS

MARK 50

ISH1FM105- ISLAMIC ALTERNATIVE THINKING OF HUMAN RIGHTS

Section A

[Answer All. Each question carries 2 marks] (Ceiling 16 marks)

1. Explain the concept of human rights in the context of Islamic ethics.
2. Discuss the principles of justice and equality in Islamic teachings related to human rights.
3. Explain the role of Shariah in shaping Islamic perspectives on human rights.
4. Discuss the concept of dignity in Islamic thought and its relation to human rights.

5. Explain the rights of minorities and non-Muslims according to Islamic teachings.
6. Discuss the Islamic perspective on gender equality and women's rights.
7. Explain how the concept of freedom is interpreted within Islamic human rights discourse.
8. Discuss the importance of accountability and responsibility in Islamic views on human rights.
9. Explain the role of international human rights frameworks in influencing Islamic perspectives.
10. Discuss the challenges of reconciling Islamic principles of human rights with modern legal frameworks.

Section B

[Answer All. Each question carries 6 marks] (Ceiling 24 marks)

11. Critically analyze the concept of universal human rights versus culturally-specific rights from an Islamic perspective.
12. Discuss the role of Islamic scholars and jurists in interpreting and applying human rights principles in contemporary contexts.
13. Explain the concept of rights and duties (haq and kifayah) in Islamic ethics and their implications for human rights discourse.
14. Discuss the Islamic perspective on freedom of expression and its limitations in the context of human rights.
15. Examine the evolution of Islamic thought on human rights in response to global human rights movements.

Section C

[Answer any one. Each question carries 10 marks] (1x10=10 marks)

16. Critically evaluate the compatibility of Islamic alternative thinking on human rights with international human rights standards.
 17. Discuss the challenges and opportunities for integrating Islamic perspectives on human rights into global human rights discourse.
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UNIVERSITY OF CALICUT

MODEL QUESTION

FYUGP ISLAMIC HISTORY

FOUNDATION COURSE(MDC)(Credit 3)

TIME 1.5 HOURS

MARK 50

ISH2FM106 -ETHICAL APPROACH ON ENVIRONMENTAL ISSUES.

Section A

[Answer All. Each question carries 2 marks] (Ceiling 16 marks)

1. Explain the concept of environmental ethics and its significance in Islamic teachings.
2. Discuss the ethical responsibilities of humans towards the natural environment in Islamic thought.
3. Explain the concept of stewardship (khilafah) in Islam and its implications for environmental conservation.
4. Discuss the Islamic perspective on animal rights and their treatment in the context of environmental ethics.
5. Explain how the principles of justice and equity in Islam relate to environmental sustainability.
6. Discuss the concept of moderation (wastefulness and moderation) in Islamic teachings and its relevance to environmental issues.
7. Explain the concept of harm (darar) and benefit (maslaha) in Islamic ethics and their application to environmental decision-making.
8. Discuss the role of Islamic institutions and scholars in promoting environmental conservation and sustainability.
9. Explain the ethical implications of climate change from an Islamic perspective.
10. Discuss the relationship between spiritual development and environmental consciousness in Islamic ethics.

Section B

[Answer All. Each question carries 6 marks] (Ceiling 24 marks)

11. Critically analyze the concept of sustainable development from an Islamic ethical perspective.
12. Discuss the Islamic perspective on water conservation and management in light of environmental ethics.
13. Examine the role of zakat and sadaqah (charity) in promoting environmental sustainability in Islamic communities.
14. Discuss the ethical considerations of resource extraction and utilization in Islamic environmental ethics.
15. Explain how the principle of tawhid (unity of God) influences Islamic approaches to environmental ethics.

Section C

[Answer any one. Each question carries 10 marks] (1x10=10 marks)

16. Critically evaluate the effectiveness of fatwas (Islamic legal opinions) in addressing contemporary environmental challenges.

17. Discuss the ethical responsibilities of Muslim-majority countries in global environmental governance from an Islamic perspective.

