

**(Abstract)**

Scheme and Syllabus of Islamic History programme in FYUGP pattern in Affiliated colleges under the University - with effect from 2024 Admission- Approved- Orders Issued

**ACADEMIC C SECTION**

ACAD C/ACAD C5/22081/2024

Dated: 04.12.2024

Read:-1. U.O. No. FYUGPSC/FYSC-I/5074/2024, dated: 18/04/2024 and 06/08/2024  
2. The Minutes of the Meeting of the Scrutiny Committee held on 20.06.2024  
3. E-mail dtd.22.06.2024 from the Chairperson, Board of Studies in Islamic History(Cd).  
4. The Minutes of the Meeting of the Academic Council, held on 25.06.2024  
5. E-mail dtd : 22/11/2024, received from the Chairperson, Board of Studies,Islamic History(cd)

**ORDER**

- 1.The Regulations of the Kannur University Four Year Under Graduate Programmes (KU-FYUGP Regulations 2024) for Affiliated Colleges was implemented with effect from 2024 admission, and thereafter, certain modifications were effected vide paper read (1) above.
2. Subsequently, the Chairperson, Board of Studies (BoS), Islamic History (combined) submitted the first & second semester syllabi of the Islamic History Programme for FYUGP.
3. The Scrutiny Committee, which included the Dean-Faculty of Humanities vide paper read as (2) above, scrutinized the Syllabus, submitted by the Chairperson, Board of Studies in Islamic History(Cd) and recommended certain suggestions.
- 4.The defect-rectified Syllabus submitted by the Chairperson, Board of Studies in Islamic History(Cd) vide paper read (3) above was placed before the Academic council for consideration.
5. The XXVIII<sup>th</sup> meeting of the Academic Council, held on 25.06.2024, approved the Syllabus in principle vide paper read (4)above and permitted to publish the same, as and when ready, after making the necessary modifications.
6. The Minutes of the Academic council was approved by the Vice Chancellor.
- 7.However, on verification of the Syllabus with the approved Regulations, certain errors were noticed in the Mark distribution pattern and the same was intimated to the Chairperson,BoS of Islamic History (cd).
8. Subsequently, the Chairperson of Board of Studies in Islamic History (cd) vide paper read (5) above forwarded the modified Scheme and Syllabus of the Islamic History programme for approval.
9. The Vice Chancellor, after considering the matter in detail and in exercise the powers of the Academic Council, conferred under Section 11(1) Chapter III of Kannur University Act, 1996 and all other enabling provisions read together with, ***approved the Modified Scheme and Syllabus of the 'Islamic History' programme in FYUGP pattern applicable in Affiliated colleges under Kannur University and accorded sanction to implement the same w.e.f. the 2024 admission, subject to reporting to the Academic Council.***
- 10.The Modified Scheme & syllabus of Islamic History programme in FYUGP pattern in Affiliated Colleges under Kannur University, applicable w.e.f. 2024 admission are appended with this U.O. & uploaded in the University website.

Orders are issued accordingly.

Sd/-  
**ANIL CHANDRAN R**  
**DEPUTY REGISTRAR (ACADEMIC)**  
For REGISTRAR

To: The Principals of Affiliated Colleges

Copy To: 1. The Examination Branch (through PA to CE)  
2. EX CI/EG I/AR I/JR-II (EXAM)  
3 The Chairperson, Board of Studies in Islamic History(Cd)  
4. PS to VC/PA to R  
5. DR/AR (Academic)  
6. The IT Cell (For uploading in the website)  
7. SF/DF/FC

Forwarded / By Order

*[Signature]*  
SECTION OFFICER

KV





**KANNUR UNIVERSITY**  
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**(Abstract)**

FYUGP - Islamic History -Modified Scheme and Syllabus from fourth semester onwards-Approved and Implemented in Affiliated colleges w.e.f.2024 admission - Orders Issued

**ACADEMIC C SECTION**

ACAD C/ACAD C5/22081/2024

Dated: 05.01.2026

Read:-1.ACAD C/ACAD C5/22081/2024 Dated: 04.12.2024

2. Minutes of the meeting of the Bos in Islamic History (cd) held on 24.05.2025
3. This Office letter of even number dtd:16.08.2025
4. E-mail dtd:15-11-2025 received from the Chairperson BoS in Islamic History (cd)
5. Remarks Received from the Dean - Faculty of Humanities, via e-mail dtd: 02-12-2025
6. Minutes of the meeting of the Standing Committee of the Academic council held on 05-12-2025
7. Orders of Vice Chancellor in file of even no. dated 01.01.2026

**ORDER**

1. The Scheme and Syllabus of the FYUG Islamic History Programme was approved and implemented in affiliated colleges w.e.f.2024 admission as per the paper read (1) above
2. Thereafter, while verifying the Syllabus with regulation some errors were noticed in the scheme and syllabus and the matter was intimated to the chairperson of Board of Studies in Islamic History (Cd) over telephone, and the chairperson forwarded the modified syllabus of the Programme along with the minutes of the Board of Studies meeting .
3. As the forwarded syllabus was still not prepared in accordance with the regulation of the FYUG Programmes, the chairperson was again requested vide paper read (3) above, to submit the error rectified syllabus as per the regulations of FYUG Programmes .
4. Subsequently, as per paper read (4) above, the Chairperson submitted the modified scheme and syllabus of the Islamic History courses from fourth semester onwards for approval and implementation w.e.f 2024 admission, and the same was forwarded to the Dean Faculty of Humanities for obtaining remarks. The Dean after vetting the syllabus vide paper read (5) above, approved the same.
5. After considering the matter, Hon'ble Vice Chancellor, ordered to place the modified scheme and syllabus of the Islamic History courses from the fourth semester onwards, before the Standing Committee of the Academic Council for consideration.
6. The Standing Committee of the Academic Council held on 05-12-2025 vide paper read (6) above, considered the matter and recommended to approve the modified scheme and syllabus of Islamic History courses from fourth semester onwards, w.e.f 2024 admission
7. The Vice Chancellor after considering the recommendation of the Standing Committee of



Academic Council and in exercise of the powers of the Academic Council conferred under Section 11(1) of the Chapter III of Kannur University Act 1996, **approved the modified scheme and syllabus of the Islamic History courses from fourth semester onwards, and accorded sanction to implement the same in affiliated colleges of the University with effect from 2024 admission, subject to reporting to the Academic Council.**

8. The modified scheme and syllabus of Islamic History courses from fourth semester onwards, implemented in affiliated colleges under Kannur University, w.e.f. 2024 admission is appended with this U.O. & uploaded in the University website.

9. The U.O read (1) above stands modified to this extent.

Orders are issued accordingly.

Sd/-

**Jisha K P**  
**Assistant Registrar II**  
For REGISTRAR

To: 1) The Controller of Examinations (through PA)  
2) Principals of Affiliated Colleges

Copy To: 1. EG-1/EXCI/ AR VII/JR (II) /AR I (EXAM)  
2. PS to VC/PA to R  
3. Chairperson, BoS in Islamic History (cd)  
4. DR/AR (Acad)  
5. Web Manager  
6. SF/DF/FC  
7. Computer Programmer  
8. IT Cell (for uploading on the website)

Forwarded / By Order

  
**SECTION OFFICER**



## **KANNUR UNIVERSITY FOUR YEAR UNDER GRADUATE PROGRAMME**

### **(KU-FYUGP) IN ISLAMIC HISTORY**

#### **Regulations and Curriculum Framework**

Apart from ensuring quality education, the proposed KU-FYUGP is intended to make curriculum and courses more student-centric and industry-centric. The transformative initiative introduces holistic and multidisciplinary undergraduate education that would help develop all capacities of human beings - intellectual, aesthetic, social, physical, emotional, ethical, and moral - in an integrated manner; soft skills, such as complex problem solving, critical thinking, creative thinking, communication skills; and rigorous specialization in a chosen field (s) of learning. It proposes the adoption of flexible curricular structures to enable creative combinations of disciplinary areas for study in multidisciplinary contexts that would also allow flexibility in course options that would be on offer to students, in addition to rigorous specialization in a subject or subjects. It provides self-paced learning and options for multiple entry, exit and re-entry points. The curriculum and syllabus of the restructured KU-FYUGP emphasizes an outcome-based approach, centered around the needs and capabilities of students. This approach, rooted in Outcome Based Education (OBE), focuses on defining what students should be able to do, setting predetermined achievement outcomes. It surpasses traditional structured tasks, requiring students to actively engage in learning processes and demonstrate their skills through more challenging tasks and higher-order thinking. In this instructional model, learning takes precedence in education, with teaching serving as a facilitator and nurturer. Teaching encompasses not only imparting knowledge but also involves constructing curriculum, syllabi, learning materials, and assessment methods. The curriculum framework aims to stimulate constructive dialogue about the design of undergraduate degree programs and the learning approaches of students. The core educational principle of the framework advocates for students to predominantly learn through research and critical inquiry rather than passively receiving established knowledge. It recognizes knowledge not merely as the articulation of understanding but also as the capacity to generate new knowledge. To enhance students' ability to create new knowledge, the curriculum offers flexibility to design courses that integrate knowledge from various disciplines. Moreover, the restructured KU-FYUGP empowers teachers by enabling them to be autonomous and creative in designing courses and syllabi. Teachers who teach are also involved in course design and syllabi development, ensuring alignment with collectively developed curricula. This approach promotes teacher autonomy and creativity in the educational process.

#### **Graduate Attributes**

Kannur University is fundamentally dedicated to nurturing well-rounded individuals with a comprehensive set of graduate attributes. Graduates from Kannur University emerge equipped with a multidisciplinary approach, allowing them to integrate knowledge across various domains for a holistic understanding of complex issues. With a strong emphasis on critical thinking and effective problem-solving skills, Kannur University's graduates demonstrate intellectual curiosity and the ability to tackle challenges creatively. Proficient in



communication and social interaction, they engage adeptly in diverse settings, fostering collaboration and effective interpersonal connections. Moreover, the graduates embody effective citizenship and leadership, showcasing a sense of responsibility, community engagement, and leadership qualities. With a global perspective, ethical grounding, and a commitment to environmental sustainability, our students are well-prepared for active participation in an interconnected world. Embracing self-directed and lifelong learning, they continually adapt to evolving challenges, embodying the university's commitment to producing resilient, knowledgeable, and socially responsible individuals.

**Program Outcomes (POs):**

Program Outcomes (POs) serve as a foundational framework defining the skills, knowledge, and attributes that students at Kannur University are expected to acquire upon completion of a specific academic program. Tailored to the unique goals of each program, POs articulate the overarching learning objectives that guide curriculum design and assessment. These outcomes encompass a diverse range of competencies, including critical thinking, problem-solving, effective communication, and discipline-specific expertise. POs play a crucial role in shaping educational experiences, ensuring alignment with academic standards and industry expectations. By articulating clear and measurable expectations, POs contribute to the continuous improvement of academic programs and provide a roadmap for students to develop into well-rounded, competent professionals within their chosen fields.

**PO1:** Critical Thinking and Problem-Solving-Apply critical thinking skills to analyze information and develop effective problem-solving strategies for tackling complex challenges.

**PO2:** Effective Communication and Social Interaction-Proficiently express ideas and engage in collaborative practices, fostering effective interpersonal connections.

**PO3:** Holistic Understanding-Demonstrate a multidisciplinary approach by integrating knowledge across various domains for a comprehensive understanding of complex issues.

**PO4:** Citizenship and Leadership-Exhibit a sense of responsibility, actively contribute to the community, and showcase leadership qualities to shape a just and inclusive society.

**PO5:** Global Perspective-Develop a broad awareness of global issues and an understanding of diverse perspectives, preparing for active participation in a globalized world.

**PO6:** Ethics, Integrity and Environmental Sustainability-Uphold high ethical standards in academic and professional endeavors, demonstrating integrity and ethical decision-making. Also acquire an understanding of environmental issues and sustainable practices, promoting responsibility towards ecological well-being.

**PO7:** Lifelong Learning and Adaptability-Cultivate a commitment to continuous self-directed learning, adapting to evolving challenges, and acquiring knowledge throughout life.



## **Course Highlights: Islamic History - Kannur University**

### **Core Courses in Islamic History:**

The Bachelor's Degree Program in Islamic History at Kannur University is a comprehensive four-year undergraduate program designed to provide students with a deep understanding of the history, culture, and contributions of Islam. This program combines rigorous academic study with practical applications, ensuring that graduates are well-equipped for a wide range of careers in academia, research, education, and beyond.

Students will engage in a comprehensive study of Islamic history, covering key periods, events, and civilizations in the development of Islam.

Topics include the life of Prophet Muhammad (peace be upon him), the early Islamic caliphates, the expansion of Islamic empires, and the contributions of Islamic scholars and thinkers.

### **Ability Enhancement Courses in English , Arabic and other Languages:**

Enhance proficiency in both English, Arabic and other languages, essential for accessing primary sources, scholarly literature, and effective communication in academic and professional settings.

Develop reading, writing, listening, and speaking skills through immersive language learning experiences.

### **Multi-disciplinary Courses:**

Explore interdisciplinary perspectives on Islamic history, drawing insights from fields such as anthropology, sociology, political science, and religious studies.

Examine the intersections of Islamic history with other disciplines to gain a holistic understanding of its impact on society and culture.

### **Skill Enhancement Courses:**

Develop critical thinking, research, and analytical skills through coursework in historical methodology, archival research, and source analysis.



Hone presentation, writing, and digital literacy skills through assignments, projects, and collaborative activities.

**Value-added Courses in Islamic History:**

Dive deeper into specialized topics within Islamic history through value-added courses designed to broaden students' knowledge and expertise.

Explore thematic areas such as Islamic art and architecture, Islamic law and governance, gender studies in Islam, and contemporary issues in the Muslim world.

**Research Project in Islamic History:**

Conduct a research project under faculty guidance.

Choose a topic of interest related to Islamic history, apply research methodologies, analyze primary sources, and present findings.

**Fieldwork and Internship Opportunities:**

Gain practical experience and apply theoretical knowledge through internships, fieldwork, and experiential learning opportunities.

Collaborate with museums, cultural institutions, and research organizations to explore real-world applications of Islamic history studies.

**Cultural and Heritage Studies:**

Engage with cultural and heritage studies to understand the preservation and promotion of Islamic cultural heritage globally.

Explore strategies for cultural conservation, heritage management, and the role of cultural diplomacy in fostering intercultural understanding.

**Interactive Learning Environment:**

Participate in seminars, workshops, and guest lectures by renowned scholars and experts in Islamic history and related fields.

Foster a collaborative and inclusive learning environment through group discussions, peer reviews, and collaborative projects.

**Career Opportunities:**



Graduates of the Bachelor's Degree Program in Islamic History from Kannur University are well-prepared for diverse career paths, including:

- Academic research and teaching in universities and research institutions.
- Museum curation and cultural heritage management.
- Journalism and media, specializing in reporting on Islamic affairs.
- Government agencies and NGOs involved in international relations and diplomacy.
- Cultural and educational institutions promoting interfaith dialogue and understanding.
- Further studies in graduate programs in history, religious studies, or related fields.

**Career Preparation and Guidance:**

Receive career counseling, guidance, and support to explore diverse career pathways in academia, research, education, cultural institutions, media, and more.

Access networking opportunities, internships, and alumni connections to facilitate career advancement and professional growth.

The BA in Islamic History program at Kannur University offers a comprehensive and interdisciplinary curriculum designed to equip students with the knowledge, skills, and perspectives necessary to navigate the complexities of Islamic history and its relevance in contemporary society.

**PROGRAMME SPECIFIC OUTCOMES (PSO):**

At the end of the BA Islamic History program at Kannur University, a student would:

<b>PSO 1</b>	<b>Students will demonstrate a comprehensive understanding of key events, figures, and movements in Islamic history, spanning from the life of Prophet Muhammad to contemporary developments.</b>
<b>PSO 2</b>	<b>Students will engage in constructive dialogue and debate, demonstrating respect for diverse viewpoints and the ability to articulate their perspectives persuasively and diplomatically</b>
<b>PSO 3</b>	<b>Students will apply knowledge of Islamic history and critical thinking skills to analyze contemporary issues and challenges facing Muslim societies and communities.</b>
<b>PSO 4</b>	<b>Students will demonstrate an awareness of ethical considerations, cultural sensitivities, and global perspectives when applying insights from Islamic history to contemporary contexts and addressing real-world challenges.</b>



<b>PSO 5</b>	Students will employ critical analysis and comparative approaches to examine the intersections between Islamic history, theology, law, ethics, and socio-political contexts.
<b>PSO 6</b>	Students will engage in interdisciplinary inquiry, drawing on insights from fields such as anthropology, sociology, political science, and religious studies to analyze Islamic history within broader social and cultural frameworks.

### Programme pathways

- a. **Single Major pathway**
- b. Major with Minor pathway
- c. Major with multiple disciplines pathway
- d. Double Major pathway**
- e. Major with Vocational Minor pathway
- f. Multi-disciplinary Major pathway
- g. Interdisciplinary Major pathway

## COURSES

### DISCIPLINE FOUNDATION COURSES (LEVEL-100) I Semester

Sl No	Code	Name of course	Credit
1	KU1DSCISH101	ISLAMIC HISTORY AS A SOCIAL SCIENCE DISCIPLINE	4
2	KU1DSCISH102	EXPLORING IT AND ARTIFICIAL INTELLIGENCE IN ISLAMIC HISTORY AND CULTURE	4

### DISCIPLINE FOUNDATION COURSES (LEVEL-100) II Semester

Sl No	Code	Name of course	Credit
3	KU2DSCISH103	ANCIENT ARABIA AND ARABS	4
4	KU2DSCISH104	ARAB WORLD IN THE NEW ERA	4
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**FYUGP "ISLAMIC HISTORY"**

**MAJOR DSC (INTERMEDIATE LEVEL-200) III Semester**

Sl No	Code	Name of course	Credit
5	KU3DSCISH201	MUHAMMED THE PROPHET OF ISLAM	4
6	KU3DSCISH202	MODEL ADMINISTRATION OF THE EARLY CALIPHATE	4

**MAJOR DSC (INTERMEDIATE LEVEL-200) IV Semester**

Sl No	Code	Name of course	Credit
7	KU4DSCISH203	HISTORY OF SCIENCE AND TECHNOLOGY IN ISLAM	4
8	KU4DSCISH204	INDIAN OCEAN TRADE HISTORY AND EXPANSION OF ISLAM TO SOUTH ASIA	4
9	KU4DSCISH205	SCIENCE AND CULTURE OF ISLAMIC SPAIN	

**MAJOR DSC (HIGHER LEVEL-300) V Semester , ELECTIVES (Higher level )**

Sl No	Code	Name of course	Credit
10	KU5DSCISH301	THE KING SHIP MODEL OF ADMINISTRATION UNDER THE UMAYYADS	4
11	KU5DSCISH302	ISLAMIC CIVILIZATION UNDER THE ABBASIDS	4
12	KU5DSCISH303	ALTERNATIVE ECONOMIC SYSTEM IN ISLAM	4
13	KU5DSCISH304	THE RELIGIOUS DIVERSITY OF THE OTTOMAN EMPIRE	4
14	KU5DSEISH301	INDIAN POLITICAL ISLAM IN SULTANATE PERIOD	4
15	KU5DSEISH302	THE HISTORY OF PALESTINE ISSUE	4

**MAJOR DSC (HIGHER LEVEL-300) VI Semester , ELECTIVES (Higher level )**

Sl No	Code	Name of course	Credit
16	KU6DSCISH305	THE FATIMIDS, AYYUBIDS AND MAMLUKS	4
17	KU6DSCISH306	EXPANSION OF ISLAM TO AFRICA	4
18	KU6DSCISH307	INDIAN ISLAMIC ARCHITECTURE	4
19	KU6DSCISH308	CONSOLIDATION OF INDIA- MUGHAL PERIOD	4
20	KU6DSCISH309	IMPACT OF WORLD WAR I ON THE MIDDLE EAST	4
21	KU6DSEISH303	ISLAMIC PHILOSOPHY: HISTORY, THEMES, AND CONTEMPORARY PERSPECTIVES	4
22	KU6DSEISH304	WAHABISM AND THE FORMATION OF SAUDI ARABIA	4
23	KU6DSEISH305	POPULAR UPRISING IN IRAN 1979	4
24	KU6DSEISH306	INDIAN MUSLIMS AND ANTI-BRITISH STRUGGLES	4



**FYUGP "ISLAMIC HISTORY"**

**GENERAL FOUNDATION COURSES MDC ( LEVEL 100) I,II & III Semesters**

Sl No	Code	Name of course	Semester	Credit
25	KU1MDCISH101	ISLAMIC FINANCE AND BANKING	I	3
26	KU2MDCISH102	GULF MIGRATION IN KERALA: DYNAMICS, IMPACTS, AND CHALLENGES	II	3
27	KU3MDCISH103	HUMAN RIGHTS IN ISLAM	III	3

**VAC ( LEVEL 200) III and IV Semesters**

Sl No	Code	Name of course	Semester	Credit
28	KU3VACISH201	ISLAMIC ETHICS FOR MODEL CITIZENSHIP IN A DIVERSE CULTURE	III	3
29	KU4VACISH202	MAJOR WORLD RELIGIONS	IV	3
30	KU4VACISH203	URBAN PLANNING IN GULF REGIONS AND MINERAL POLITICS	IV	3

**SEC (LEVEL-300) IV ,V and VI Semesters**

Sl No	Code	Name of course	Semester	Credit
31	KU4SECISH301	ISLAMIC HERITAGE SITES FOR E- TOURISM PROMOTION IN INDIA	IV	3
32	KU5SECISH302	RESEARCH METHODOLOGY AND ETHICS	V	3
33	KU6SECISH303	REPRESENTATION OF MUSLIM IDENTITY IN MALAYALAM LITERATURE AND ART	VI	3

**Consolidated list of courses and credits for the completion of three year in KU FYUGP**

Name of programme	Minimum number of course required	Minimum number of credits required
MAJOR	17	68
MINOR ( for those with Minor pathway)	6	24
Multi-disciplinary Courses (MDC)	3	9
Skill Enhancement Courses (SEC)	3	9
Ability Enhancement Courses (AEC)	4	12
Value Added Courses ( VAC)	3	9



Internship		2
<b>Total</b>	<b>36</b>	<b>133</b>

**INERNSHIP**

**Students can opt 2 credit (30Hours ) internship in any subject preferably from government Institutions Like Kerala Bhasha Institute, Kerala Saksharatha Mission, State Institute of Educational Management and Training (SIEMAT) etc. or any other reputed institutions in private and aided sector.**

**MAJOR DSC ( CAPSTONE LEVEL 400) VII Semester**

Sl No	Code	Name of course	Credit
34	KU7DSCISH401	KERALA MUSLIM CULTURAL HERITAGE	4
35	KU7DSCISH402	HISTORICAL BACKGROUND OF THE REPUBLIC OF TÜRKİYE	4
36	KU7DSCISH403	HISTORY OF ARABI MALAYALAM	4
37	KU7DSCISH404	ANTI COLONIAL LITERATURE IN KERALA	4

**MAJOR CAPSTONE RESEARCH COURSES SEMESTER VIII**

1. Students can choose one Research Project( 12 credit) or optional Project + one Major course (8+4= 12) Or Three Major courses instead of optional Project( 12 credit)
2. An additional course in Major/Minor/any other discipline/suggested online course (4 credit)
3. Student can complete the following two courses ( 8 credit) in blended /Online mode for selecting the major Project work

Student can select one topic from the following area of study. (Total credit -12)

1. MAJOR PROJECT WORK ON SOCIO, POLITICAL, CULTURAL AND ECONOMIC ASPECTS OF INDIAN MUSLIMS
2. MAJOR PROJECT WORK ON CONTEMPORARY ISSUES OF MIDDLE EAST COUNTRIES AND PEOPLE.

**MAJOR CAPSTONE COURSES (Additional &Optional)**

Sl No	Code	Name of course		Credit
38	KU8DSCISH405	POST COLD WAR MIDDLE EAST	Additional	4
39	KU8DSCISH406	ISLAMIC PERSPECTIVE ON HUMAN RIGHTS	Optional	4
40	KU8DSCISH407	IMPACT OF GULF MIGRATION IN KERALA	Optional	4
41	KU8DSCISH408	CONSOLIDATION OF POWER IN SOUTH INDIA: THE BAHMANI SULTANATE	Optional	4
42	KU8DSCISH409	THE GULF WAR AND US INTERFERENCE	Optional	4



**FOUR YEAR UNDER GRADUATE PROGRAMME IN ISLAMIC HISTORY**

**MINOR COURSES (FOUNDATION LEVEL 100)**

<b>Sl No</b>	<b>Code</b>	<b>Name of course</b>	<b>Credit</b>
1	KU1DSCISH101	ISLAMIC HISTORY AS A SOCAL SCIENCE DISCIPLINE	4
2	KU1DSCISH102	EXPLORING IT AND ARTIFICIAL INTELLIGENCE IN ISLAMIC HISTORY AND CULTURE	4

**MINOR COURSES (INTERMEDIATE LEVEL 200)**

<b>Sl No</b>	<b>Code</b>	<b>Name of course</b>	<b>Credit</b>
3	KU2DSCISH103	ANCIENT ARABIA AND ARABS	4
4	KU2DSCISH104	ARAB WORLD IN THE NEW ERA	4

**MINOR COURSE (HIGHER LEVEL 300 )**

<b>Sl No</b>	<b>Code</b>	<b>Name of course</b>	<b>Credit</b>
10	KU3DSCISH201	MUHAMMED THE PROPHET OF ISLAM	4
11	KU3DSCISH202	MODEL ADMINISTRATION OF THE EARLY CALIPHATE	4
12	KU4DSCISH203	HISTORY OF SCIENCE AND TECHNOLOGY IN ISLAM	4
13	KU5DSCISH301	THE KING SHIP MODEL OF ADMINISTRATION UNDER THE UMAYYADS	4
14	KU5DSCISH302	ISLAMIC CIVILIZATION UNDER THE ABBASIDS	4

**MINOR COURSE (CAPSTONE LEVEL 300)**

<b>Sl No</b>	<b>Code</b>	<b>Name of course</b>	<b>Credit</b>
15	KU6DSCISH305	THE FATIMIDS, AYYUBIDS AND MAMLUKS	4
16	KU6DSCISH306	EXPANSION OF ISLAM TO AFRICA	4
17	KU6DSCISH307	INDIAN ISLAMIC ARCHITECTURE	4

SIGNATURE COURSES WILL BE OFFERED BY THE CONCERNED COLLEGE WITH THE PRIOR PERMISSION OF THE BOARD OF STUDIES



**SUGGESTED ONLINE COURSES**

**Students can opt one (4 credit ) online course from the following online courses offered by SWAYAM**

1. BGP-003: Conflicts and Peace: Global Perspective By Dr. Madan Kumar  
Yadav | Indira Gandhi National Open University, New Delhi  
[https://onlinecourses.swayam2.ac.in/nou24\\_hs03/preview](https://onlinecourses.swayam2.ac.in/nou24_hs03/preview)
2. ACADEMIC WRITING (With Research & Publication Ethics Part A & Part B)  
By Dr Ajay Semalty | HNB Garhwal University (A Central University) Srinagar Garhwal (Uttarakhand) [https://onlinecourses.swayam2.ac.in/cec24\\_ge17/preview](https://onlinecourses.swayam2.ac.in/cec24_ge17/preview)
3. Academic and Research Report Writing  
By Dr. Samir Roy | National Institute of Technical Teachers Training and Research , Kolkata[https://onlinecourses.swayam2.ac.in/ntr24\\_ed35/preview](https://onlinecourses.swayam2.ac.in/ntr24_ed35/preview)

**DOUBLE MAJOR PATH WAY**

**MAJOR 1 ARABIC/URDU ( 68 CREDIT), MAJOR 2 ISLAMIC HISTORY ( 53 CREDIT)**

Semester	COURSE LEVEL	CATEGORY	CODE	NAME OF COURSE		
I	100	DSC	MAJOR 1			
	100	DSC	MAJOR 1			
	100	DSC	KU1DSCISH101	ISLAMIC HISTORY AS A SOCIAL SCIENCE DISCIPLINE		
	100	MDC	KU1MDCISH101	ISLAMIC FINANCE AND BANKING		
	100	AEC	ENG			
	100	AEC	AL			
<hr/>						
II	100	DSC	KU2DSCISH103	ANCIENT ARABIA AND ARABS		
	100	DSC	KU2DSCISH104	ARAB WORLD IN THE NEW ERA		
	100	DSC	MAJOR 1			



**FYUGP "ISLAMIC HISTORY"**

	100	VAC	MAJOR 1			
	100	MDC	KU2MDCISH102	GULF MIGRATION IN KERALA: DYNAMICS, IMPACTS, AND CHALLENGES		
	100	AEC	ENG			
	100	AEC	AL			
<b>III</b>						
	200	DSC	MAJOR 1			
		DSC	MAJOR 1			
		DSC	KU3DSCISH201	MUHAMMED THE PROPHET OF ISLAM		
		DSC	KU3DSCISH202	MODEL ADMINISTRATION OF THE EARLY CALIPHATE		
		MDC	MAJOR 1			
		VAC	KU3VACISH201	ISLAMIC ETHICS FOR MODEL CITIZENSHIP IN A DIVERSE CULTURE		
<b>IV</b>						
	200	DSC	MAJOR 1			
		DSC	MAJOR 1			
		DSC	KU4DSCISH203	HISTORY OF SCIENCE AND TECHNOLOGY IN ISLAM		
		SEC	KU4SECISH301	ISLAMIC HERITAGE SITES FOR E- TOURISM PROMOTION IN INDIA		
		VAC	KU4VACISH202	MAJOR WORLD RELIGIONS		
		VAC	KU4VACISH203	URBAN PLANNING IN GULF REGIONS AND MINERAL POLITICS		
<b>V</b>						
	300	DSC	MAJOR 1			
		DSC	MAJOR 1			
		DSE	KU5DSCISH301	KING SHIP MODEL OF ADMINISTRATION UNDER THE UMAYYADS		
		DSC	KU5DSCISH302	ISLAMIC CIVILIZATION UNDER THE ABBASIDS		
		DSE				
		SEC	KU5SECISH302	RESEARCH METHODOLOGY AND ETHICS		
<b>VI</b>						
	300	DSC	MAJOR 1			
		DSE	KU6DSCISH305	THE FATIMIDS, AYYUBIDS AND MAMLUKS		



*FYUGP “ISLAMIC HISTORY”*

		DSC	KU6DSCISH306	EXPANSION OF ISLAM TO AFRICA	
		DSE	KU6DSCISH307	INDIAN ISLAMIC ARCHITECTURE	
		SEC	KU6SECISH303	REPRESENTATION OF MUSLIM IDENTITY IN MALAYALAM LITERATURE AND ART	



		SEC	MAJOR 1			
<b>TOTAL</b>						

Minimum Number of courses needed in Islamic History -11+3 = 14

TOTAL CREDIT – 44+ 9 =53

### **DETAILED SYLLABUS OF THE COURSES SEMESTER I**

#### **KU1DSCISH101: ISLAMIC HISTORY AS A SOCIAL SCIENCE DISCIPLINE**

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
I	DSC	100-199	KU1DSCISH101	4	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
4			30	70	100	2 Hrs



**Course Description:** 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 Prerequisite: NIL**

**Course Outcomes:**

CO No.	Expected Outcome	Learning Domains
1	Identify the importance of Islamic history as a social science subject.	U
2	Recognise the historical foundation of social science	A
3	Understand the ancient historical writing practice of Arabs	U
4	Explore the important source of Islamic history	A
5	Identify to various Muslim historians and their contribution to historical writings	E

\*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)

#### Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	U			U			
CO 2		U			U		
CO 3			U				
CO 4				U			
CO 5	U			U			



## COURSE CONTENTS

## Contents for Classroom Transaction:

M O D U L E	U N I T	DESCRIPTION	HOURS
1	<b>ISLAMIC HISTORY AS A SOCIAL SCIENCE SUBJECT</b>		<b>10</b>
	1	Polity in Islam	
		1. Main Political Teachings in the Qur' an	
		2. Development of early Islamic Political Thought	
	2	Economy in Islam	
		Essential Principles of Economy in Islam	
	3	Interest Free Banking in Islam: Concept and Principles	
		Bait al-Mal and Waqaf	
		Sociology in Islam	
	4	Islamic Sociology: An Introduction	
		Development of early Islamic Sociological Thought	
		Sociology in Islam	
		Contemporary relevance of Islamic Sociology	
2	<b>ARAB HISTORIOGRAPHY</b>		<b>10</b>
	1	ancient historical writing traditions in Arabia	
	2	narrations of tribal life	
	3	poetry as the vehicle of history- ballads	
	4	Genealogy- Sirah literature – isnad criticism- scrutiny of sources	
	5	Quran and hadiths as sources of history	
3	<b>CONTRIBUTIONS OF ARAB HISTORIANS</b>		<b>20</b>
	1	Muhammad ibn Ishaq- al Waqidi- ibn Hisham	
	2	ibn Khaldun philosophy of history- Universal history- theory of asabiyah.	



		Muhammed ibn Jabir al Tabari	
		Ibn Taghribirdi	
		al Baruni	
3		Amir khusro	

		<b>Ziauddin barani</b>	<b>15</b>
1		Abd al qadir badauni	
		Abul fazl ibn Mubarak	
2		MODERN ARAB HISTORIOGRAPHY	
		Review the work of Hartoon Ajwad Al Fassi, Saudi Arabian Historian. Women in Pre Islamic Arabia: Nabataea (Bar International)	
4		<a href="https://www.thriftbooks.com/w/women-in-pre-islamic-arabia-nabataea-bar-international_hatoon-ajwad-al-fassi/23542044/">https://www.thriftbooks.com/w/women-in-pre-islamic-arabia-nabataea-bar-international_hatoon-ajwad-al-fassi/23542044/</a>	
3		Familiarise the work of "A History of Modern Lebanon" by Fawwaz Traboulsi.  <a href="https://library.oapen.org/bitstream/handle/20.500.12657/30809/642693.pdf">https://library.oapen.org/bitstream/handle/20.500.12657/30809/642693.pdf</a> Asad Rustum, A Lebanese historian and founder of professional modern Arab Historiography	

	<b>Teacher Specific Module</b>	<b>5</b>
5	<i>Directions. Report writing based on the modules</i> 1. Muhammad Nejatullah Siddiqi as Islamic Economic Thinker 2. An Introduction to Ibn Khaldun's Al-Muqaddimah	
	Collect historical methods of ancient Arabs and Muslims	5

### Essential Readings:

1. Sharif, M. M., A History of Muslim Philosophy, Adam Publishers and Distributors, New Delhi.
2. Sherwani, Haroon Khan, Early Muslim Political Thought and Administration, New Delhi.
3. Siddiqi, Muhammad Nejatullah, Interest-Free Banking in Islam, Markazi Makataba Islami, New Delhi.



4. Siddiqi, Muhammad Nejatullah, Some Aspects of Islamic Economy, Markazi Makataba Islami, New Delhi.
5. Choudhary, Masudul Alam, Studies in Islamic Social Sciences, Palgrave MacMillan, UK
6. A. A. Wahab, An Introduction to Islamic Psychology, New Delhi.
7. Hussain Akbar, Islamic Psychology, Global Vision Publishing House, New Delhi.

**Suggested Readings:**

1. <https://medcraveonline.com/SIJ/SIJ-06-00279.pdf>
2. [https://faculty.fordham.edu/tampio/Tampio\\_EPT\\_Islamic.pdf](https://faculty.fordham.edu/tampio/Tampio_EPT_Islamic.pdf)
3. [https://link.springer.com/content/pdf/10.1007/978-94-009-3255-5\\_6.pdf](https://link.springer.com/content/pdf/10.1007/978-94-009-3255-5_6.pdf)

**Assessment Rubrics:**

<b>Evaluation Type</b>		<b>Marks</b>
End Semester Evaluation		<b>70</b>
Continuous Evaluation		<b>30</b>
a)	Test Paper- 1	5
b)	Test Paper-2	5
c)	Assignment	10
d)	Seminar	5
e)	Book/ Article Review	5
f)	Viva-Voce	
g)	Field Report	
<b>Total</b>		<b>100</b>

**KU1DSCISH102: EXPLORING IT AND ARTIFICIAL INTELLIGENCE IN ISLAMIC HISTORY**

**AND CULTURE**



Semester	Course Type	Course Level	Course Code	Credits	Total Hours
I	DSC	100-199	KU1DSCISH102	4	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
4			30	70	100	2 Hrs

**Course Description** This course explores the intersection of Information and Communication Technologies (ICT) and Artificial Intelligence (AI) with Islamic history and culture. Through a series of modules, students will delve into how ICT and AI are utilized to preserve, understand, and analyze various aspects of Islamic history, civilization, and culture. The course will also examine the ethical considerations and challenges associated with the application of these technologies in this context.

### Course Prerequisite: NIL

### Course Outcomes:

CO No.	Expected Outcome	Learning Domains
1	Islamic teachings emphasize ethical conduct and moral behavior. Studying AI in this context can lead to the development of ethical frameworks that guide the development and deployment of AI technologies in a manner consistent with Islamic values. This includes considerations of fairness, transparency, accountability, and the avoidance of harm to individuals or society.	U
2	Islamic teachings advocate for social justice and the equitable distribution of resources. AI can be studied within Islamic learning to explore how it can be used to address societal challenges such as poverty, access to education and healthcare, and inequality. This involves considering how AI applications can be designed to benefit marginalized communities and promote social cohesion.	A
3	Islamic teachings emphasize the dignity and respect owed to all human beings. Studying AI in Islamic learning can focus on human-machine interaction, examining how AI systems can be	U



	designed to enhance human capabilities, empower individuals, and foster meaningful connections while respecting human autonomy and agency.	
4	Islam places a strong emphasis on environmental stewardship and the protection of the natural world. Studying AI within this framework can explore how AI technologies can be leveraged to address environmental challenges such as climate change, resource management, and conservation efforts. This includes developing AI-powered solutions for sustainable development, renewable energy, and environmental monitoring.	A

\*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)

#### Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	C						
CO 2		C					
CO 3			C				
CO 4			C				
CO 5	C			C			

#### COURSE CONTENTS

##### Contents for Classroom Transaction:

M O D U L E	U N I T	DESCRIPTION	HOURS
		<b>Introduction to Information Technology in Education</b>	<b>10</b>
1	1	Definition of information technology and usage	
		Overview of IT in Education	
		Historical perspective	
2	Importance and benefits		
		Review the document - <a href="https://files.eric.ed.gov/fulltext/ED520220.pdf">https://files.eric.ed.gov/fulltext/ED520220.pdf</a>	
3	Educational Software and Tools		
		Learning Management Systems (LMS)	



		Educational apps and platforms	
	4	Multimedia tools for teaching and learning	
		Blended Learning and Flipped Classroom	
		Definition and principles	
		Review the document - <a href="https://www.ugc.gov.in/pdfnews/6100340_Concept-Note-Blended-Mode-of-Teaching-and-Learning.pdf">https://www.ugc.gov.in/pdfnews/6100340_Concept-Note-Blended-Mode-of-Teaching-and-Learning.pdf</a>	

		<b>Artificial Intelligence Fundamentals</b>	<b>10</b>
	1	Introduction to AI	
	2	History and milestones	
	3	Types of AI: Narrow vs. General AI	
	4	Ethical considerations in AI development	
	5	Review the document. <a href="https://www.researchgate.net/publication/352044231_Artificial_Intelligence_in_Education_and_Schools">https://www.researchgate.net/publication/352044231_Artificial_Intelligence_in_Education_and_Schools</a>	

		<b>Usage of ICT in Islamic History and culture</b>	<b>20</b>
	1	Introduction to ICT and AI in Islamic Studies	
	2	Understanding the role of ICT and AI in studying Islamic history and culture	
		Review the document- <a href="https://www.academia.edu/81267389/The_Digital_Humanities_and_Islamic_and_Middle_East_Studies?f_ri=1011">https://www.academia.edu/81267389/The_Digital_Humanities_and_Islamic_and_Middle_East_Studies?f_ri=1011</a>	
	3	Digitization of Islamic Manuscripts	
		AI applications in analyzing Islamic art and architectural patterns	
	3	Review the document- <a href="https://www.researchgate.net/publication/378949344_Artificial_Intelligence_Islamic_Architecture_AIIA_What_Is_Islamic_Architecture_in_the_Age_of_Artificial_Intelligence">https://www.researchgate.net/publication/378949344_Artificial_Intelligence_Islamic_Architecture_AIIA_What_Is_Islamic_Architecture_in_the_Age_of_Artificial_Intelligence</a>	

		<b>AI in Islamic finance and social media</b>	<b>15</b>
	4	1 AI and Islamic Finance	



	AI applications in Islamic finance and banking	
2	Automated trading systems and risk management in Islamic financial Institutions  Review the document- <a href="https://journals.iium.edu.my/iiibf-journal/index.php/jif/article/download/485/208">https://journals.iium.edu.my/iiibf-journal/index.php/jif/article/download/485/208</a>	
	Emerging trends and future prospects of ICT and AI in Islamic studies	
3	Ethical guidelines and considerations for researchers and practitioners  Review the document- <a href="https://www.researchgate.net/publication/281734140">https://www.researchgate.net/publication/281734140</a> Information Technology IT Ethics in the Light of Islam	

	<b>Teacher Specific Module</b>	<b>5</b>
5	<i>Directions. Review the social science learning apps AI and social media Islamic perspectives.</i>	
	Review various learning app in Islamic knowledge.	