UNIVERSITY OF CALICUT

MODEL QUESTION

FYUGP ISLAMIC HISTORY

FOUNDATION COURSE (VAC)(Credit 3)

TIME 1.5 HOURS

MARK 50

ISH3FV108 -ISLAMIC ETHICS ON BUSINESS AND TRADE

Section A

[Answer All. Each question carries 2 marks] (Ceiling 16 marks)

1. Define "riba" in Islamic finance and explain its prohibition.
2. Discuss the importance of "adl" (justice) in Islamic business transactions.
3. Explain the concept of "amanah" (trustworthiness) in Islamic commercial ethics.
4. What are the ethical guidelines regarding contracts (aqd) in Islamic business practices?
5. Describe the concept of "sadaqah" (charity) and its role in Islamic business ethics.

6. Discuss the ethical implications of "gharar" (uncertainty) in Islamic business contracts.
7. Explain the principles of "mudarabah" (profit-sharing) in Islamic finance.
8. Discuss the role of "ijara" (leasing) in Islamic commercial transactions.
9. Explain the concept of "barakah" (blessings) in Islamic business practices.
10. Discuss the Islamic perspective on consumer protection in business dealings.

Section B

[Answer All. Each question carries 6 marks] (Ceiling 24 marks)

11. Compare and contrast the principles of riba (usury) and profit-sharing (mudarabah) in Islamic finance.
12. Discuss the ethical implications of Islamic financial instruments such as sukuk and takaful.
13. Examine the role of ethics in Islamic banking and its impact on economic development.
14. Evaluate the concept of "social responsibility" in Islamic business ethics.
15. Discuss the principles of Islamic commercial ethics in relation to environmental sustainability.

Section C

[Answer any one. Each question carries 10 marks] (1x10=10 marks)

16. Evaluate the ethical challenges and opportunities of Islamic financial institutions in promoting economic stability and growth.
 17. Discuss the role of Islamic ethics in shaping corporate governance practices in Muslim-majority countries.
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UNIVERSITY OF CALICUT

MODEL QUESTION

FYUGP ISLAMIC HISTORY

FOUNDATION COURSE (VAC)(Credit 3)

TIME 1.5 HOURS

MARK 50

ISH4FV110-HISTORY OF KNOWLEDGE CREATION IN ISLAM AND ANALYSIS OF SELECTED PHILOSOPHERS.

Section A

[Answer All. Each question carries 2 marks] (Ceiling 16 marks)

1. Define "ijtihad" in Islamic intellectual history and discuss its significance.
2. Explain the concept of "ilm" (knowledge) in Islamic philosophy and its development.
3. Discuss the contributions of Al-Kindi to Islamic philosophy and knowledge creation.
4. Explain the role of Islamic scholars in preserving and transmitting ancient Greek knowledge.
5. What impact did the translation movement have on the development of Islamic philosophy?
6. Discuss the importance of oral tradition in the preservation of knowledge in early Islamic civilization.
7. Explain the significance of "tawhid" (unity of knowledge) in Islamic epistemology.
8. Discuss the methodology of knowledge validation in Islamic philosophy.
9. Explain the contributions of Ibn Sina (Avicenna) to Islamic philosophy and science.
10. Discuss the role of Islamic universities (madrasas) in the development of knowledge during the medieval period.

Section B

[Answer All. Each question carries 6 marks] (Ceiling 24 marks)

11. Compare and contrast the philosophical methods of Al-Farabi and Ibn Rushd (Averroes) in Islamic thought.
12. Discuss the impact of Sufism on the development of Islamic philosophy and knowledge creation.
13. Examine the role of Islamic philosophers in integrating Islamic and Aristotelian thought.
14. Evaluate the contributions of Ibn Khaldun to the philosophy of history in Islamic civilization.

15. Discuss the impact of Islamic philosophical thought on European Renaissance and Enlightenment.

Section C

[Answer any one. Each question carries 10 marks] (1x10=10 marks)

16. Evaluate the enduring relevance of Islamic philosophical thought in the modern world.

17. Discuss the role of Islamic philosophical traditions in shaping the scientific revolution and modern knowledge systems.