### Essential Readings:

1. Manoj R, *Exploring IT and Artificial Intelligence in Islamic History and Culture*, ISBN 9798894980171 , Notion Press,2024
2. "Digital Islamic Humanities: An Introduction" edited by Elias Muhanna
3. [https://www.academia.edu/81267389/The\\_Digital\\_Humanities\\_and\\_Islamic\\_and\\_Middle\\_East\\_Studies?f\\_ri=1011](https://www.academia.edu/81267389/The_Digital_Humanities_and_Islamic_and_Middle_East_Studies?f_ri=1011)
4. "Islamic Manuscript Studies in the Digital Age" edited by Liana Saif
5. Artificial Intelligence in the Study of Art" edited by Markos Skouls and Annouchka Bayley
6. "Ethical AI and Islamic Ethics" by Hasan Bakhshi and Tamara Tchebotareva

### Suggested Readings:

1. Handbook of Research on Islamic Education in the Digital Age" edited by Erkan Toguslu and Mustafa Abdul Rahman

### Assessment Rubrics:



Evaluation Type		Marks
End Semester Evaluation		<b>70</b>
Continuous Evaluation		<b>30</b>
a)	Test Paper- 1	5
b)	Test Paper-2	5
c)	Assignment	10
d)	Seminar	5
e)	Book/ Article Review	5
f)	Viva-Voce	
g)	Field Report	
<b>Total</b>		<b>100</b>

**SEMESTER II**

**KU2DSCISH103: ANCIENT ARABIA AND THE ARABS**

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
II	DSC	100-199	KU2DSCISH103	4	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
4			30	70	100	2 Hrs



**Course Description:** The word "Arab," which is the name of a people, is the source of the terms for Arabia in Greco-Roman and Persian language. Thus, "Arabia" is the same as "land of the Arabs" (mât Aribi), an Assyrian expression. But it's important to remember that the vast region known as Arabia was not originally inhabited exclusively by Arabs, and there were undoubtedly many other people living there as well. Due to the diverse topography and climate of Arabia, these other people frequently possessed unique histories and were highly distinctive. Because the interior deserts, particularly the Empty Quarter, somewhat isolated east and southwest Arabia from north and west Arabia as well as from each other, the populations of these regions initially evolved relatively independently of one another.

**Course Prerequisite: NIL**

**Course Outcomes:**

CO No.	Expected Outcome	Learning Domains
1	Understand the basic features of Arabian Peninsula	U
2	Compare the population of Central and North Arabia, South Arabia, and East Arabia	A
3	Under stand the Culture of Ancient Arabs	U
4	Familiarize the Geographical features of Arabia	A
5	Understand ancient social and political system in Arabia	E

\*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)

**Mapping of Course Outcomes to PSOs**

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	C			C			
CO 2		C					
CO 3			C				
CO 4			C				



CO 5	C			C			
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## COURSE CONTENTS

### Contents for Classroom Transaction:

M O D U L E	U N I T	DESCRIPTION	HOURS
		<b>History of ancient East Arabia</b>	<b>10</b>
1	1	Bronze age 3200-1300 BC	
		a) Iron Age 1300-330 BC	
		b) Greco Roman period 330-240 AD.	
	2	The Byzantine/ Sasanian period 240-630 AD	
		The rulers and invaders	
	3	The inhabitants	
		a) Aramaeans, Israelites	
		b) Ammonites,	
	4	Moabites	
		a) Edomites	
	b) Philistines		
	c) Phoenicians		

2	History of South Arabia	10
1	Iron Age 1300-330 BC	
2	Greco Roman period 330-240 AD.	
3	The Byzantine/ Sasanian period 240-630 AD	
4	The Himyarite	
5	Struggle for power	



	<b>The Sabaeans and other states of South Arabia</b>	<b>20</b>
3	1 The merchants	
	2 Minaeans	
	a) Marib dam	
	b) Christianity and Judaism	
	c) Abyssinians	
	3 Maritime trade conflicts between Romans and Arabs	

	<b>History of ancient North and Central Arabia</b>	<b>15</b>
4	1 The Iron age	
	a) Greeco roman period	
	2 Byzantine period	
	a) Tribes of Harra	
	b) Tribes of Hisma	
3	Oasis dwellers	
	a) Nabateans and Palmyrene	

	<b>Teacher Specific Module</b>	<b>5</b>
5	<i>Directions. Report writing based on the modules, familiarize economic life of ancient Arabs</i>	
	Collect archaeological evidences on ancient Arabs	

### Essential Readings:

1. Arabia and the Arabs from the Bronze Age to the coming of Islam by Robert G. Hoyland
2. History of the Arabs by P K Hitti
3. A History of the Arab Peoples by Albert Hourani
4. Religion in the Ancient Mediterranean World by Glenn S. Holland



**Suggested Readings:**

1. Arabs: A 3,000-Year History of Peoples, Tribes and Empires (Hardcover) by Tim Mackintosh-Smith
2. [https://courses.edx.org/asset-v1:NotreDameX+TH120.2x+3T2015+type@asset+block/ODL\\_TH1202x\\_M02\\_HoyalndChapter9.pdf](https://courses.edx.org/asset-v1:NotreDameX+TH120.2x+3T2015+type@asset+block/ODL_TH1202x_M02_HoyalndChapter9.pdf)

**Assessment Rubrics:**

<b>Evaluation Type</b>		<b>Marks</b>
End Semester Evaluation		<b>70</b>
Continuous Evaluation		<b>30</b>
a)	Test Paper- 1	5
b)	Test Paper-2	5
c)	Assignment	10
d)	Seminar	5
e)	Book/ Article Review	5
f)	Viva-Voce	
g)	Field Report	
<b>Total</b>		<b>100</b>

**KU2DSCISH104 : ARAB WORLD IN A NEW ERA**

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
II	DSC	100-199	KU2DSCISH104	4	60

Learning Approach (Hours/ Week)	Marks Distribution	Duration of
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Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	ESE (Hours)
4			30	70	100	2 Hrs

**Course Description:** 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.

**Course Prerequisite: NIL**

**Course Outcomes:**

CO No.	Expected Outcome	Learning Domains
1	Understand the historical development of Arab culture, society, and politics from the late nineteenth century to the present day	U
2	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	A
3	Critically assess the relationship between European colonialism, US geopolitics, and the production of knowledge about the Arab world	U
4	Explain the academic debate around orientalism and evaluate its relevance for the study of the Arab world today	A
5	Understand how power and politics continue to affect the west's understanding of the Arab world today	E

\*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)

**Mapping of Course Outcomes to PSOs**

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	C			C			



CO 2		C			C		
CO 3							C
CO 4						C	
CO 5				C			

## COURSE CONTENTS

### Contents for Classroom Transaction:

MO DU LE	DESCRIPTION	HOURS
1	<b>THE DEVELOPMENT OF ARAB IDENTITY</b>	10
	Introduction to Arab world	
	peoples and cultures	
	The physical and environmental features of the Arab world	
	Arab culture in Africa	
	homogeneous Egyptians	
	society of Algeria and Djibouti	
	culture of Sudan, Somalia ,	
	People of Mauritania	
	Comoros and Tunisia	
	Libya and Morocco	
	people of Lebanon,	
	Estimate on multi culture	

MO DU LE	DESCRIPTION	HOURS
2	<b>CULTURE OF MIDDLE EAST STATES</b>	10
	Society of Middle East nations.	
	Culture of Middle east states	
	society of Bahrain and Iraq	
	culture of Jordan and Palestine	
	people of Saudi Arabia	



	Basic features of Arab People.	20
3	society of Qatar and Oman	
	functions of league of Arab states	
	culture of Yemen and Syria	
	society of Kuwait and UAE	

	<b>ARABISM AND ISLAMIC IDENTITY</b>	15
4	The image of Arab world: Arab values and views	
	Family and tradition	
	Female Position	
	Foreign culture influence	
	Western image of Arab values	
	Arabisation and development of Islamic political identity	

	<b>Teacher Specific Module</b>	5
5	<i>Directions. Development of anti Arab or Anti Islamic propaganda by the west.</i>	
	Collect archaeological evidences on ancient Arabs Report the status of population in Arab nations	5

### Essential Readings:

1. What's really wrong with the middle east by Brian Whitaker
2. The Arabs by Eugene rogan
3. Covering Islam by Edward Said
4. Zaat by Sonallah Ibrahim
5. Tents and pyramids by Fuad J. Khuri
6. America's great game by Hugh Wilford



**Assessment Rubrics:**

<b>Evaluation Type</b>		<b>Marks</b>
End Semester Evaluation		<b>70</b>
Continuous Evaluation		<b>30</b>
a)	Test Paper- 1	5
b)	Test Paper-2	5
c)	Assignment	10
d)	Seminar	5
e)	Book/ Article Review	5
f)	Viva-Voce	
g)	Field Report	
<b>Total</b>		<b>100</b>

**KU3DSCISH201: MUHAMMED THE PROPHET OF ISLAM**

Semester	Course Type	Course Level	Course Code	Credits	Total Hours



III	DSC	200-299	KU3DSCISH201	4	60
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Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
4			30	70	100	2 Hrs

**Course Description:** The rise of Islam is intrinsically linked with the Prophet Muhammad, believed by Muslims to be the last in a long line of prophets that includes Moses and Jesus. Because Muhammad was the chosen recipient and messenger of the word of God through the divine revelations, Muslims from all walks of life strive to follow his example. After the holy Qur'an, the sayings of the Prophet (hadith) and descriptions of his way of life (sunna) are the most important Muslim texts. Muhammad's teachings include speaking the truth, honoring promises, being kind to neighbours, abstaining from bloodshed, and avoiding obscenities and false witness. This course deals with the life history of Prophet.

**Course Prerequisite: NIL**

**Course Outcomes:**

CO No.	Expected Outcome	Learning Domains
1	Understand the early life of Prophet Muhammed	U
2	Analyse the various aspects of the great humanity of Prophet	A
3	Understand the leadership qualities of the prophet to imitate	U
4	Analyse the diplomacy of the Prophet during political administration	A
5	Evaluate the transformation brought about by the Prophet among the pagan Arabs.	E

\*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)



### Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	C			C			
CO 2		C			C		
CO 3			C				C
CO 4			C			C	
CO 5	C			C			

### COURSE CONTENTS

#### Contents for Classroom Transaction:

M O D U L E	U N I T	DESCRIPTION	HOURS
		<b>Muhammed From Birth to Prophethood- qualities of Prophet</b>	<b>10</b>
	1	1 The Birth of Muhammed	
		Orphanhood	
		Muhammed in the employ of Khadija	
	2	2 Qualities of Muhammed	
1	3	3 Reconstruction of the ka'bah	
		Muhammad's Sons	
		Muhammad's Daughters	
	4	4 Annual retreat – mount Hira	
		The true vision	
		The beginning of revelation	
		Khadija the faithful women of Islam	



	<b>Preaching of Islam and migration to Yathrib – Diplomacy of Prophet</b>	<b>10</b>
<b>2</b>	1 Hostility of Qurayish	
	2 Islamic beginning in Yathrib	
	3 The covenants of Aqabah	
	4 The tension between the two parties	
	5 Emigration to Yathrib	
	<b>The great battle of Badr and the leadership of Prophet</b>	<b>20</b>
<b>3</b>	1 Muslims mobilize for Badr	
	2 Prospects of battle	
	3 The Muslims camp at Badr	
	4 Muslim Morale	
	5 Captives of Badr	
	<b>The treaty of Hudaybiyah and diplomacy of Prophet</b>	<b>15</b>
<b>4</b>	1 Muhammed Proclamation concerning pilgrimage	
	2 Negotiations	
	3 Conclusion of the treaty	
	4 The treaty a genuine victory	
	5 Importance of the treaty in the history of Islamic state	
	<b>Teacher Specific Module</b>	<b>5</b>
<b>5</b>	<i>Directions. Review the film "the message"</i>	
	Critically approach document- <a href="https://www.alislam.org/library/books/Life-of-">https://www.alislam.org/library/books/Life-of-</a>	<b>5</b>



Muhammad.pdf	
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**Essential Readings:**

1. The life of Muhammed by Haykal
2. History of the Arabs by P K Hitti
3. A History of the Arab Peoples by Albert Hourani

**Suggested Readings:**

- 1.<https://www.alislam.org/library/books/Life-of-Muhammad.pdf>
2. [https://www.muslim-library.com/dl/books/English\\_The\\_Life\\_of\\_Prophet\\_MUHAMMAD\\_Highlights\\_and\\_Lessons.pdf](https://www.muslim-library.com/dl/books/English_The_Life_of_Prophet_MUHAMMAD_Highlights_and_Lessons.pdf)

**Assessment Rubrics:**

Evaluation Type		Marks
End Semester Evaluation		<b>70</b>
Continuous Evaluation		<b>30</b>
a)	Test Paper- 1	5
b)	Test Paper-2	5
c)	Assignment	10
d)	Seminar	5
e)	Book/ Article Review	5
f)	Viva-Voce	
g)	Field Report	
<b>Total</b>		<b>100</b>

**KU3DSCISH202 : MODEL ADMINISTRATION OF THE EARLY CALIPHATE**



Semester	Course Type	Course Level	Course Code	Credits	Total Hours
III	DSC	200-299	KU3DSCISH202	4	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
4			30	70	100	2 Hrs

**Course Description:** 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.

**Course Prerequisite: NIL**

**Course Outcomes:**

CO No.	Expected Outcome	Learning Domains



1	To understand the historical context surrounding the emergence of the early Islamic caliphates, including the political, social, and religious dynamics of the time	U
2	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.	A
3	To find out the historical context of ethical and model administration.	U
4	Asses the Islamic law and religious principles in the caliphate.	A
5	To compare the administrative systems of later caliphates and early caliphates	E

\*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)

#### Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	C			C			
CO 2		C			C		
CO 3			C				C
CO 4			C			C	
CO 5	C			C			

#### COURSE CONTENTS

##### Contents for Classroom Transaction:

M O D U L E	U N I T	DESCRIPTION	HOURS
		<b>ADMINISTRATION UNDER ABUBAKR</b>	10
1	1	Early life and conversion to Islam  <b>Abu Baler's Migration with prophet</b>	



	<b>Abu Bakr on the Battlefield</b>	
2	Internal conflicts and tactics	
	Usaamah's Army, and Abu Bakr's War Against the Apostates	
3	The Lessons and Morals of the Apostate Wars	
	Administration	
	military administration, taxation	
4	Abu Bakr's Conquests,	
	His Appointment of 'Umar as His Successor,	
	His Death	
	Estimate on first Caliph of Islam	

	<b>Life history of caliph Umar</b>	<b>10</b>
2	1 Early life and attraction to Islam	
	2 Umar in the battle fields with Prophet	
	3 Umar with Caliph Abu bakr	
	4 Administration	
	5 Educational institutions	

	<b>History of caliph Usman</b>	<b>20</b>
3	1 Early life	
	2 Uthman's appointment as caliph	
	3 His approach to ruling and the main features of his character	
	Financial and Judiciary Institutions	
	Conquest during his time	
	3 Estimate on the third caliph	



	<b>Life sketch of Caliph Ali</b>	<b>15</b>
4	1 Ali ibn Abi Talib in Makkah	
	His coming to Islam and his most important exploits in Makkah before the Hijrah	
	2 All"s staying close to the Messenger of Allah „Ali ibn Abi Talib at the time of the Rightly Guided Caliphs	
	Financial and judiciary Institutions at the time of „Ali ibn Abi Talib, and some of his views on Islamic jurisprudence	
3	Administration	
	Estimate on the fourth caliph	

	<b>Teacher Specific Module</b>	<b>5</b>
5	<i>Directions. How the political administration of the four early caliphs are treated as models. Debate and discuss</i>	
	Collect online sources for writing review.	5

### Essential Readings:

5. The Biography of Abu Bakr Siddeeq By Dr.Ali Muhammad Muhammad As-Sallaabee Translated by Faisal Shafeeq  
<https://archive.org/details/TheBiographyOfAbuBakrAs-siddeeqRa.pdf>
6. [PDF] Umar Ibn Al-Khattab His Life and Times by Dr. Ali Muhammad Sallaabee.  
<https://archive.org/details/umar-ibn-khattab-life-biography>
7. The Biography of 'Uthmsn ibn 'Affin Dhun-Noorayn By Dr. Ali Muhammad as-Sallabi Translated by: Nasir Khattab  
[https://archive.org/download/AbuBakrAsSiddeeq\\_201407/The-Biography-of-Uthman-Ibn-Affan-R-Dhun-Noorayn.pdf](https://archive.org/download/AbuBakrAsSiddeeq_201407/The-Biography-of-Uthman-Ibn-Affan-R-Dhun-Noorayn.pdf)
8. Ali Ibn Abi Talib (2 Volumes ) by Dr. Ali Muhammad As-Sallaabee  
<https://archive.org/details/AliIbnAbiTalib2Volumes>



9. A History of the Arab Peoples by Albert Hourani

**Suggested Readings:**

3. P K Hitti, History of the Arabs

**Assessment Rubrics:**

<b>Evaluation Type</b>	<b>Marks</b>
End Semester Evaluation	<b>70</b>
Continuous Evaluation	<b>30</b>
a) Test Paper- 1	5
b) Test Paper-2	5
c) Assignment	10
d) Seminar	5
e) Book/ Article Review	5
f) Viva-Voce	
g) Field Report	
<b>Total</b>	<b>100</b>

**KU4DSCISH203: HISTORY OF SCIENCE AND TECHNOLOGY IN ISLAM**



Semester	Course Type	Course Level	Course Code	Credits	Total Hours
IV	DSC	200-299	KU4DSCISH203	4	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
4			30	70	100	2 Hrs

**Course Description:** The History of science is crucial importance to the history of civilisation of mankind. The study of history of mankind is not complete whether its not give sufficient satisfactory account of the development of science during the different stages of the progress of human civilisation. Historians of science pointed that the study of the human progress cannot be undertaken without understanding the history science in Middle Ages. Babylonian and Egyptian civilisations laid the foundation of the development of science. This course illustrates the development of science and technology in the lands of Islam when the Euro centred knowledge is absent,

**Course Prerequisite: NIL**

**Course Outcomes:**

CO No.	Expected Outcome	Learning Domains
1	Understand the rise and development of Islamic sciences	U
2	Analyse the growth technology among Arabs through the need of society	A
3	Understand the history of translation and scientific renaissance	U



4	Analyse the impact of Islamization on scientific knowledge and discoveries.	A
5	Evaluate the technological advancement of Arabs during the Middle Ages.	E

\*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)

#### Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	C			C			
CO 2					C		
CO 3							C
CO 4						C	
CO 5	C						

#### COURSE CONTENTS

##### Contents for Classroom Transaction:

M O D U L E	U N I T	DESCRIPTION	HOURS
		<b>History of rise of Islamic science</b>	<b>10</b>
	1	Rise of Arab- Islamic state	
		Contributions of different Islamic regions	
		Need of the society	
1	2	Agriculture and irrigation	
		International trade	
	3	Industry	
		<b>Policies of Islamic states towards science</b>	
		Patronage to scientist and role of academies, libraries and Mosques	



	4	The age of translations and scientific renaissance	
		Role of Abbasid caliphate	
		Patronage to translators	
		Some famous translators- Hunain Ibn Ishaq- Ibrahim al Fazari- Ibn al Muqaffa	

<b>Transmission of science to west</b>		<b>10</b>
2	1	The first period of translation to Latin during 10 <sup>th</sup> and 11 <sup>th</sup> centuries
	2	Adilard- translated Arabic to Latin -the work of Khuwarizmi- Astronomy
	3	The school of Toledo
	4	Gerard of Cremona
	5	Spain – translation to Latin -Alfred of Sereshel- Michael Scot

<b>Translation to Latin in Sicily</b>		<b>20</b>
3	1	Patronage of Federick II- Translation of Leonardo of Pisa
	2	Development of mathematics- Al Kayyam- Al Khuwarizmi
		Theories of astronomy- observatories and instruments
		Astrology
	3	Optics

<b>Earth and life sciences-technologies</b>		<b>15</b>
4	1	Cosmology
		Geology-minerology
2	1	Zoology and Botany
		the weapon industry- Fleets-Mint-



		Mail services- papyrus	
	3	Textiles	
		Early cities – Kufa -Baghdad-building technology	

	<b>Science and need of society</b>	<b>5</b>
5	<i>Prepare a report on the development of science and technology in Arab lands through human wants.</i>	
	Collect ancient technology used by Arabs in navigation	

#### Essential Readings:

10. Arabia and the Arabs from the Bronze Age to the coming of Islam by Robert G. Hoyland
11. History of the Arabs by P K Hitti
12. A History of the Arab Peoples by Albert Hourani
13. Religion in the Ancient Mediterranean World by Glenn S. Holland

#### Suggested Readings:

4. Arabs: A 3,000-Year History of Peoples, Tribes and Empires (Hardcover) by Tim Mackintosh-Smith

#### Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		<b>70</b>
Continuous Evaluation		<b>30</b>
a)	Test Paper- 1	5
b)	Test Paper-2	5
c)	Assignment	10
d)	Seminar	5
e)	Book/ Article Review	5



*FYUGP “ISLAMIC HISTORY”*

f)	Viva-Voce	
g)	Field Report	
	<b>Total</b>	<b>100</b>



**KU5DSCISH301: THE KINGSHIP MODEL OF ADMINISTRATION UNDER THE UMAYYADS**

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
V	DSC	300-399	KU5DSCISH301	4	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
4			30	70	100	2 Hrs

**Course Description:** 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

**Course Prerequisite: NIL**

**Course Outcomes:**

CO No.	Expected Outcome	Learning Domains
1	Understand the establishment of Umayyad dynasty in Arabia	U
2	Identifying the Umayyad's expanded their empire, which making it one of the largest empires in Islamic world.	A
3	To assess the efficient administrative system that allowed them to govern their vast empire effectively.	U
4	Estimate the reinstatement of Khilafath through the policies of UmarII	A
5	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.	E



\*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)

**Mapping of Course Outcomes to PSOs**

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	C						
CO 2		C					
CO 3							C
CO 4						C	
CO 5	C			C			

**COURSE CONTENTS**

**Contents for Classroom Transaction:**

M O D U L E	U N I T	DESCRIPTION	HOURS
1	1	<b>RISE OF UMAYYAD'S TO POWER</b>	10
		1 origin of Umayyads-Mu`awiyah-his state policy -Administration	
		Battle of Karbala	
		Transforming caliphate into kingship	
	2	His state policy-administration	
		accession of Yazid battle of Karbala	
	3	<b>EXPANSION OF UMAYYAD EMPIRE</b>	
		administrative reforms of Abdul Malik	
		al-Walid1-expansion of the empire into central Asia-Sind and Spain	
	4	Sulayman ibn Abdul malik	
		Umar II -his religious policy	
		Administration	
		character and achievements	
2	<b>Decline of the empire</b>		10
1	Overextension: The empire became overextended and had trouble		



		defending its frontiers and preventing insurrections	
2		Financial situation: The empire's financial situation became untenable, despite attempts by the caliph 'Umar II to prevent disintegration	
3		Intertribal feuding: Intertribal feuding contributed to the dynasty's Decline	
4		Discontent: Non-Arab Muslims were discontent, and the 'Abbāsids played on this discontent to spur a successful rebellion in 750	
5		Failure of financial reforms: Financial reforms failed to help the Dynasty	

		<b>CONTRIBUTIONS OF UMAYYAD'S</b>	<b>20</b>
3	1	Advancements in various fields such as literature and philosophy.	
	2	Arts and sciences	
		Stabilization of economy.	
		Spread of Islam	
		Arabization	
	3	Coinage	

	<b>Architecture</b>	<b>15</b>
4	1	Secular architecture, Umayyad desert palaces such as Mshatta, Qasr „Amra (Jordan), „Anjar (Lebanon), Khirbat al-Mafjar (Palestine), and Qasr al-Hayr East and West (Syria)
		Review - Yalman, Suzan. Based on original work by Linda Komaroff. "The Art of the Umayyad Period (661–750)." In Heilbrunn Timeline of Art History. New York: The Metropolitan Museum of Art, 2000-. <a href="http://www.metmuseum.org/toah/hd/umay/hd_umay.htm">http://www.metmuseum.org/toah/hd/umay/hd_umay.htm</a> (October 2001)
	2	Bureaucracy
		Large standing army
		Trade and commerce
	3	Infrastructure
		Hospitals, Banking system and postal service

<b>5</b>	<b>Teacher Specific Module</b>	<b>5</b>
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	<p><i>Directions. Report writing based on the modules</i></p> <ol style="list-style-type: none"> <li>1. review the pdf document--  <a href="https://fazaia.edu.pk/uploads/library/First-Dynasty-of-Islam_-The-Umayyad-Caliphate-AD-661-750,-The---G.-R-Hawting_1542993677_1544548820.pdf">https://fazaia.edu.pk/uploads/library/First-Dynasty-of-Islam_-The-Umayyad-Caliphate-AD-661-750,-The---G.-R-Hawting_1542993677_1544548820.pdf</a> </li> </ol>	
	Review the online sources on Umayyads	5

### Essential Readings:

1. The First Dynasty of Islam: The Umayyad Caliphate AD 661-750, by. G. R Hawting
2. The Umayyad Caliphate The History and Legacy of the Second Islamic Kingdom Established After Muhammad's Death By Charles River
3. History of Arabs by P H Hitti
4. The Umayyads: The Rise of Islamic Art By Fawzi Zayadine, Ghāzī Bīshah, Mohammad al-Asad, Ina Kehrberg, Lara Tohme .

### Suggested Readings:

1. <https://resources.saylor.org/wwwresources/archived/site/wp-content/uploads/2012/10/HIST101-9.2-Umayyads-FINAL1.pdf>
2. [https://fazaia.edu.pk/uploads/library/First-Dynasty-of-Islam\\_-The-Umayyad-Caliphate-AD-661-750,-The---G.-R-Hawting\\_1542993677\\_1544548820.pdf](https://fazaia.edu.pk/uploads/library/First-Dynasty-of-Islam_-The-Umayyad-Caliphate-AD-661-750,-The---G.-R-Hawting_1542993677_1544548820.pdf)

### Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		<b>70</b>
Continuous Evaluation		<b>30</b>
a)	Test Paper- 1	5
b)	Test Paper-2	5
c)	Assignment	10
d)	Seminar	5
e)	Book/ Article Review	5
f)	Viva-Voce	



g)	Field Report	
<b>Total</b>		<b>100</b>



**KU5DSCISH302: ISLAMIC CIVILIZATION UNDER THE ABBASIDS**

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
V	DSC	300-399	KU5DSCISH302	4	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
4			30	70	100	2 Hrs

**Course Description:** Students will learn about the political background of the early Abbasid caliphate in this course. The Abbasids, who ruled the Arab/Islamic Empire for 500 years, did so primarily from Baghdad. However, many historians believe that by the middle of the tenth century, their power to make decisions had essentially evaporated. We'll talk about the key players and occasions in this initial phase, as well as the larger context in which these advancements occurred. Through a close examination of primary texts, the course will also introduce students to the study of early Arabic/Islamic historiography.

**Course Prerequisite: NIL**

**Course Outcomes:**

CO No.	Expected Outcome	Learning Domains
1	Identify the Abbasiya rulers and their administration in Arabia.	U
2	Recognize scientific, literary and architectural contributions of Abbasids towards the modern world.	A
3	Evaluate the contributions of Abbasids on the collection and compilation of Hadis and developments of fiqh during the period.	U
4	Examine and realize the significance of the administrative systems of Abbasids.	A
5	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.	E

\*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)



### Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1				C			
CO 2					C		
CO 3							C
CO 4						C	
CO 5				C			

### COURSE CONTENTS

#### Contents for Classroom Transaction:

M O D U L E	U N I T	DESCRIPTION	HOURS
		<b>The Abbasid Family and the Revolution</b>	10
1	1	The Abbasid Revolt in Khurasan	
		Uprising in Khurasan	
		Battle of the Zab	
	2	Capture of Damascus	
	Shift in the centre of power		
3	3	Prominent rulers	
		Abu'l-Abbas al-Saffah, the first caliph of the Abbasid Caliphate.	
		Abu Ja'far Abdallah ibn Muhammad al-Mansur, the second Abbasid Caliph.	
	4	Al-Mahdi third Abbasid caliph	
	Al-Hadi		
	Harun al-Rashid, fifth Abbasid caliph		
	Al-Mutawakil		
2	<b>Prominent scholars</b>		10



	1	Muhammad Ibn Musa Al-Khwarizmi	
	2	Al-Kindi	
	3	Al-Farabi	
	4	Ibn Sina	
	5	Abd Allah ibn Yazid al-Fazari.	

		<b>Administration</b>	<b>20</b>
3	1	highly centralized and complex	
	2	salaried bureaucracy	
		official hierarchy	
		Bureau of taxes	
	3	Audit or accounts office	
	3	Police department and Postal service	

	<b>Social life</b>	<b>15</b>
4	1	classes of society
		mawalis, slaves,
	2	Development of education,
		Industry and agriculture
		Commerce, industry
3	3	Art, and architecture,
		Intellectual and cultural contributions

	<b>Teacher Specific Module</b>	<b>5</b>
5	<i>Directions. Report writing based on the modules</i> <i>Review</i>	
	Collect online sources on Abbasids	5

### Essential Readings:



5. History of Arabs by P H Hitti
6. The Abbasid Caliphate: A History, by Tayeb El-Hibri
7. Religion, Learning and Science in the 'Abbasid Period, by. M. J. L. Young, J. D. Latham, R. B. Serjeant
8. The Early Abbasid Caliphate: A Political History. By. Hugh Kennedy
9. The Great Caliphs: The Golden Age of the 'Abbasid Empire, by. Amira K. Bennison

**Suggested Readings:**

<https://www.noor-book.com/en/ebook-pdf>

<https://archive.org/details/BaghdadDuringTheAbbasidCaliphateFromContem>  
[poraryArabicAndPersian](https://archive.org/details/ArabicAndPersian)

**Assessment Rubrics:**

<b>Evaluation Type</b>		<b>Marks</b>
End Semester Evaluation		<b>70</b>
Continuous Evaluation		<b>30</b>
a)	Test Paper- 1	5
b)	Test Paper-2	5
c)	Assignment	10
d)	Seminar	5
e)	Book/ Article Review	5
f)	Viva-Voce	
g)	Field Report	
<b>Total</b>		<b>100</b>



**KU6DSCISH305: THE FATIMIDS, AYYUBIDS AND MAMLUKS**

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
VI	DSC	300-399	KU6DSCISH305	4	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
4			30	70	100	2 Hrs

**Course Description:** Fatimids , Ayyubids and The Mamluks were dynasties that ruled Egypt and Syria in medieval Islam. Through this study the learners learned about the glorious achievements of Fatimid, Mamluks Ayubids and other petty dynasties. The Fatimids were an Arab dynasty that ruled Egypt, North Africa, and the Near East from 909 to 1171 CE. They were a Shi'ite Muslim dynasty that claimed descent from the Prophet Muhammad's daughter Fatima and Ali, and led the Isma'ili sect of Islam. The students will get a good knowledge about the contributions of Fatimid's in the field of literature particularly poetry and philosophy. Ayyubids: Ruled from 1171–1250, and had a transformative effect on the region, especially Egypt. Under the Ayyubids, Egypt became the region's economic, cultural, and military center, and a dominant Sunni political force. The Ayyubids' heroic role may have prevented the Crusaders from permanently settling in Muslim Asia. Mamluks: Ruled Egypt and Syria from 1250–1517, when the Ottomans extinguished their dynasty. The Mamluks were slave-warriors who first appeared in the Abbasid caliphate in the ninth century. They were known for infighting, intrigue, and assassinations. The Mamluks made significant contributions to Islamic art and architecture, with many sultans being notable builders.

**Course Prerequisite: NIL**

**Course Outcomes:**



CO No.	Expected Outcome	Learning Domains
1	understanding the formation and contributions of Fatimid's in Egypt.	U
2	Evaluating the dynasties like Zangis, Ayyubids and their role in crusades	A
3	Analysing establishment and development of Mamluks and their intellectual ad architectural contributions	U
4	Exploring the founding and expansion of petty dynasties of the eastern part of Bagdad and their contribution	A

\*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)

### Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1				C			
CO 2		C			C		
CO 3							C
CO 4			C				
CO 5	C			C			

### COURSE CONTENTS

#### Contents for Classroom Transaction:

M O D U L E	U N I T	DESCRIPTION	HOURS
		<b>Fatimids of Egypt</b>	<b>10</b>
	1	Fatimid propaganda, establishment of Fatimid Khilafat	
		Ubaidullah al-Madhi—genealogy of the Fatimids	
		Al- Qaim, al-Mansur, al-Muiz: conquest of Egypt	
1	2	Fatimid power at its height—relation between Fatimids and Ummayyads of Spain	
		The Fatimid Empire and Shi'ism	
	3	Berber Conversion and the Beginning of the Fatimids	
		Fatimid Society	
		Period of expansion	



	4	Fatimid Political System and Administration	
		Fatimid Political and Religious Administrative Hierarchy	
		Character of the Fatimid Administration	
		sāhib al-Qalam al-Jalīl (Secretary of the thick pen) and Sāhib al-Qalam al-Daqīq fi al-Mazālim (Secretary of the thin pen in grievances):	

		<b>The Educational Experience in Fatimid Egypt and its Features</b>	<b>10</b>
2	1	Scientific institutions	
	2	Al hakkim's House of Knowledge	
	3	al-'Azhar Mosque (The Luminous Mosque)	
	4	The Mosque of 'Amr bin al-'Ās	
	5	The mosque of 'Ahmad bin Tulūn	

		<b>Ayyubids and the Crusade</b>	<b>20</b>
3	1	Rise of Salahuddin	
	2	Early life and military career	
		Saladin's reconquest of Jerusalem in 1187	
		The Third Crusade and Saladin's Death	
	3	Decline - The battle at Al-Mansūrah (1250), coming of Mamluks	
		Review the document- <a href="https://core.ac.uk/download/pdf/144516393.pdf">https://core.ac.uk/download/pdf/144516393.pdf</a>	

		<b>The mamluks</b>	<b>15</b>
4	1	Mamluk dynasty (1250-1517) : origin of the Mamluks	
		Foundation of the dynasty	
	2	Shajarud Durr-Baybars I-Qalawn-al-Nasir-	
		Mamluks and Crusade–Ottoman occupation	
	3	Selim I and battle of Marj-i-Dabiq	
		Trade, commerce and cultural life	



	Review the document- <a href="https://media.neliti.com/media/publications/337368-rise-and-fall-of-mamluk-sultanate-the-st-bc49ccce.pdf">https://media.neliti.com/media/publications/337368-rise-and-fall-of-mamluk-sultanate-the-st-bc49ccce.pdf</a>	
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<b>5</b>	<b>Teacher Specific Module</b> <i>Directions. Report writing based on the modules</i> 1. Collect online sources for petty dynasties 2. Collect archives on crusades.	<b>5</b>
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**Essential Readings:**

1. **History of the Arabs** by P K Hitti
2. **Fatimid Empire** by Michael Brett
3. **The Fatimids: The Rise of a Muslim Empire** by Shainool Jiwa
4. **The Mamluk Sultanate A History** By Carl F. Petry

**Suggested Readings:**

<https://www.noor-book.com/en/ebook-pdf>  
<https://archive.org/details/BaghdadDuringTheAbbasidCaliphateFromConTemporaryArabicAndPersian>  
<https://www.amazon.in/Fatimids-Muslim-Empire-World-Islam/dp/178453935X>

**Assessment Rubrics:**

<b>Evaluation Type</b>		<b>Marks</b>
End Semester Evaluation		<b>70</b>
Continuous Evaluation		<b>30</b>
a)	Test Paper- 1	5
b)	Test Paper-2	5
c)	Assignment	10
d)	Seminar	5



e)	Book/ Article Review	5
f)	Viva-Voce	
g)	Field Report	
<b>Total</b>		<b>100</b>

### **KU6DSCISH306: EXPANSION OF ISLAM TO AFRICA**

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
VI	DSC	300-399	KU6DSCISH306	4	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
4			30	70	100	2 Hrs

**Course Description :** This course offers a comprehensive exploration of the history, culture, and sociopolitical dynamics of Islam in Africa. From its early expansion through trade routes to its contemporary manifestations, Islam has played a significant role in shaping the diverse societies and cultures of the African continent. Through a multidisciplinary approach encompassing history, anthropology, sociology, and religious studies, students will examine the complex interactions between Islam and African societies, exploring themes such as religious conversion, Islamic governance, cultural exchange, and the impact of colonialism and globalization. The course will also delve into the rich tapestry of Islamic traditions and practices across different regions of Africa, including North Africa, West Africa, East Africa, and the Horn of Africa. Through a combination of lectures, discussions, readings, multimedia materials, and research projects, students will develop a nuanced understanding of the multifaceted nature of Islam in Africa and its continuing relevance in



the contemporary world. This course will equip students with analytical tools to critically assess historical narratives, interpret primary sources, and engage with debates surrounding Islam's role in Africa's past, present, and future

**Course Prerequisite: NIL**

**Course Outcomes:**

CO No.	Expected Outcome	Learning Domains
1	Students will gain a comprehensive understanding of the historical context surrounding the expansion of Islam into Africa, including the socio-cultural, economic, and political factors that influenced its spread across different regions of the continent.	U
2	Students will be able to analyze the socio-political impact of Islamization in Africa, including changes in governance structures, legal systems, and cultural practices, and how these changes shaped African societies over time.	A
3	Students will evaluate the interactions between Islam and indigenous African religions, as well as the adaptations made by both Muslims and non-Muslims in response to the spread of Islam, fostering a nuanced understanding of cultural exchange and syncretism.	A
4	Students will assess continuities and changes in Islamic practices, beliefs, and institutions from the early period of expansion to the contemporary era, recognizing the diverse trajectories of Islam across different regions of Africa.	A

\*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)

#### Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	U			U			
CO 2		U			U		
CO 3			U				U
CO 4			U			U	
CO 5	U			U			

#### COURSE CONTENTS

**Contents for Classroom Transaction:**



M O D U L E	U N I T	DESCRIPTION	HOURS
1	<b>Introduction to Islam in Africa</b>		<b>15</b>
	1	Pre-Islamic Africa: Societies, Cultures, and Religions	
		Early Contacts between Africa and the Arab World	
		Spread of Islam through Trade Routes	
	2	Conversion of African Rulers	
		Introduction of Islam to West Africa	
	3	Spread of Islam in North Africa	
		Islam in Egypt and the Maghreb	
		Islamic Conquest of North Africa	
	4	Influence of Islamic Governance and Law	
		Berber Resistance and Conversion	
		Impact of Sufism in North Africa	
		Review the document- <a href="https://sgp.fas.org/crs/row/RS22873.pdf">https://sgp.fas.org/crs/row/RS22873.pdf</a>	
2	<b>Islam in East Africa</b>		<b>10</b>
	1	Swahili Coast and Indian Ocean Trade	
	2	Unit 12: Arab Traders and Islamic Influence	
	3	Unit 13: Spread of Islam to the Horn of Africa	
	4	Unit 14: Islamic Sultanates in East Africa	
3	5	Unit 15: Interactions between Islam and Indigenous Beliefs	
	<b>Islam in West Africa</b>		<b>15</b>
	1	Trans-Saharan Trade and Islam	
	2	Rise of Islamic Empires in West Africa	
	Mali and the Empires of the Sahel		
	Fulani Jihad and the Sokoto Caliphate		



		Islamization of Hausa City-States	
	3	Review the document- <a href="https://fsi-live.s3.us-west-1.amazonaws.com/s3fs-public/Islam.pdf">https://fsi-live.s3.us-west-1.amazonaws.com/s3fs-public/Islam.pdf</a>	

		<b>Islam in Sub-Saharan Africa: Challenges and Adaptations</b>	<b>15</b>
4	1	Colonialism and Its Impact on Islam	
		Muslim Responses to European Colonialism	
	2	Islamic Revivalism and Reform Movements	
		Islam and Independence Movements	
		Contemporary Challenges and Future Prospects	
	3	Review the document - <a href="https://nelc.fas.harvard.edu/files/nelcnew/files/islam_in_africa_-_africans_and_islam_scott_reese_2014_journal_of_african_history.pdf">https://nelc.fas.harvard.edu/files/nelcnew/files/islam_in_africa_-_africans_and_islam_scott_reese_2014_journal_of_african_history.pdf</a>	

	<b>Teacher Specific Module</b>	<b>5</b>
5	<i>Directions. Review the social science learning apps AI and social media Islamic perspectives.</i>	

### Essential Readings:

1. "The History of Islam in Africa" by Nehemia Levtzion and Randall L. Pouwels
2. "Islam in Africa" by Edward E. Curtis IV
3. "Islam in East Africa: New Sources" edited by Derek Peterson and others
4. "The Spread of Islam in West Africa: Containment, Mixing, and Reform from the Eighth to the Twentieth Century" by Nehemia Levtzion and Randall L. Pouwels
5. "Islam and Colonialism: Intellectual Responses of Muslims of Northern Nigeria to British Colonial Rule" by Muhammad S. Umar