UNIVERSITY OF CALICUT

MODEL QUESTION

FYUGP ISLAMIC HISTORY

FOUNDATION COURSE(SEC)(Credit 3)

TIME 1.5 HOURS

MARK 50

ISH5FS112- ISLAMIC HERITAGE SITES AND E TOURISM

Section A

[Answer All. Each question carries 2 marks] (Ceiling 16 marks)

1. Define the concept of "Islamic heritage sites" and discuss their significance in Islamic history.
2. Explain the role of e-tourism in promoting awareness and accessibility to Islamic heritage sites.
3. Discuss the importance of preserving Islamic heritage sites for future generations.
4. List and briefly describe three significant Islamic heritage sites from different regions.
5. Explain the impact of digital technologies on the preservation and promotion of Islamic heritage sites.
6. Discuss the ethical considerations in managing tourism at Islamic heritage sites.
7. Explain the concept of "halal tourism" in the context of Islamic heritage sites.
8. Discuss the role of UNESCO in preserving and promoting Islamic heritage sites worldwide.

9. Explain the significance of pilgrimage (Hajj and Umrah) sites in Islamic heritage tourism.
10. Discuss the economic benefits of promoting Islamic heritage sites through e-tourism.

Section B

[Answer All. Each question carries 6 marks] (Ceiling 24 marks)

11. Compare and contrast the management of Islamic heritage sites in different Muslim-majority countries.
12. Discuss the impact of political and social changes on the preservation of Islamic heritage sites.
13. Evaluate the role of social media in promoting Islamic heritage sites to a global audience.
14. Examine the challenges of integrating traditional and digital methods in the preservation of Islamic heritage sites.
15. Discuss the role of cultural diplomacy in promoting Islamic heritage sites through e-tourism.

Section C

[Answer any one. Each question carries 10 marks] (1x10=10 marks)

16. Evaluate the socio-cultural impacts of e-tourism on local communities surrounding Islamic heritage sites.
 17. Discuss the future trends and innovations in e-tourism for promoting Islamic heritage sites globally.
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UNIVERSITY OF CALICUT

MODEL QUESTION

FYUGP ISLAMIC HISTORY

FOUNDATION COURSE(SEC)(Credit 3)

TIME 1.5 HOURS

MARK 50

ISH6FS113- BASICS ON ISLAMIC FINANCIAL TOOLS AND BANKING

Section A

[Answer All. Each question carries 2 marks] (Ceiling 16 marks)

1. Define "riba" in Islamic finance and explain its prohibition.
2. Explain the concept of "halal" and "haram" in Islamic financial transactions.
3. Discuss the principles of "mudarabah" (profit-sharing) in Islamic banking.
4. Explain the concept of "musharakah" (partnership) and its types in Islamic finance.
5. Discuss the role of "ijara" (leasing) in Islamic financial tools.
6. Explain the principles of "takaful" (Islamic insurance) in risk management.
7. Describe the concept of "murabaha" (cost-plus financing) in Islamic banking.
8. Discuss the ethical guidelines in Islamic finance regarding debt and borrowing.
9. Explain the concept of "zakat" (obligatory alms) and its role in Islamic financial practices.
10. Discuss the role of Islamic financial institutions in promoting socio-economic development.

Section B

[Answer All. Each question carries 6 marks] (Ceiling 24 marks)

11. Compare and contrast the principles of riba (usury/interest) and profit-sharing (mudarabah) in Islamic finance.
12. Discuss the ethical implications of Islamic financial instruments such as sukuk (Islamic bonds).
13. Examine the role of Islamic banking in promoting financial inclusion and stability.
14. Evaluate the principles and applications of "waqf" (endowment) in Islamic finance.
15. Discuss the challenges and opportunities of applying Islamic financial principles in global markets.

Section C

[Answer any one. Each question carries 10 marks] (1x10=10 marks)

16. Evaluate the impact of Islamic financial principles on global financial systems and regulations.
17. Discuss the future trends and innovations in Islamic banking and finance.