### Suggested Readings:



1. [https://nelc.fas.harvard.edu/files/nelcnew/files/islam\\_in\\_africa\\_-africans\\_and\\_islam\\_scott\\_reese\\_2014\\_journal\\_of\\_african\\_history.pdf](https://nelc.fas.harvard.edu/files/nelcnew/files/islam_in_africa_-africans_and_islam_scott_reese_2014_journal_of_african_history.pdf)
2. <https://sgp.fas.org/crs/row/RS22873.pdf>
3. <https://fsi-live.s3.us-west-1.amazonaws.com/s3fs-public/Islam.pdf>

**Assessment Rubrics:**

<b>Evaluation Type</b>		<b>Marks</b>
End Semester Evaluation		<b>70</b>
Continuous Evaluation		<b>30</b>
a)	Test Paper- 1	5
b)	Test Paper-2	5
c)	Assignment	10
d)	Seminar	5
e)	Book/ Article Review	5
f)	Viva-Voce	
g)	Field Report	
<b>Total</b>		<b>100</b>



## KU6DSCISH307: INDIAN ISLAMIC ARCHITECTURE

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
VI	DSC	300-399	KU6DSCISH307	4	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
4			30	70	100	2 Hrs

**Course Description:** 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 Prerequisite: NIL**

**Course Outcomes:**

CO No.	Expected Outcome	Learning Domains
1	Demonstrate a comprehensive understanding of the various architectural styles prevalent during the medieval period in India.	U
2	Integrating insights from history, art history, archaeology, anthropology, and religious studies to interpret architectural monuments holistically.	A
3	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.	U



4	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.	A
5	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.	E

\*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)

### Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	C			C			
CO 2		C			C		
CO 3			C				C
CO 4			C			C	
CO 5	C			C			

### COURSE CONTENTS

#### Contents for Classroom Transaction:

M O D U L E	U N I T	DESCRIPTION	HOURS
		<b>INTRODUCTION TO MEDIEVAL INDIAN ARCHITECTURE</b>	<b>10</b>
1	1	characteristics of medieval Indian architecture: influences, materials, and techniques significance of architecture in medieval Indian society	
	2	religious, political, and cultural aspects Indo-Islamic architecture: features & characteristics,	
	3	influence of Persian and central Asian architectural styles. <b>major architectural forms: arches, domes, minarets,</b> arcuate style of architecture	



	4	mosque architecture	
		tomb architecture	
		Review the document- <a href="https://archive.org/details/DravidianArchitecture">https://archive.org/details/DravidianArchitecture</a>	
		Review the document- <a href="https://www.drishtiias.com/pdf/1708726925.pdf">https://www.drishtiias.com/pdf/1708726925.pdf</a>	

<b>ARCHITECTURE DURING DELHI SULTANATE PERIOD</b>		<b>10</b>
2	1	imperial style and provincial style of architecture, Islamic themes in architecture: emission of portrayal of living beings
	2	slave: Quwwatul Islam mosque, Adhai Din ja Jhopra khilji: Alai Dhawaja, Hauz Khas, Jamat Khana Mosque
	3	Tuglaq: Tughlaqabad city and fort
	4	Lodhi: Tomb of Sikander Lodhi
	5	Bahmani architecture

<b>MUGHAL ARCHITECTURE</b>		<b>20</b>
3	1	Features of Mughal architecture - mix of Rajput, Hindu, Buddhist,
	2	Babur: three mosques in Panipat, Sambhal and Ayodhya, Aram Bagh Garden
	3	Humayun – new city named Din Panah (old fort)
	4	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.
	5	Jama masjid (Fatehpur Sikri), Tomb of Shiekh Salim Chisti.

<b>North and South architecture</b>		<b>15</b>
4	1	Bahmani monuments at Gulbarga, Karnataka.
	2	Adil Shashi monuments at Bijapur, Karnataka.
	3	Bahmani and Barid shahi monuments at Bidar, Karnataka
	4	The Sikh architectural style evolved in Punjab



		Nagara architecture: Khajuraho temples, Rajput forts	
3		Dravidian architecture North Indian style	
		A case study of The Brihadeeswarar Temple (11th century), Tanjore	

	<b>Teacher Specific Module</b>	<b>5</b>
5	<p><i>Directions. Report writing based on the modules</i></p> <ol style="list-style-type: none"> <li>1. Difference between Dravidian and north Indian architecture</li> <li>2. Collect samples of mixture of north and south style.</li> <li>3. PowerPoint presentation on similarities of monuments in Arabia and India.</li> </ol>	
	Collect archaeological evidences	5

#### Essential Readings:

1. Indian Islamic Architecture Forms and Typologies, Sites and Monuments By John Burton, Edited by George Michell.
2. <https://www.drishtiias.com/pdf/1708726925.pdf>
3. <https://archive.org/details/dli.doa.186>
4. <https://archive.org/details/DravidianArchitecture>

#### Suggested Readings:

1. <https://library.oapen.org/bitstream/id/924b5090-0b5f-4bb3-9486-9b8c0c708e92/1000348.pdf>
2. [http://ignca.gov.in/Asi\\_data/18429.pdf](http://ignca.gov.in/Asi_data/18429.pdf)

#### Assessment Rubrics:

Evaluation Type	Marks
End Semester Evaluation	70
Continuous Evaluation	30



a)	Test Paper- 1	5
b)	Test Paper-2	5
c)	Assignment	10
d)	Seminar	5
e)	Book/ Article Review	5
f)	Viva-Voce	
g)	Field Report	
<b>Total</b>		<b>100</b>

**KU4DSCISH204: INDIAN OCEAN TRADE HISTORY AND EXPANSION OF ISLAM TO SOUTH ASIA**

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
IV	DSC	200-299	KU4DSCISH204	4	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
4			30	70	100	2 Hrs

**Course Description :** This module explores the emergence and development of early Indian Ocean trade networks, examining the interconnectedness of maritime trade routes between Africa, the Middle East, South Asia, and Southeast Asia. It investigates the role of trade in facilitating cultural exchange, economic growth, and technological diffusion in the Indian Ocean world. It explores the interactions between Islamic merchants, Sufi mystics, and local populations, as well as the establishment of Islamic polities and the integration of Islamic traditions into South Asian societies.

**Course Prerequisite: NIL**

**Course Outcomes:**

CO No.	Expected Outcome	Learning Domains



1	Understand the geographical scope and significance of Indian Ocean trade networks.	U
2	Analyze the economic, social, and cultural impact of trade on Indian Ocean societies.	A
3	Evaluate the role of maritime technologies in facilitating long-distance trade.	A
4	Analyze the factors contributing to the spread of Islam to South Asia.	A

\*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)

#### Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	C			C			
CO 2		C			C		
CO 3			C				C
CO 4			C			C	
CO 5	C			C			

#### COURSE CONTENTS

##### Contents for Classroom Transaction:

M O D U L E	U N I T	DESCRIPTION	HOURS
1	Early Indian Ocean Trade Networks	Origins of Indian Ocean Trade	15
		Key Trade Goods and Commodities	
		Maritime Technologies and Navigation	
		Trade Cities and Ports	
		Cultural Exchange and Syncretism	
	Early Contacts between Arabia and South Asia	Early Contacts between Arabia and South Asia	
		Islamic Conquests in the Indian Subcontinent	
		Spread of Islam through Trade Networks	
		Sufism and Islamic Mysticism in South Asia	



	<p>Islamic Architecture and Cultural Expression</p> <p>Review document-<a href="https://www.bu.edu/africa/files/2011/11/Indian-Ocean-Trade.pdf">https://www.bu.edu/africa/files/2011/11/Indian-Ocean-Trade.pdf</a></p> <p><a href="https://en.unesco.org/silkroad/content/did-you-know-spread-islam-southeast-asia-through-trade-routes">https://en.unesco.org/silkroad/content/did-you-know-spread-islam-southeast-asia-through-trade-routes</a></p>	
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<b>Trade and Cultural Exchange in the Mughal Empire</b>		<b>10</b>
2	1	Mughal Policies towards Trade and Commerce
	2	Art and Architecture of the Mughal Empire
	3	Persianate Culture and Language
	4	Mughal Maritime Activities and Naval Power
	5	Review the document- <a href="https://epgp.inflibnet.ac.in/epgpdata/uploads/epgp_content/S000829IC/P001687/M024952/ET/1510564413P12-M30-MughalEmpire-TradeandMonetarySystem-ET.pdf">https://epgp.inflibnet.ac.in/epgpdata/uploads/epgp_content/S000829IC/P001687/M024952/ET/1510564413P12-M30-MughalEmpire-TradeandMonetarySystem-ET.pdf</a>

<b>European Encounters and the Decline of the Mughal Empire</b>		<b>15</b>
3	1	Portuguese and Dutch Trading Empires in the Indian Ocean
	2	British East India Company and Colonial Expansion
		Impact of Colonialism on Indian Ocean Economies
		Resistance Movements and Anti-Colonial Struggles
	3	Legacy of Colonialism in the Indian Ocean World
		Review the document- <a href="https://www.nios.ac.in/media/documents/SecSocSciCour/English/Lesson-05.pdf">https://www.nios.ac.in/media/documents/SecSocSciCour/English/Lesson-05.pdf</a>

<b>Contemporary Indian Ocean Trade and Globalization</b>		<b>15</b>
4	1	Revival of Indian Ocean Trade Routes
		Economic Integration and Regional Cooperation
	2	Geopolitics of the Indian Ocean
		Environmental Challenges and Sustainability
	3	Cultural Interactions and Diasporic Communities
		Review the document - <a href="https://aii.unimelb.edu.au/wp-">https://aii.unimelb.edu.au/wp-</a>



	<a href="content/uploads/2022/03/indian-ocean-report.pdf">content/uploads/2022/03/indian-ocean-report.pdf</a> <a href="https://www.eastwestcenter.org/sites/default/files/private/apb386.pdf">https://www.eastwestcenter.org/sites/default/files/private/apb386.pdf</a>	
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	<b>Teacher Specific Module</b> <i>Directions.</i> . 5 Examine geopolitical dynamics and security challenges in the Indian Ocean region. Investigate environmental issues and sustainability concerns affecting Indian Ocean trade. Assess the role of cultural interactions and diasporic communities in shaping Indian Ocean societies.	<b>5</b>
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### **Essential Readings:** -

"The Making of Medieval South India" by Burton Stein

- "The Islamization of South Asia: A Historical Overview" edited by Ayesha Jalal

The Mughal Empire: Economy, Society, and Culture" edited by Ruby Lal

- "The Mughal Empire at War: Babur, Akbar and the Indian Military Revolution" by Andrew de la Garza

Empires of the Monsoon: A History of the Indian Ocean and Its Invaders" by Richard Hall

The Indian Ocean in World Politics: A Geography of Conflict and Cooperation" by Ralph A. Cossa

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### **Suggested Readings:**

1. "The Indian Ocean: Oceanic Connections and the Creation of New Societies" edited by Abdul Sheriff and Engseng Ho

2. "Colonialism and Its Legacies" edited by Jacob T. Levy

3. <https://eprints.lse.ac.uk/27868/1/WP120.pdf>

4. <https://www.eastwestcenter.org/sites/default/files/private/apb386.pdf>



**Assessment Rubrics:**

Evaluation Type		Marks
End Semester Evaluation		<b>70</b>
Continuous Evaluation		<b>30</b>
a)	Test Paper- 1	5
b)	Test Paper-2	5
c)	Assignment	10
d)	Seminar	5
e)	Book/ Article Review	5
f)	Viva-Voce	
g)	Field Report	
<b>Total</b>		<b>100</b>

**KU4DSCISH205: SCIENCE AND CULTURE OF ISLAMIC SPAIN**

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
IV	DSC	200-299	KU4DSCISH205	4	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
4			30	70	100	2 Hrs

**Course Description :** This course offers an in-depth exploration of the science and culture of Islamic Spain, also known as Al-Andalus, during its golden age. Through interdisciplinary study, students will examine the rich contributions of Islamic scholars, scientists, artists, and thinkers to various fields such as mathematics, astronomy, literature, philosophy, and daily life. By delving into historical texts, architectural marvels, artistic creations, and societal structures, students will gain a nuanced understanding of the unique synthesis of Islamic, Christian, and Jewish cultures that

characterized this period. Emphasis will be placed on the role of Al-Andalus as a beacon of knowledge, innovation, and cultural exchange in medieval Europe. This should provide students with a comprehensive understanding of the science, culture, and society of ancient Islamic Spain, drawing from various disciplines and scholarly works.

**Course Prerequisite: NIL**

**Course Outcomes:**

CO No.	Expected Outcome	Learning Domains
1	Students will demonstrate a comprehensive understanding of the science, culture, and society of Islamic Spain, including its historical context, political structures, socio-cultural dynamics, and intellectual achievements	U
2	Students will develop critical thinking skills by analyzing primary and secondary sources related to Islamic Spain, evaluating the significance of key figures, events, and cultural phenomena, and assessing the impact of Islamic civilization on the development of European thought and culture.	A
3	Students will gain an interdisciplinary perspective by exploring the intersections between science, art, literature, philosophy, and religion in Islamic Spain, recognizing the interconnectedness of various fields of knowledge and the diversity of cultural expressions during this period.	A
4	Students will cultivate cultural awareness and appreciation by examining the cultural diversity, religious tolerance, artistic achievements, and architectural wonders of Islamic Spain, recognizing the enduring legacy of Al-Andalus in shaping the cultural landscape of the Mediterranean region and beyond	A

\*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)

**Mapping of Course Outcomes to PSOs**

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	C			C			
CO 2		C			C		
CO 3			C				C
CO 4			C			C	
CO 5	C			C			



## COURSE CONTENTS

## Contents for Classroom Transaction:

M O D U L E	U N I T	DESCRIPTION	HOURS
1	<b>Introduction to Islamic Spain</b> <ul style="list-style-type: none"> <li>Historical Overview of Islamic Spain</li> <li>Political Structure and Governance</li> <li>Socio-Cultural Diversity in Islamic Spain</li> <li>Architecture and Urban Planning</li> <li>Trade and Commerce</li> <li>Science and Technology in Islamic Spain</li> <li>Contributions to Mathematics and Algebra</li> <li>Advancements in Astronomy and Astrology</li> <li>Development of Medicine and Pharmacology</li> <li>Innovations in Engineering and Agriculture</li> </ul> <p>Review the document -<a href="https://islamic-study.org/wp-content/uploads/2020/09/Science-and-Technology-in-Islamic-Spain-1.pdf">https://islamic-study.org/wp-content/uploads/2020/09/Science-and-Technology-in-Islamic-Spain-1.pdf</a></p> <p>Review the book - <a href="https://www.tuba.gov.tr/files/yayinlar/bilim-ve-dusun/TUBA-978-625-8352-29-0.pdf">https://www.tuba.gov.tr/files/yayinlar/bilim-ve-dusun/TUBA-978-625-8352-29-0.pdf</a></p>	15	
2	<b>Arts and Literature in Islamic Spain</b> <ul style="list-style-type: none"> <li>Poetry and Literature of the Andalusian Period</li> <li>Influence of Arabic Calligraphy and Manuscript Illumination</li> <li>Music, Dance, and Theater</li> <li>Architectural Aesthetics in Islamic Spain</li> <li>Cultural Exchange and Synthesis of Art Forms</li> </ul>		
3	<b>Philosophy and Education in Islamic Spain</b> <ul style="list-style-type: none"> <li>Philosophical Schools and Thinkers</li> </ul>	15	



**FYUGP "ISLAMIC HISTORY"**

	2	Transmission of Classical Knowledge	
		Islamic Education Institutions: Madrasas and Libraries	
		Impact of Islamic Scholarship on European Renaissance	
		Role of Translation in Preserving and Spreading Knowledge	
	3	Review the archive - <a href="https://archive.org/details/kaoikaprophe_20180811">https://archive.org/details/kaoikaprophe_20180811</a>	

		<b>Society and Daily Life in Islamic Spain</b>	<b>15</b>
	1	Urban Life and Social Structure	
		Gender Roles and Family Life	
	2	Cuisine and Culinary Traditions	
		Religious Practices and Tolerance	
	4	Legacy and Influence of Islamic Spain Today	
	3	Review the document - <a href="https://www.pearson.com/content/dam/one-dot-com/one-dot-com/uk/documents/subjects/modern-languages/C0218-Islam-inf-spain.pdf">https://www.pearson.com/content/dam/one-dot-com/one-dot-com/uk/documents/subjects/modern-languages/C0218-Islam-inf-spain.pdf</a>	
		<a href="https://fulbright.uark.edu/honors-program/_resources/pdf/sample-spanish.pdf">https://fulbright.uark.edu/honors-program/_resources/pdf/sample-spanish.pdf</a>	

	<b>Teacher Specific Module</b>	<b>5</b>
5	<p><i>Directions. Write an assignment /report/ppt/review for the following topic.</i></p> <p>Write about intersections between science, art, literature, philosophy, and religion in Islamic Spain, recognizing the interconnectedness of various fields of knowledge and the diversity of cultural expressions during this period.</p>	

**Essential Readings: -**

1. Ahmed, R. (2012). The Alhambra: The Science of Its Architecture. Thames & Hudson.
- 2. Fierro, M. (2005). A New History of Al-Andalus. Edinburgh University Press.
3. Al-Daffa, A. I. (1992). The Muslim Contribution to Mathematics. Croom Helm.
4. Samsó, J. (1994). Islamic Astronomy and Medieval Spain. Variorum.
5. Al-Andalusi, A. (2001). Music of a Thousand Years: A New History of Persian Musical Traditions. Mage Publishers.
6. Dodds, J. D. (1992). Al-Andalus: The Art of Islamic Spain. The Metropolitan Museum of Art.



7. Al-Attas, S. N. (1986). *The Mysticism of Hamzah Fansuri*. Kuala Lumpur: University of Malaya Press.
8. Leaman, O. (2008). *The Biographical Encyclopedia of Islamic Philosophy*. Bloomsbury Academic.
9. García-Arenal, M. (2005). *Society and Culture in the Muslim World*. Routledge.
10. Kennedy, H. (2014). *Muslim Spain and Portugal: A Political History of al-Andalus*. Routledge.

**Suggested Readings:**

1. <https://www.tuba.gov.tr/files/yayinlar/bilim-ve-dusun/TUBA-978-625-8352-29-0.pdf>
2. [https://www.psychiatria-danubina.com/UserDocsImages/pdf/dnb\\_vol29\\_noSuppl%201/dnb\\_vol29\\_noSuppl%201\\_64.pdf](https://www.psychiatria-danubina.com/UserDocsImages/pdf/dnb_vol29_noSuppl%201/dnb_vol29_noSuppl%201_64.pdf)

**Assessment Rubrics:**

<b>Evaluation Type</b>		<b>Marks</b>
End Semester Evaluation		<b>70</b>
Continuous Evaluation		<b>30</b>
a)	Test Paper- 1	5
b)	Test Paper-2	5
c)	Assignment	10
d)	Seminar	5
e)	Book/ Article Review	5
f)	Viva-Voce	
g)	Field Report	
<b>Total</b>		<b>100</b>



**KU5DSCISH303: ALTERNATIVE ECONOMIC SYSTEM IN ISLAM**

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
V	DSC	300-399	KU5DSCISH303	4	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
4			30	70	100	2 Hrs

**Course Description :** This course offers an in-depth exploration of alternative economic systems within the framework of Islamic principles and teachings. It examines key concepts such as Islamic finance, Zakat, Waqf, and ethical business practices, as well as historical and contemporary manifestations of Islamic economic thought. Through a multidisciplinary approach encompassing economics, theology, and ethics, students will critically analyze the principles and practices of Islamic economics and their relevance in addressing contemporary economic challenges

**Course Prerequisite: NIL**

**Course Outcomes:**

CO No.	Expected Outcome	Learning Domains
1	Understand the basic principles and objectives of Islamic economics.	U
2	Analyze the principles of Sharia-compliant finance and their application in contemporary banking and finance.	A
3	Evaluate the ethical considerations in economic transactions from an Islamic perspective.	A
4	Examine the role of property rights and wealth distribution mechanisms in Islamic law.	A

\*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)

**Mapping of Course Outcomes to PSOs**

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
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CO 1	C			C			
CO 2		C			C		
CO 3							C
CO 4							C
CO 5	C						

## COURSE CONTENTS

### Contents for Classroom Transaction:

M O D U L E	U N I T	DESCRIPTION	HOURS
1	<b>Foundations of Islamic Economics</b>	Introduction to Islamic Economics	15
		Principles of Sharia-compliant Finance	
		Islamic Ethics in Economic Transactions	
		Property Rights in Islamic Law	
		Wealth Distribution: Zakat and Sadaqah	
		Islamic Modes of Financing: Mudarabah and Musharakah	
		Islamic Banking Institutions: Principles and Operations	
		Sukuk: Islamic Bonds and Capital Markets	
		Takaful: Islamic Insurance	
		Regulatory Framework for Islamic Finance	
2		<a href="https://www.emerald.com/insight/content/doi/10.1108/03068298910367215/full/pdf">https://www.emerald.com/insight/content/doi/10.1108/03068298910367215/full/pdf</a>	
		<a href="https://www.jstor.org/stable/pdf/20847069.pdf">https://www.jstor.org/stable/pdf/20847069.pdf</a>	
		Principles and Calculation	
		Waqf: History and Development	
		Role of Zakat and Waqf in Social Welfare	
		Contemporary Applications of Zakat and Waqf	



		Islamic Microfinance and Poverty Alleviation	
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<b>Islamic Business Ethics</b>		<b>15</b>
3	1	Ethical Principles in Islamic Business Ethics
	2	Fair Trade and Ethical Consumerism in Islam
		Corporate Social Responsibility (CSR) in Islamic Business
		Islamic Environmental Ethics
	3	<a href="https://www.maybank.com/iwov-resources/pdf/islamic/learning-centre/book-in-brief_1st-principle-islamic-economy.pdf">https://www.maybank.com/iwov-resources/pdf/islamic/learning-centre/book-in-brief_1st-principle-islamic-economy.pdf</a>

<b>Contemporary Issues in Islamic Economics</b>		<b>15</b>
4	1	Globalization and Islamic Economics
		Islamic Economic Development Models
	2	Poverty Eradication Strategies in Islamic Economics
		Islamic Finance and Financial Inclusion
		Islamic Economics and Modern Economic Thought
3		<a href="https://core.ac.uk/download/pdf/324216758.pdf">https://core.ac.uk/download/pdf/324216758.pdf</a>
		<a href="https://www.mdpi.com/2227-7099/11/12/303">https://www.mdpi.com/2227-7099/11/12/303</a>

<b>Teacher Specific Module</b>		<b>5</b>
5	<p><i>Directions. Write an assignment /report/ppt/review for the following topic.</i></p> <p>1. Analyze the impact of globalization on Islamic economics and Muslim societies.</p> <p>2. Evaluate different models of Islamic economic development and their applicability in contemporary contexts.</p>	

### Essential Readings: -

1. "Introduction to Islamic Economics: Theory and Application" by Hossein Askari and Zamir Iqbal
2. "Islamic Finance: Principles and Practice" by Hans Visser
3. "Zakat: Rethinking an Islamic Economic Instrument" by Shahbaz Ahmad Cheema
4. "Waqf in Islamic Law" by Ahmed Al-Dawood



5. *Islamic Economics: A Short History* by Ahmed El-Ashker and Rodney Wilson
6. *Contemporary Islamic Finance: Innovations, Applications, and Best Practices* by Karen Hunt-Ahmed and Debbi Dijak

**Suggested Readings:**

1. <https://www.emerald.com/insight/content/doi/10.1108/03068298910367215/full/pdf>
2. [https://www.maybank.com/iwov-resources/pdf/islamic/learning-centre/book-in-brief\\_1st-principle-islamic-economy.pdf](https://www.maybank.com/iwov-resources/pdf/islamic/learning-centre/book-in-brief_1st-principle-islamic-economy.pdf)
3. <https://core.ac.uk/download/pdf/324216758.pdf>
4. <https://www.mdpi.com/2227-7099/11/12/303>

**Assessment Rubrics:**

<b>Evaluation Type</b>		<b>Marks</b>
End Semester Evaluation		<b>70</b>
Continuous Evaluation		<b>30</b>
a)	Test Paper- 1	5
b)	Test Paper-2	5
c)	Assignment	10
d)	Seminar	5
e)	Book/ Article Review	5
f)	Viva-Voce	
g)	Field Report	
<b>Total</b>		<b>100</b>





**KU5DSCISH304: THE RELIGIOUS DIVERSITY OF THE OTTOMAN EMPIRE**

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
V	DSC	300-399	KU5DSCISH304	4	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
4			30	70	100	2 Hrs

**Course Description :** This course offers a comprehensive examination of the religious diversity within the Ottoman Empire, focusing on the coexistence of multiple faith communities and their interactions throughout the empire's history. Through a multidisciplinary approach encompassing history, sociology, anthropology, and religious studies, students will explore the intricate dynamics of religious pluralism, tolerance, and identity formation within the Ottoman context. Topics covered include the millets system, the role of religious institutions, interfaith relations, religious practices and customs, and the legacy of Ottoman religious diversity in contemporary times.

**Course Prerequisite: NIL**

**Course Outcomes:**

CO No.	Expected Outcome	Learning Domains
1	Students will develop a deep understanding of the historical evolution of religious diversity within the Ottoman Empire, tracing the origins, development, and transformations of various religious communities over the centuries.	U
2	Students will engage in critical analysis and discussions on the interactions between different religious groups within the Ottoman Empire, examining instances of cooperation, conflict, and accommodation, and reflecting on the implications for contemporary interfaith dialogue.	A
3	Students will cultivate cultural sensitivity and empathy towards	A



	diverse religious traditions by studying the beliefs, practices, rituals, and customs of Muslim, Christian, Jewish, and other religious communities within the Ottoman Empire, fostering a deeper appreciation for religious pluralism and coexistence	
4	Students will critically evaluate the legacy of Ottoman religious diversity, analyzing its impact on modern nation-states in the Middle East, Balkans, and Eastern Europe, and reflecting on contemporary challenges and opportunities related to religious identity, tolerance, and conflict resolution in the region	A

\*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)

#### Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	C			C			
CO 2		C			C		
CO 3			C				
CO 4			C			C	
CO 5	C			C			

#### COURSE CONTENTS

##### Contents for Classroom Transaction:

M O D U L E	U N I T	DESCRIPTION	HOURS
		<b>Introduction to the Ottoman Empire</b>	<b>15</b>
		Historical Overview of the Ottoman Empire	
		Rise and Expansion of Ottoman Rule	
		Political Structure and Governance	
1		Socio-Cultural Diversity in the Ottoman Empire	
		Economic Foundations and Trade Routes	
		Islam in the Ottoman Empire	
		Sunni Islam as the State Religion	
		Islamic Law and Judicial System	



	Religious Institutions: Ulema and Fatwas	
	Sufism and Mystical Orders	
	Review the document - <a href="https://edwardwimberley.com/courses/10580/ottoman.pdf">https://edwardwimberley.com/courses/10580/ottoman.pdf</a>	
	Review the article- <a href="https://dergipark.org.tr/en/download/article-file/2716400">https://dergipark.org.tr/en/download/article-file/2716400</a>	

<b>Non-Muslim Communities in the Ottoman Empire</b>	
2	Millets System and Religious Autonomy
	Christian Communities: Greeks, Armenians, and Syrians
	Jewish Communities: Sephardic and Ashkenazi Jews
	Zoroastrians, Druze, and other Minorities
	Interfaith Relations and Religious Tolerance

<b>Religious Practices and Customs</b>		<b>15</b>
3	Rituals and Observances in Islam	
	Christian Festivals and Traditions	
	Jewish Holidays and Ceremonies	
	Syncretic Practices and Folk Religiosity	
	Religious Art and Iconography	
	Review the article - <a href="https://www.academia.edu/39728090/Introduction_Ceremonies_Festivals_and_Rituals_in_the_Ottoman_World">https://www.academia.edu/39728090/Introduction_Ceremonies_Festivals_and_Rituals_in_the_Ottoman_World</a>	

<b>Legacy and Decline of the Ottoman Empire</b>		<b>15</b>
4	Modernization and Westernization Reforms	
	Nationalism and Ethnic Identity Movements	
	Impact of World War I and Treaty of Versailles	
	Dissolution of the Ottoman Empire and Emergence of Nation-States	
	Contemporary Reflections on Ottoman Heritage	
	Review the article- <a href="https://www.researchgate.net/publication/284178823_The_Reflection_Of_Cultural_Heritage_Of_Ottoman_Empire_To_Everyday_Life_As">https://www.researchgate.net/publication/284178823_The_Reflection_Of_Cultural_Heritage_Of_Ottoman_Empire_To_Everyday_Life_As</a>	



	<u>A Popular Cultural Product</u>	
	Review the document- <a href="https://remotesupport.luc.edu/media/lucedu/history/pdfs/Edin_Hajdarpasic_Ottoman_Legacy.pdf">https://remotesupport.luc.edu/media/lucedu/history/pdfs/Edin_Hajdarpasic_Ottoman_Legacy.pdf</a>	

	<b>Teacher Specific Module</b>	<b>5</b>
<b>5</b>	Directions. Write an assignment /report/ppt/review for the following topic.	
	<p>4. critically evaluate the legacy of Ottoman religious diversity</p> <p>5. Examine instances of cooperation, conflict, and accommodation, and reflecting on the implications for contemporary interfaith dialogue.</p>	

### Essential Readings: -

1. Shaw, S. J., & Shaw, E. K. (1977). History of the Ottoman Empire and Modern Turkey. Cambridge University Press.
2. İnalçık, H. (2000). The Ottoman Empire: The Classical Age 1300–1600. Phoenix.
3. Kafadar, C. (1995). Between Two Worlds: The Construction of the Ottoman State. University of California Press.
4. Itzkowitz, N. (1980). Ottoman Empire and Islamic Tradition. University of Chicago Press.
5. Masters, B. (2009). Christians and Jews in the Ottoman Arab World: The Roots of Sectarianism. Cambridge University Press.
6. Benbassa, E., & Rodrigue, A. (2000). Sephardi Jewry: A History of the Judeo-Spanish Community, 14th-20th Centuries. University of California Press.
7. Necipoğlu, G. (2005). The Age of Sinan: Architectural Culture in the Ottoman Empire. Princeton University Press.
8. Faroqhi, S. (2010). Travel and Artisans in the Ottoman Empire: Employment and Mobility in the Early Modern Era. I.B. Tauris.
9. Hanioğlu, M. Ş. (2010). A Brief History of the Late Ottoman Empire. Princeton University Press.
10. Lewis, B. (2002). The Emergence of Modern Turkey. Oxford University Press.

### Suggested Readings:

[https://remotesupport.luc.edu/media/lucedu/history/pdfs/Edin\\_Hajdarpasic\\_Ottoman\\_Legacy.pdf](https://remotesupport.luc.edu/media/lucedu/history/pdfs/Edin_Hajdarpasic_Ottoman_Legacy.pdf)



**Assessment Rubrics:**

<b>Evaluation Type</b>		<b>Marks</b>
End Semester Evaluation		<b>70</b>
Continuous Evaluation		<b>30</b>
a)	Test Paper- 1	5
b)	Test Paper-2	5
c)	Assignment	10
d)	Seminar	5
e)	Book/ Article Review	5
f)	Viva-Voce	
g)	Field Report	
<b>Total</b>		<b>100</b>



**KU5DSEISH301 : INDIAN POLITICAL ISLAM IN SULTANATE PERIOD**

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
V	DSE	300-399	KU5DSEISH301	4	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
4			30	70	100	2 Hrs

**Course Description :** This course offers a comprehensive exploration of the dynamics of Indian Political Islam during the Sultanate Period (1206-1526 CE). It delves into the socio-political, economic, and cultural facets of Islamic governance in the Indian subcontinent, focusing on the Delhi Sultanate and its regional counterparts. Through a multidisciplinary approach, students will examine the interactions between Islamic principles and indigenous traditions, the administration and governance of Sultanate rule, and the impact of Islamic institutions on Indian society.

**Course Prerequisite: NIL**

**Course Outcomes:**

CO No.	Expected Outcome	Learning Domains
1	Understand the Socio-Political Context of Indian Political Islam: Analyze the emergence and spread of Islam in the Indian subcontinent.	U
2	Critically Assess the Institutions and Governance of the Delhi Sultanate. Evaluate the administrative structure and policies of the Delhi Sultanate.	A
3	Analyze the role of military, bureaucracy, and nobility in sustaining Sultanate power. Investigate the legal framework and religious policies governing Sultanate rule.	A
4	Examine the socio-political landscape preceding the	A



	establishment of the Delhi Sultanate. Evaluate the factors contributing to the consolidation and expansion of Sultanate authority	
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\*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)

### Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	C			C			
CO 2		C			C		
CO 3			C				C
CO 4			C			C	
CO 5	C			C			

### COURSE CONTENTS

#### Contents for Classroom Transaction:

M O D U L E	U N I T	DESCRIPTION	HOURS
1	Introduction to Indian Political Islam in Sultanate Period	<b>Introduction to Indian Political Islam in Sultanate Period</b>	15
		Understanding the Concept of Political Islam	
		Emergence and Spread of Islam in the Indian Subcontinent	
		Socio-Political Context of the Sultanate Period	
		Establishment of Delhi Sultanate: Political Landscape	
		Key Figures in Indian Political Islam: Sultan Iltutmish and Razia Sultana	
		Islamic Administration and Governance in Sultanate India	
		Interactions between Islamic and Indigenous Cultures	
		Economic Policies and Trade under the Delhi Sultanate	
		Religious Policy: Islamization vs. Accommodation	
		Impact of Sultanate Period on Indian Society and Politics	
		Review the work- <a href="https://en.unesco.org/silkroad/sites/default/files/knowledge-bank-article/vol_IVa%20silk%20road_the%20delhi%20sultanate.pdf">https://en.unesco.org/silkroad/sites/default/files/knowledge-bank-article/vol_IVa%20silk%20road_the%20delhi%20sultanate.pdf</a>	



	Review the work- <a href="https://ddceutkal.ac.in/Syllabus/MA_history/Paper_13.pdf">https://ddceutkal.ac.in/Syllabus/MA_history/Paper_13.pdf</a>	
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<b>Socio-Economic Structure and Religious Dynamics</b>		
2	Social Structure: Muslims, Hindus, and Others	
	Urbanization and Economic Centers under Sultanate Rule	
	Agrarian Structure and Land Revenue System	
	4. Trade Routes and Commercial Activities	
	Intellectual and Cultural Flourishing: Madrasas , Sufism and Bhakthi	

<b>Political Institutions and Governance</b>		15
3	Sultanate Administration: Central and Provincial	
	Military Organization and Strategies	
	Courtly Culture and Etiquette	
	Legal System: Sharia and Qanun	
	Taxation and Revenue Collection	
	Role of Bureaucracy and Nobility	

<b>Cultural and Intellectual Exchanges</b>		15
4	Persian Literature and Poetry in India	
	Influence of Arabic and Persian Scholarship	
	Translation Movements and Knowledge Transfer	
	Review the work- <a href="https://blogmedia.testbook.com/blog/wp-content/uploads/2022/03/administration-under-delhi-sultanate-7a028a3f.pdf">https://blogmedia.testbook.com/blog/wp-content/uploads/2022/03/administration-under-delhi-sultanate-7a028a3f.pdf</a>	
	Sufism: Mystical Dimensions and Practices	
	Islamic Law and Jurisprudence	
	Influence of Indian Philosophy and Thought	

5	<b>Teacher Specific Module</b>	5
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	Directions. Write an assignment /report/ppt/review for the following topic.	
	6. Challenges in Preserving Sultanate Heritage 7. Role of Museums and Cultural Institutions 8. Contemporary Relevance and Lessons from Sultanate Period	

### Essential Readings: -

1. Eaton, Richard M. "Rise of Islam and the Bengal Frontier, 1204–1760." University of California Press, 1996.
2. Khan, Iqtidar Alam. "Historical Dictionary of Medieval India." The Scarecrow Press, 2008.
3. Habib, Irfan. "The Agrarian System of Mughal India." Oxford University Press, 1999.
4. Lal, Kishori Saran. "History of the Khaljis (1290-1320)." Asia Publishing House, 1967.
5. Asher, Catherine B. "Architecture of Mughal India." Cambridge University Press, 1992.
6. Habib, Irfan. "An Atlas of the Mughal Empire: Political and Economic Maps with Detailed Notes, Bibliography, and Index." Oxford University Press, 1982.
7. Athar Ali, M. "The Apparatus of Empire: Awards of Ranks, Offices and Titles to the Mughal Nobility (1574-1658)." Oxford University Press, 1985.
8. Eaton, Richard M. "The Sufis of Bijapur, 1300-1700: Social Roles of Sufis in Medieval India." Princeton University Press, 2011.

### Suggested Readings:

1. [https://en.unesco.org/silkroad/sites/default/files/knowledge-bank-article/vol\\_IVa%20silk%20road\\_the%20delhi%20sultanate.pdf](https://en.unesco.org/silkroad/sites/default/files/knowledge-bank-article/vol_IVa%20silk%20road_the%20delhi%20sultanate.pdf)
2. <https://blogmedia.testbook.com/blog/wp-content/uploads/2022/03/administration-under-delhi-sultanate-7a028a3f.pdf>

### Assessment Rubrics:

Evaluation Type	Marks
End Semester Evaluation	<b>70</b>
Continuous Evaluation	<b>30</b>
a) Test Paper- 1	5
b) Test Paper-2	5
c) Assignment	10
d) Seminar	5



e)	Book/ Article Review	5
f)	Viva-Voce	
g)	Field Report	
	<b>Total</b>	<b>100</b>

### KU6DSCISH308: CONSOLIDATION OF INDIA- MUGHAL PERIOD

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
VI	DSC	300-399	KU6DSCISH308	4	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
4			30	70	100	2 Hrs

**Course Description :** This course provides an in-depth examination of the Mughal Empire in India, focusing on its consolidation, expansion, and eventual decline during the early modern period (1526-1857). Through a chronological and thematic approach, students will explore the political, social, economic, and cultural dimensions of Mughal rule, analyzing key events, figures, and developments that shaped the course of Indian history.

**Course Prerequisite: NIL**

#### Course Outcomes:

CO No.	Expected Outcome	Learning Domains
1	Analyze the Political Dynamics of the Mughal Empire:	U



	Understand the establishment of Mughal rule by Babur and the subsequent expansion under his successors.	
2	Analyze the agrarian economy, revenue administration, and taxation policies of the Mughal Empire. Evaluate the impact of Mughal patronage on art, architecture, literature, and cultural developments in India.	A
3	Evaluate the diplomatic relations, trade networks, and cultural exchanges between the Mughal Empire and other regional powers, including the Safavids, Ottomans, and European colonial powers. Analyze the impact of European mercantile activities and the establishment of trading posts on the economy and politics of Mughal India.	A
4	Assess the historiographical debates and interpretations surrounding the Mughal Empire, including colonial, nationalist, and revisionist perspectives. Analyze the role of indigenous sources, oral traditions, and material culture in reconstructing the history of the Mughal period.	A

\*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)

#### Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	C			C			
CO 2		C			C		
CO 3			C				C
CO 4			C			C	
CO 5	C			C			

#### COURSE CONTENTS

##### Contents for Classroom Transaction:

M O D U L E	U N I T	DESCRIPTION	HOURS
1		<b>Introduction to Mughal rule</b>	15
		Rise of the Mughal Dynasty: Babur and the Establishment of Mughal Rule in	



	India	
	Mughal Succession: Humayun and the Challenges of Empire Building	
	Akbar the Great: Policies of Consolidation and Expansion	
	Administrative Innovations: Mansabdari System and Centralized Governance	
	Military Strategies and Conquests under Akbar	
	Religious Policies: Sulh-e-kul and Din-i-llahi	
	Economic Policies and Agrarian Reforms	
	Cultural Renaissance: Mughal Art, Architecture, and Literature	
	Decline of Akbar and the Succession Crisis	
	Legacy of Akbar: Impact on Subsequent Mughal Rule	
	Review the document- <a href="https://egyankosh.ac.in/bitstream/123456789/20219/1/Unit-6.pdf">https://egyankosh.ac.in/bitstream/123456789/20219/1/Unit-6.pdf</a>	
	Review the document- <a href="http://niu.edu.in/sla/Growth_of_mughal_emprise.pdf">http://niu.edu.in/sla/Growth_of_mughal_emprise.pdf</a>	

	<b>Assessment on Jahangir and Shah Jahan</b>	
2	Accession of Jahangir: Continuity and Change in Mughal Policies	
	Jahangir's Relationship with the Rajputs and the Deccan Sultanates	
	Art and Culture during Jahangir's Reign: Patronage and Development	
	Shah Jahan's Ascendancy: Centralization and Bureaucratic Reforms	
	Architectural Marvels: Taj Mahal and Shah Jahan's Building Program	

	<b>Causes of decline</b>	<b>15</b>
3	Succession Crisis: Wars of the Mughal Succession	
	Regional Rulers and Decline of Central Authority	
	Maratha Ascendancy: Rise of Maratha Confederacy	
	Impact of European Powers: British, French, and Portuguese	
	Economic Decline and Agrarian Crisis	
	Cultural Developments: Decline of Mughal Art and Literature	

**4 Historiography and Interpretations of the Mughal Period**



	Evolution of Mughal Historiography: Colonial and Post-Colonial Perspectives	
	Revisionist Interpretations and Debates on Mughal Rule	
	Indigenous Sources and Oral Traditions	
	Material Culture and Archaeological Evidence	
	Popular Memory and Cultural Representations of the Mughals	
	Challenges in Preserving Mughal Heritage and Monuments	
	Review the document- <a href="https://egyankosh.ac.in/bitstream/123456789/77574/3/THEME-III.pdf">https://egyankosh.ac.in/bitstream/123456789/77574/3/THEME-III.pdf</a>	

	<b>Teacher Specific Module</b>	<b>5</b>
	Directions. Write an assignment /report/ppt/review for the following topic.	
<b>5</b>	9. Impact of Mughal Legacy on Modern India 10. Comparative Studies: Mughal Empire in World History 11. Contemporary Relevance of Mughal Policies and Administration 12. Future Directions in Mughal Studies: Emerging Themes and Approaches	

**Essential Readings: -**

1. Richards, John F. "The Mughal Empire." Cambridge University Press, 1996.
2. Habib, Irfan. "The Cambridge Economic History of India: Volume 1, c.1200-c.1750." Cambridge University Press, 1982.
3. Koch, Ebba. "Mughal Architecture: An Outline of Its History and Development (1526-1858)." Prestel, 1991.
4. Majumdar, R.C. "The Mughal Empire." Bharatiya Vidya Bhavan, 1968.
5. Truschke, Audrey. "Aurangzeb: The Life and Legacy of India's Most Controversial King." Stanford University Press, 2017.
6. Chandra, Satish. "History of Medieval India." Orient Longman, 2007.
7. Sarkar, Jadunath. "Fall of the Mughal Empire." Orient BlackSwan, 1991.
8. Metcalf, Barbara D. "A Concise History of Modern India." Cambridge University Press, 2006.
9. Eaton, Richard M. "India in the Persianate Age: 1000-1765." University of California Press, 2019.
10. Dalrymple, William. "The Last Mughal: The Fall of a Dynasty, Delhi, 1857." Bloomsbury Publishing, 2007.



**Suggested Readings:**

1. <https://egyankosh.ac.in/bitstream/123456789/20219/1/Unit-6.pdf>
2. [http://niu.edu.in/sla/Growth of mughal emprise.pdf](http://niu.edu.in/sla/Growth_of_mughal_emprise.pdf)
3. <https://egyankosh.ac.in/bitstream/123456789/77574/3/THEME-III.pdf>

**Assessment Rubrics:**

<b>Evaluation Type</b>		<b>Marks</b>
End Semester Evaluation		<b>70</b>
Continuous Evaluation		<b>30</b>
a)	Test Paper- 1	5
b)	Test Paper-2	5
c)	Assignment	10
d)	Seminar	5
e)	Book/ Article Review	5
f)	Viva-Voce	
g)	Field Report	
<b>Total</b>		<b>100</b>



**KU6DSCISH309 : IMPACT OF WORLD WAR I ON THE MIDDLE EAST**

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
VI	DSC	300-399	KU6DSCISH309	4	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
4			30	70	100	2 Hrs

**Course Description :** This course offers an in-depth exploration of the profound impact of World War I on the Middle East, examining the geopolitical, socio-economic, and cultural transformations that shaped the region during and after the war. Through a multidisciplinary approach, students will analyze military campaigns, diplomatic negotiations, and post-war settlements, as well as the long-term consequences of the war on Middle Eastern societies and politics.

**Course Prerequisite: NIL****Course Outcomes:**

CO No.	Expected Outcome	Learning Domains
1	Analyze the Geopolitical Shifts in the Middle East Caused by World War I: Evaluate the role of the Ottoman Empire in the war and its consequences for the empire's territorial integrity.	U
2	Understand the Socio-Economic and Cultural Transformations in Middle Eastern Societies: Analyze the economic disruptions caused by World War I, including changes in agriculture, labor movements, and urbanization.	A
3	Critically Assess the Diplomatic Negotiations and Post-War Settlements in the Middle East: Evaluate the diplomatic maneuvers and secret agreements, such as the Sykes-Picot Agreement and the Balfour Declaration, that shaped the post-war order in the Middle East.	A



4	<p>Examine the Long-Term Legacies and Continuities of World War I in the Middle East: Assess the enduring impact of post-war settlements and colonial divisions on contemporary conflicts and geopolitical tensions in the region.</p>	A
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\*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)

### Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	C			C			
CO 2		C			C		
CO 3			C				C
CO 4			C			C	
CO 5	C			C			

### COURSE CONTENTS

#### Contents for Classroom Transaction:

M O D U L E	U N I T	DESCRIPTION	HOURS
1	<b>Prelude to War: Middle East in the Early 20th Century</b>		15
		Ottoman Empire in the 20th Century: Socio-Political Dynamics	
		Nationalism and Reform Movements: Young Turks and Arab Revolt	
		European Imperialism and the "Eastern Question"	
		Economic Modernization and Infrastructural Developments	
		Alliances and Diplomatic Maneuvers in the Middle East	
		Impact of Balkan Wars on Ottoman Stability	
		Ethnic and Religious Diversity: Challenges of Ottoman Governance	
		Role of Pan-Islamism and Pan-Arabism Movements	
		Military Preparedness and Armament Programs	
		Internal Challenges: Dissent and Discontent within the Ottoman Empire	
		Review the document- <a href="https://communitycollegeoutreach.arizona.edu/sites/communitycollegeout">https://communitycollegeoutreach.arizona.edu/sites/communitycollegeout</a>	



	<a href="http://each.arizona.edu/files/handouts/WWI%20in%20the%20Mid%20East.pdf">each.arizona.edu/files/handouts/WWI%20in%20the%20Mid%20East.pdf</a>	
	Review the document- <a href="https://www.elibrary.imf.org/view/journals/001/2014/100/article-A001-en.xml">https://www.elibrary.imf.org/view/journals/001/2014/100/article-A001-en.xml</a>	

	<b>Middle East Front: Military Campaigns and Strategies</b>	<b>10</b>
2	Ottoman Entry into World War I: Decision-Making and Alliances	
	Gallipoli Campaign: Strategic Importance and Consequences	
	Mesopotamian Campaign: British Objectives and Ottoman Resistance	
	Sinai and Palestine Campaign: Battles for Control of the Levant	
	Armenian Genocide: Ottoman Policy and International Response	

	<b>Diplomatic Maneuvers and Post-War Settlements</b>	<b>15</b>
3	Sykes-Picot Agreement: Secret Diplomacy and Partition of the Middle East	
	Balfour Declaration and the Zionist Movement	
	Versailles Peace Conference: Negotiations and Agreements	
	League of Nations Mandates: British and French Control	
	Treaty of Sèvres and Its Aftermath	
	Emergence of Modern Nation-States: Iraq, Syria, Lebanon, and Transjordan	

	<b>Legacies and Long-Term Impact</b>	<b>15</b>
4	Continued Instability: Interwar Period and Its Challenges	
	Seeds of Conflict: Palestinian Issue and Zionism	
	Rise of Authoritarian Regimes and Military Dictatorships	
	Impact on Future Conflicts: Arab-Israeli Conflict, Kurdish Question	
	Legacy of Colonialism: Dependency and Economic Exploitation	
	Continuation of Nationalist and Pan-Islamist Movements	
	Review the document- <a href="https://www.theworldwar.org/sites/default/files/2022-03/museum-mania.pdf">https://www.theworldwar.org/sites/default/files/2022-03/museum-mania.pdf</a>	



<b>5</b>	<b>Teacher Specific Module</b> Directions. Write an assignment /report/ppt/review for the following topic. 13. Socio-Economic and Cultural Transformations 14. Economic Impact of World War I: Disruption and Transformation 15. Demographic Changes: Population Shifts and Urbanization 16. Labor Movements and Social Unrest	<b>5</b>
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**Essential Readings:** -

1. Shaw, Stanford J., and Ezel Kural Shaw. "History of the Ottoman Empire and Modern Turkey: Volume 2, Reform, Revolution, and Republic: The Rise of Modern Turkey 1808-1975." Cambridge University Press, 1977.
2. Fromkin, David. "A Peace to End All Peace: The Fall of the Ottoman Empire and the Creation of the Modern Middle East." Henry Holt and Company, 1989.
3. Erickson, Edward J. "Ottomans and Armenians: A Study in Counterinsurgency." Palgrave Macmillan, 2013.
4. Strachan, Hew. "The First World War in the Middle East." Oxford University Press, 2014.
5. Khater, Akram Fouad. "The Origins of the Lebanese National Idea: 1840-1920." University of California Press, 2013.
6. Karsh, Efraim. "Empires of the Sand: The Struggle for Mastery in the Middle East, 1789-1923." Harvard University Press, 2001.
7. Rogan, Eugene L. "The Fall of the Ottomans: The Great War in the Middle East." Basic Books, 2015.
8. Hourani, Albert. "Arabic Thought in the Liberal Age, 1798-1939." Cambridge University Press, 1983.
9. Hanioglu, M. Sukru. "A Brief History of the Late Ottoman Empire." Princeton University Press, 2008.
10. Gelvin, James L. "The Modern Middle East: A History." Oxford University Press, 2015.

**Suggested Readings:**

1. [https://vbn.aau.dk/files/290558684/World\\_War\\_1\\_The\\_Great\\_War\\_and\\_its\\_Impact\\_OA\\_edition.pdf](https://vbn.aau.dk/files/290558684/World_War_1_The_Great_War_and_its_Impact_OA_edition.pdf)
2. <https://www.theworldwar.org/sites/default/files/2022-03/museum-mania.pdf>



3. <https://communitycollegeoutreach.arizona.edu/sites/communitycollegeoutreach.arizona.edu/files/handouts/WWI%20in%20the%20Mid%20East.pdf>
4. <https://www.elibrary.imf.org/view/journals/001/2014/100/article-A001-en.xml>

**Assessment Rubrics:**

<b>Evaluation Type</b>		<b>Marks</b>
End Semester Evaluation		<b>70</b>
Continuous Evaluation		<b>30</b>
a)	Test Paper- 1	5
b)	Test Paper-2	5
c)	Assignment	10
d)	Seminar	5
e)	Book/ Article Review	5
f)	Viva-Voce	
g)	Field Report	
<b>Total</b>		<b>100</b>

**KU6DSEISH303: ISLAMIC PHILOSOPHY: HISTORY, THEMES, AND CONTEMPORARY PERSPECTIVES**

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
VI	DSE	300-399	KU6DSEISH303	4	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
4			30	70	100	2 Hrs

**Course Description :** This course offers a comprehensive exploration of the rich and diverse tradition of Islamic philosophy, tracing its historical development, examining its major themes and debates, and exploring its relevance in contemporary contexts. Through a combination of historical analysis, philosophical inquiry, and critical engagement with primary texts, students will gain a nuanced understanding of Islamic philosophical thought from its origins to its contemporary manifestations.

**Course Prerequisite: NIL**

**Course Outcomes:**

CO No.	Expected Outcome	Learning Domains
1	Understand the Historical Development of Islamic Philosophy. Analyze the historical context and intellectual milieu in which Islamic philosophy emerged and flourished	U
2	Explore Major Themes and Debates in Islamic Philosophy: Investigate foundational concepts in Islamic philosophy, including epistemology, metaphysics, ethics, and political philosophy.	A
3		A
4	Develop Critical Thinking and Analytical Skills:	A



	Engage in close reading and textual analysis of primary sources in Islamic philosophy. Develop the ability to critically evaluate philosophical arguments and articulate reasoned responses	
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\*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)

### Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	C			C			
CO 2		C			C		
CO 3			C				C
CO 4			C			C	
CO 5	C			C			

### COURSE CONTENTS

#### Contents for Classroom Transaction:

M O D U L E	U N I T	DESCRIPTION	HOURS
1	Foundations of Islamic Philosophy	Foundations of Islamic Philosophy	15
		Introduction to Islamic Philosophy: Definition, Scope, and Methodology	
		Pre-Islamic Influences: Greek, Persian, and Indian Philosophical Traditions	
		Early Islamic Thinkers: Al-Kindi, Al-Farabi, and Their Neoplatonic Influences	
		Development of Kalam: Rational Theology in Early Islamic Thought	
		Translation Movement: Transmission of Greek and Hellenistic Philosophy into Arabic	
		Impact of Islamic Mysticism (Sufism) on Philosophical Discourse	
		Legal and Ethical Philosophy: Shariah and Fiqh	
		Political Philosophy in Islamic Civilization: Views on Governance and Justice	
		Critique of Aristotle and Development of Islamic Aristotelianism	



	pdf	
	Review the document- <a href="http://ndl.ethernet.edu.et/bitstream/123456789/37763/1/56.pdf.pdf">http://ndl.ethernet.edu.et/bitstream/123456789/37763/1/56.pdf.pdf</a>	

	<b>Golden Age of Islamic Philosophy</b>	<b>15</b>
2	The Abbasid Renaissance: Intellectual Flourishing in Baghdad	
	Avicenna (Ibn Sina) and the Revival of Aristotelian Philosophy	
	Al-Ghazali and the Critique of Aristotelian Metaphysics	
	Illuminationist Philosophy: Suhrawardi and the School of Ishraq	
	Avicennan Tradition in Persia: Mulla Sadra and Transcendental Philosophy	

	<b>Later Developments and Divergent Trends</b>	<b>10</b>
3	Decline of Islamic Philosophy: Factors and Debates	
	Ottoman and Safavid Philosophical Traditions	
	Revival of Islamic Philosophy in the Modern Era	
	Influence of Western Philosophy on Islamic Thought	
	Reformist and Revivalist Movements: Modernist Trends in Islamic Philosophy	
	Existentialism and Islamic Philosophy	

	<b>Contemporary Issues and Future Directions</b>	<b>15</b>
4	Epistemology: Sources of Knowledge and the Role of Reason	
	Metaphysics: Nature of Being, Essence, and Existence	
	Philosophy of Religion: Rational Proofs for the Existence of God	
	Ethics and Moral Philosophy: Virtue Ethics and Divine Command Theory	
	Political Philosophy: Concepts of Authority, Power, and Governance	
	<a href="https://nou.edu.ng/coursewarecontent/ISL361_Islamic%20Philosophy.pdf">https://nou.edu.ng/coursewarecontent/ISL361_Islamic%20Philosophy.pdf</a>	
	<a href="https://faculty.washington.edu/heer/philosophy-sep.pdf">https://faculty.washington.edu/heer/philosophy-sep.pdf</a>	



5	<b>Teacher Specific Module</b> Directions. Write an assignment /report/ppt/review for the following topic. 17. Decline of Islamic Philosophy: Factors and Debates 18. Ottoman and Safavid Philosophical Traditions 19. Revival of Islamic Philosophy in the Modern Era	5
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**Essential Readings:** -

1. Leaman, Oliver. "Islamic Philosophy: An Introduction." Polity Press, 2009.
2. Fakhry, Majid. "A History of Islamic Philosophy." Columbia University Press, 1983.
3. Nasr, Seyyed Hossein. "Islamic Philosophy from Its Origin to the Present: Philosophy in the Land of Prophecy." State University of New York Press, 2006.
4. Corbin, Henry. "History of Islamic Philosophy." Kegan Paul International, 1993.
5. Sharif, M. M. "A History of Muslim Philosophy." Pakistan Philosophical Congress, 1963. Sajoo,
6. Amyn B. "A Companion to Muslim Ethics." I.B. Tauris, 2010.
7. Bilgrami, Akeel. "Secularism, Identity, and Enchantment." Harvard University Press, 2014.
8. Ziai, Hossein, and Mehdi Mohaghegh. "Philosophy of Religion in Islam." Brill, 2016.

**Suggested Readings:**

1. [https://traditionalhikma.com/wp-content/uploads/2020/06/Nasr Seyyed Hossein Leaman Olivier eds..pdf](https://traditionalhikma.com/wp-content/uploads/2020/06/Nasr_Seyyed_Hossein_Leaman_Olivier_eds..pdf)
2. <https://tnou.ac.in/NAAC/SSR/C1/1.1.5/BAIS-33.pdf>
3. <http://ndl.ethernet.edu.et/bitstream/123456789/37763/1/56.pdf.pdf>
4. [https://nou.edu.ng/coursewarecontent/ISL361\\_Islamic%20Philosophy.pdf](https://nou.edu.ng/coursewarecontent/ISL361_Islamic%20Philosophy.pdf)
5. <https://faculty.washington.edu/heer/philosophy-sep.pdf>

**Assessment Rubrics:**

Evaluation Type		Marks
End Semester Evaluation		<b>70</b>
Continuous Evaluation		<b>30</b>
a)	Test Paper- 1	5
b)	Test Paper-2	5



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c)	Assignment	10
d)	Seminar	5
e)	Book/ Article Review	5
f)	Viva-Voce	
g)	Field Report	
<b>Total</b>		<b>100</b>

**KU6DSEISH304 : WAHABISM AND THE FORMATION OF SAUDI ARABIA**



Semester	Course Type	Course Level	Course Code	Credits	Total Hours
VI	DSE	300-399	KU6DSEISH304	4	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
4			30	70	100	2 Hrs

**Course Description :** This course offers a comprehensive examination of Wahhabism, an Islamic reform movement, and its pivotal role in the formation of Saudi Arabia. Students will explore the origins, ideology, and historical development of Wahhabism, as well as its impact on the political, social, and religious landscape of the Arabian Peninsula. Through a critical analysis of primary sources and scholarly literature, students will gain an understanding of the complex interplay between religious reform, political power, and societal transformation in the Arabian Peninsula.

### Course Prerequisite: NIL

### Course Outcomes:

CO No.	Expected Outcome	Learning Domains
1	Understand the Origins and Ideology of Wahhabism: Analyze the life and teachings of Muhammad ibn Abd al-Wahhab and the ideological foundations of Wahhabism.	U
2	Examine the Formation of the Saudi State: Trace the historical trajectory of the First and Second Saudi States, from the alliance between Muhammad ibn Saud and Muhammad ibn Abd al-Wahhab to the unification of the Arabian Peninsula under the House of Saud.	A
3	Critically Assess the Impact of Wahhabism on Saudi Society and Politics: Investigate the role of Wahhabi clerics and religious institutions in shaping Saudi governance and public policy.	A
4	Analyze Contemporary Debates and Challenges: Engage with contemporary debates surrounding Wahhabi ideology, including critiques from within and outside Saudi Arabia.	A

\*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)



### Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	C			C			
CO 2		C			C		
CO 3			C				
CO 4			C			C	
CO 5	C			C			

### COURSE CONTENTS

#### Contents for Classroom Transaction:

M O D U L E	U N I T	DESCRIPTION	HOURS
1		Leacy of Wahhabism in Contemporary Islamic Thought	15
		Introduction to Wahhabism: Definition, Origins, and Historical Context	
		Life and Teachings of Muhammad ibn Abd al-Wahhab	
		Najd Region: Socio-Political Environment in 18th Century Arabia	
		Salafiyyah Movement: Puritanical Reformism in Islamic Thought	
		Key Tenets of Wahhabi Doctrine: Tawhid, Takfir, and Bid'ah	
		Religious Revivalism and Opposition to Sufism and Shi'ism	
		Early Dissemination of Wahhabi Ideology: Alliances and Conflicts	
		Influence of Ibn Taymiyyah and Hanbali Jurisprudence on Wahhabism	
		Impact of Wahhabi Thought on Saudi Society and Politics	
		Critiques and Controversies Surrounding Wahhabism	
		Spread of Wahhabi Influence beyond the Arabian Peninsula	
		Review the document- <a href="https://www.rienner.com/uploads/48f645f066bca.pdf">https://www.rienner.com/uploads/48f645f066bca.pdf</a>	
2	<b>Formation of the First Saudi State</b>		15
	Rise of Muhammad ibn Saud: Alliance with Muhammad ibn Abd al-Wahhab		



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	Establishment of the First Saudi State: Conquest of Najd and Expansion	
	Wahhabi Conquests and Consolidation of Power in Central Arabia	
	Conflict with Ottoman Empire: Battles for Control of the Arabian Peninsula	
	Saudi-Ottoman Wars and Diplomatic Maneuvers	

	<b>Revival of the Wahhabi-Saudi Alliance</b>	<b>15</b>
3	Revival of Wahhabi Movement in the Arabian Peninsula	
	Muhammad ibn Abd al-Wahhab's Successors: Spread of Wahhabi Teaching	
	Consolidation of the Second Saudi State under Saud Al-Saud	
	Wahhabi-Saudi Conquests and Expansion into the Arabian Peninsula	
	Wahhabi Influence on Saudi Governance and Legal System	
	Review the document- <a href="https://www.researchgate.net/publication/365216386_Wahhabism_and_the_World_Understanding_Saudi_Arabia's_Global_Influence_on_Islam">https://www.researchgate.net/publication/365216386_Wahhabism_and_the_World_Understanding_Saudi_Arabia's_Global_Influence_on_Islam</a>	

		<b>10</b>
4	Wahhabi Influence on Contemporary Saudi Society and Politics	
	Role of Wahhabi Clerics in Saudi Governance	
	Wahhabi Interpretations of Sharia Law and Its Application in Saudi Arabia	
	Wahhabi Education System: Curriculum and Religious Instruction	
	Influence of Wahhabi Ideology on Saudi Foreign Policy	
	Wahhabi-Saudi Relations: Cooperation and Tensions	
	Review the document - <a href="http://ndl.ethernet.edu.et/bitstream/123456789/50871/1/4.pdf.pdf">http://ndl.ethernet.edu.et/bitstream/123456789/50871/1/4.pdf.pdf</a>	

	<b>Teacher Specific Module</b>	<b>5</b>
5	Directions. Write an assignment /report/ppt/review for the following topic.	
	20. . Reformist Movements within Saudi Arabia: Calls for Change	
	21. . The Future of Wahhabism and Saudi Arabia: Trends and Prospects	
	22. Contemporary Debates and Interpretations of Wahhabi Doctrine	

**Essential Readings: -**



- DeLong-Bas, Natana J. "Wahhabi Islam: From Revival and Reform to Global Jihad." Oxford University Press, 2004.
- Lacey, Robert. "The Kingdom: Arabia and the House of Sa'ud." Mariner Books, 2009.
- Al-Rasheed, Madawi. "A History of Saudi Arabia." Cambridge University Press, 2010.
- Anscombe, Frederick F. "The Ottoman Gulf: The Creation of Kuwait, Saudi Arabia, and Qatar." Columbia University Press, 1997.
  
- Al-Rasheed, Madawi. "A History of Saudi Arabia." Cambridge University Press, 2010.
- Lippman, Thomas W. "Saudi Arabia on the Edge: The Uncertain Future of an American Ally." Potomac Books, 2012.

**Suggested Readings:**

1. <http://ndl.ethernet.edu.et/bitstream/123456789/50871/1/4.pdf.pdf>
2. [https://www.researchgate.net/publication/365216386\\_Wahhabism\\_and\\_the\\_World\\_Understanding\\_Saudi\\_Arabia's\\_Global\\_Influence\\_on\\_Islam](https://www.researchgate.net/publication/365216386_Wahhabism_and_the_World_Understanding_Saudi_Arabia's_Global_Influence_on_Islam)
3. <https://www.rienner.com/uploads/48f645f066bca.pdf>

**Assessment Rubrics:**

<b>Evaluation Type</b>		<b>Marks</b>
End Semester Evaluation		<b>70</b>
Continuous Evaluation		<b>30</b>
a)	Test Paper- 1	5
b)	Test Paper-2	5
c)	Assignment	10
d)	Seminar	5
e)	Book/ Article Review	5
f)	Viva-Voce	
g)	Field Report	
<b>Total</b>		<b>100</b>



*FYUGP “ISLAMIC HISTORY”*



**KU6DSEISH305 : POPULAR UPRISING IN IRAN 1979**

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
VI	DSE	300-399	KU6DSEISH305	4	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
4			30	70	100	2 Hrs

**Course Description :** This course provides a comprehensive examination of the Iranian Revolution of 1979, analyzing its causes, key events, consequences, and legacy. Through a multidisciplinary approach, students will explore the political, social, economic, and cultural dynamics that led to the overthrow of the Pahlavi dynasty and the establishment of the Islamic Republic of Iran. Emphasis will be placed on understanding the complex interplay of domestic grievances, religious fervor, international relations, and ideological transformations that shaped the course of one of the most significant revolutions of the 20th century.

**Course Prerequisite: NIL**

**Course Outcomes:**

CO No.	Expected Outcome	Learning Domains
1	Analyze the Causes and Context of the Iranian Revolution: Examine the historical, political, and socio-economic factors that	U



	contributed to popular discontent and opposition to the Pahlavi regime.	
2	Understand the Key Events and Actors of the Revolution: Trace the sequence of events from the outbreak of mass protests and demonstrations to the fall of the Shah and the triumph of the Islamic Revolution.	A
3	Analyze the roles and contributions of prominent figures such as Ayatollah Khomeini, the clergy, leftist groups, and the urban middle class in shaping the course of the revolution. Examine pivotal moments, such as the hostage crisis at the U.S. Embassy in Tehran, and their impact on domestic politics and international relations.	A
4	Examine the establishment and evolution of the Islamic Republic of Iran, including the drafting of the constitution, the consolidation of power under clerical leadership, and the implementation of Islamic law. Analyze the revolution's impact on regional geopolitics, including Iran's relations with neighboring countries, the broader Middle East, and the global community.	A

\*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)

#### Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	C			C			
CO 2		C			C		
CO 3			C				C
CO 4			C			C	
CO 5	C			C			

#### COURSE CONTENTS

##### Contents for Classroom Transaction:

M O D U L E	U N I T	DESCRIPTION	HOURS
1		Context and Background of the Iranian Revolution Introduction to the Pahlavi Dynasty: Rise of Mohammad Reza Shah	15

	Socio-Political Landscape of Iran in the 20th Century	
	Reza Shah's Modernization Reforms and Authoritarian Rule	
	Western Influence and Perceived Cultural Imperialism	
	Role of Shiite Clergy: Ayatollah Khomeini and Religious Opposition	
	Economic Grievances and Social Inequality	
	Iranian Nationalism and Anti-American Sentiment	
	Impact of the White Revolution: Land Reform and Social Changes	
	Repression and Political Dissent under Mohammad Reza Shah	
	Rise of Opposition Movements: National Front, Tudeh Party, and Islamic Groups	
	Review the document- <a href="https://core.ac.uk/download/pdf/234014021.pdf">https://core.ac.uk/download/pdf/234014021.pdf</a>	
	Review the document - <a href="https://dergipark.org.tr/tr/download/article-file/36162">https://dergipark.org.tr/tr/download/article-file/36162</a>	

	<b>Iranian Revolution of 1979: Causes and Catalysts</b>	<b>15</b>
2	Religious Opposition and Ayatollah Khomeini's Exile	
	Mass Protests and Demonstrations: From Qom to Tehran	
	Consolidation of Opposition Forces: Unity and Discord	
	Role of Women in the Revolution	
	Victory of the Revolution: Formation of Revolutionary Councils	

	<b>Consolidation of the Islamic Republic</b>	<b>15</b>
3	Establishment of the Islamic Republic of Iran	
	Formation of the Constitution and the Role of Islamic Law	
	Ayatollah Khomeini's Leadership and Authority	
	Purges and Consolidation of Power: The Cultural Revolution	
	Hostage Crisis: Iran-US Relations and the Embassy Takeover	
	Iran-Iraq War: Ideological Conflict and National Unity	

<b>4</b>	<b>The Revolution's Aftermath</b>	<b>10</b>
	Post-War Reconstruction and Economic Development	



	Iranian Revolution and Shia Revivalism in the Muslim World	
	International Repercussions of the Revolution	
	Iran's Foreign Policy: The Export of Revolution	
	Ideological Evolution: Pragmatism vs. Revolutionary Zeal	
	Nuclear Program and Iran's Relations with the West	
	Review the document - <a href="https://www.nonviolent-conflict.org/wp-content/uploads/2016/02/The-Iranian-Revolution-1.pdf">https://www.nonviolent-conflict.org/wp-content/uploads/2016/02/The-Iranian-Revolution-1.pdf</a>	

<b>5</b>	<b>Teacher Specific Module</b>	<b>5</b>
	Directions. Write an assignment /report/ppt/review for the following topic.	
	23. Reformist Movements and the Green Movement	
	24. Hegemony and Proxy Conflicts	
	25. Legacy of the Revolution: Continuity and Change in Iranian Politics	

### Essential Readings:

1. Abrahamian, Ervand. "Iran Between Two Revolutions." Princeton University Press, 1982.
2. Mackay, Sandra. "The Iranians: Persia, Islam, and the Soul of a Nation." Dutton Adult, 1996.
3. Bakhsh, Shaul. "The Reign of the Ayatollahs: Iran and the Islamic Revolution." Basic Books, 1986.
4. Moin, Baqer. "Khomeini: Life of the Ayatollah." Thomas Dunne Books, 2000.
5. Keddie, Nikki R. "Modern Iran: Roots and Results of Revolution." Yale University Press, 2003.
6. Ramazani, Ruhollah K. "The Revolutionary Iran: Challenge and Response in the Middle East." Johns Hopkins University Press, 1986.

### Suggested Readings:

1. <https://core.ac.uk/download/pdf/234014021.pdf>
2. <https://dergipark.org.tr/tr/download/article-file/36162>
3. <https://www.nonviolent-conflict.org/wp-content/uploads/2016/02/The-Iranian-Revolution-1>

### Assessment Rubrics:

Evaluation Type	Marks
End Semester Evaluation	<b>70</b>



*FYUGP “ISLAMIC HISTORY”*

Continuous Evaluation		<b>30</b>
a)	Test Paper- 1	5
b)	Test Paper-2	5
c)	Assignment	10
d)	Seminar	5
e)	Book/ Article Review	5
f)	Viva-Voce	
g)	Field Report	
<b>Total</b>		<b>100</b>



**KU5DSEISH302: THE HISTORY OF PALESTINE ISSUE**

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
V	DSE	300-399	KU5DSEISH302	4	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
4			30	70	100	2 Hrs

**Course Description:** This course provides a comprehensive exploration of the history, causes, and consequences of the Palestine issue, focusing on the complex dynamics of the Israeli-Palestinian conflict. Through a chronological and thematic approach, students will examine the historical background, key events, and contemporary developments shaping the conflict, as well as the diverse perspectives and narratives of the parties involved. Emphasis will be placed on understanding the root causes of the conflict, the experiences of Palestinian and Israeli communities, and the ongoing quest for peace and justice in the region.

**Course Prerequisite: NIL**

**Course Outcomes:**

CO No.	Expected Outcome	Learning Domains
1	<p>Understand the Historical Context and Origins of the Palestine Issue:</p> <p>Analyze the historical, political, and socio-economic factors that have contributed to the origins and evolution of the Israeli-Palestinian conflict.</p>	U
2	<p>Analyze Key Events and Turning Points in the Israeli-Palestinian Conflict:</p> <p>Trace the sequence of major events in the history of the conflict, including wars, intifadas, peace negotiations, and diplomatic initiatives.</p>	A
3	Explore the Diverse Perspectives and Narratives of the Conflict:	A



	Engage with multiple perspectives and narratives on the Israeli-Palestinian conflict, including Zionist, Palestinian, Arab, and international viewpoints.	
4	Assess Contemporary Challenges and Prospects for Peace: Evaluate the contemporary challenges and obstacles to achieving a just and lasting resolution to the Israeli-Palestinian conflict, including settlements, security, borders, and refugees.	A

\*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)

### Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	C			C			
CO 2		C			C		
CO 3			C				C
CO 4			C			C	
CO 5	C			C			

### COURSE CONTENTS

#### Contents for Classroom Transaction:

M O D U L E	U N I T	DESCRIPTION	HOURS
1		<b>Historical Background and Origins of the Palestine Issue</b>	15
		Ancient History of Palestine: Biblical and Classical Sources	
		Ottoman Rule and Modernization Efforts in Palestine	
		Zionist Movement: Origins, Ideology, and Goals	
		British Mandate Period: Balfour Declaration and Zionist Immigration	
		Palestinian Nationalism: Emergence and Development	
		Impact of World War I on the Middle East and Palestine	
		Interwar Period: Arab Revolts and Palestinian Resistance	
		Peel Commission and Partition Proposals	
		Impact of World War II on Palestine	



	UN Partition Plan of 1947	
	Review the document- <a href="https://www.un.org/unispal/wp-content/uploads/2017/05/OE-Part-V.pdf">https://www.un.org/unispal/wp-content/uploads/2017/05/OE-Part-V.pdf</a>	
	Review the document- <a href="https://www.cartercenter.org/documents/1435.pdf">https://www.cartercenter.org/documents/1435.pdf</a>	

	<b>Nakba and the Creation of Israel</b>	<b>15</b>
2	Palestinian Catastrophe (Nakba): Causes and Consequences	
	1948 Arab-Israeli War: Battles, Displacement, and Refugee Crisis	
	Impact of the 1949 Armistice Agreements	
	Formation of Israel: Declaration of Independence and International Recognition	
	Palestinian Refugees: Humanitarian Crisis and UNRWA	

	<b>Palestinian Nationalism and Resistance</b>	<b>15</b>
3	Palestinian Political Organizations: From PLO to Hamas	
	Rise of the Palestinian Liberation Organization (PLO)	
	Arab Nationalism and Pan-Arabism	
	Intifadas: Uprisings and Civil Resistance	
	Guerrilla Warfare: Palestinian Armed Struggle	
	Review the document- <a href="https://www.riob.org/sites/default/files/IMG/pdf/Aiman_Jarrar.pdf">https://www.riob.org/sites/default/files/IMG/pdf/Aiman_Jarrar.pdf</a>	

	<b>Israeli-Palestinian Conflict: Contemporary Dynamics</b>	<b>10</b>
4	Settlement Expansion and Land Annexation	
	Oslo Peace Process: Negotiations and Challenges	
	Second Intifada: Causes and Consequences	
	Gaza Strip: Israeli Disengagement and Hamas Rule	
	West Bank Barrier and Checkpoints	
	Jerusalem: Status and Controversies	
	Review the document- <a href="https://www.drishtiias.com/pdf/1587372507-israel-palestine.pdf">https://www.drishtiias.com/pdf/1587372507-israel-palestine.pdf</a>	



5	<p><b>Teacher Specific Module</b></p> <p>Directions. Write an assignment /report/ppt/review for the following topic.</p> <p>26. Contemporary Issues and Future Directions      27. Boycott, Divestment, Sanctions (BDS) Movement      28. One-State vs. Two-State Solution Debate      29. The future of the problem</p>	5
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### Essential Readings:

1. Khalidi, Rashid. "The Iron Cage: The Story of the Palestinian Struggle for Statehood." Beacon Press, 2007.
2. Morris, Benny. "Righteous Victims: A History of the Zionist-Arab Conflict, 1881-2001." Vintage, 2001.
3. Segev, Tom. "1949: The First Israelis." Henry Holt and Company, 1986.
4. Pappe, Ilan. "The Ethnic Cleansing of Palestine." Oneworld Publications, 2006.
5. Sayigh, Yezid. "Armed Struggle and the Search for State: The Palestinian National Movement, 1949-1993." Oxford University Press, 1999.
6. Khalidi, Rashid. "Palestinian Identity: The Construction of Modern National Consciousness." Columbia University Press, 2010.

### Suggested Readings:

1. <https://www.un.org/unispal/wp-content/uploads/2017/05/OE-Part-V.pdf>
2. <https://www.cartercenter.org/documents/1435.pdf>
3. <https://www.drishtiias.com/pdf/1587372507-israel-palestine.pdf>
4. [https://www.riob.org/sites/default/files/IMG/pdf/Aiman\\_Jarrar.pdf](https://www.riob.org/sites/default/files/IMG/pdf/Aiman_Jarrar.pdf)

### Assessment Rubrics:

<b>Evaluation Type</b>		<b>Marks</b>
End Semester Evaluation		<b>70</b>
Continuous Evaluation		<b>30</b>
a)	Test Paper- 1	5
b)	Test Paper-2	5
c)	Assignment	10
d)	Seminar	5
e)	Book/ Article Review	5
f)	Viva-Voce	



g)	Field Report	
	<b>Total</b>	<b>100</b>

### **KU8DSCISH409: THE GULF WAR AND US INTERFERENCE**

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
VIII	DSC	400-499	KU8DSCISH409	4	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
4			30	70	100	2 Hrs

**Course Description:** This course provides a comprehensive examination of the Gulf War and the role of US interference in the Gulf region. Students will explore the historical context, causes, course, and consequences of the conflict, as well as the dynamics of US interventionism in the region. Through a multidisciplinary approach, including historical analysis, political science, and international relations perspectives, students will gain insight into the complex geopolitical, economic, and strategic interests at play in the Gulf region and the impact of US policies on regional stability and security.

**Course Prerequisite: NIL**

**Course Outcomes:**

CO No.	Expected Outcome	Learning Domains
1	Understand the Historical Context and Causes of the Gulf War:  Analyze the historical factors, including colonial legacies, regional	U



	power dynamics, and the Iran-Iraq War, that contributed to the outbreak of the Gulf War.	
2	Analyze the Course and Consequences of the Gulf War:  Trace the military campaigns, including Operation Desert Storm and the liberation of Kuwait, and assess their impact on the region, including the humanitarian crisis and environmental damage.	A
3	Critically Evaluate US Interference in the Gulf Region:  Examine the historical evolution of US policy toward the Middle East, including the role of oil, arms sales, and strategic alliances in shaping US interests in the Gulf.	A
4	Assess the Legacies and Lessons of the Gulf War:  Examine the legacies of the Gulf War, including Gulf War Syndrome, environmental cleanup efforts, and the impact on US military doctrine.	A

\*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)

#### Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	C			C			
CO 2		C			C		
CO 3			C				C
CO 4			C			C	
CO 5	C			C			

#### COURSE CONTENTS

##### Contents for Classroom Transaction:

M O D U L E	U N I T	DESCRIPTION	HOURS
		<b>Background and Context of the Gulf War</b>	15
1		Introduction to the Gulf War: Historical Context and Causes	
		Colonial Legacy and Formation of Gulf States	



	Iran-Iraq War: Origins, Course, and Impact	
	Iraqi Invasion of Kuwait: Events and Motivations	
	International Response to the Invasion	
	United Nations Security Council Resolutions	
	Build-up of Coalition Forces	
	Diplomatic Efforts and Sanctions against Iraq	
	August 1990 Crisis: Negotiations and Deadlock	
	Launch of Operation Desert Shield	
	Review the document- <a href="https://egyankosh.ac.in/bitstream/123456789/20793/1/Unit-13.pdf">https://egyankosh.ac.in/bitstream/123456789/20793/1/Unit-13.pdf</a>	
	Review the document- <a href="https://www.files.ethz.ch/isn/6844/doc_6846_290_en.pdf">https://www.files.ethz.ch/isn/6844/doc_6846_290_en.pdf</a>	

	<b>Course of the Gulf War</b>	<b>15</b>
	Coalition Military Strategy and Objectives	
2	Air Campaign: Operation Desert Storm	
	Ground Offensive: Liberation of Kuwait	
	Battle of Khafji	
	Review the document- <a href="https://core.ac.uk/download/pdf/80563258.pdf">https://core.ac.uk/download/pdf/80563258.pdf</a>	

	<b>US Interference in the Gulf Region</b>	<b>15</b>
	US Policy Toward the Middle East: Cold War to Gulf War	
3	Role of Oil in US-Gulf Relations	
	US Support for Authoritarian Regimes in the Gulf	
	US-Iraq Relations: From Allies to Adversaries	
	Diplomatic and Military Engagement in the Gulf	
	Economic Interests and Arms Sales in the Gulf	

	<b>Regional Repercussions of the Gulf War</b>	<b>10</b>
4	Impact of the Gulf War on Gulf States: Political Stability and Economic Development	
	Kurdish and Shia Uprisings in Iraq	



	US-No Fly Zones and Enforcement of Sanctions	
	Rise of Insurgent Groups in Iraq	
	Gulf Cooperation Council Dynamics post-Gulf War	
	Arab Nationalism and Anti-American Sentiment	
	Review the document- <a href="https://www.usmcu.edu/Portals/218/Liberating%20Kuwait.pdf">https://www.usmcu.edu/Portals/218/Liberating%20Kuwait.pdf</a>	

	<b>Teacher Specific Module</b>	<b>5</b>
	Directions. Write an assignment /report/ppt/review for the following topic.	
5	30. Legacies and Lessons of the Gulf War 31. Gulf War Syndrome and Environmental Cleanup Efforts 32. Impact of the Gulf War on US Military Doctrine 33. Lessons Learned and Unlearned from the Gulf War 34. Continuation of US Interventionism in the Middle East	

### Essential Readings:

1. - Al-Marashi, Ibrahim. "Iraq's Armed Forces: An Analytical History." Routledge, 2008.
2. Fisk, Robert. "The Great War for Civilisation: The Conquest of the Middle East." Knopf, 2005.
3. Atkinson, Rick. "Crusade: The Untold Story of the Persian Gulf War." Mariner Books, 1994.
4. Pollack, Kenneth M. "The Threatening Storm: The Case for Invading Iraq." Random House, 2002.
5. Brown, Nathan J. "The Dynamics of Democratization: Dictatorship, Development, and Diffusion." Johns Hopkins University Press, 2013.
6. Tripp, Charles. "A History of Iraq." Cambridge University Press, 2007.

### Suggested Readings:

1. <https://egyankosh.ac.in/bitstream/123456789/20793/1/Unit-13.pdf>
2. <https://core.ac.uk/download/pdf/80563258.pdf>
3. [https://www.files.ethz.ch/isn/6844/doc\\_6846\\_290\\_en.pdf](https://www.files.ethz.ch/isn/6844/doc_6846_290_en.pdf)
4. <https://www.usmcu.edu/Portals/218/Liberating%20Kuwait.pdf>

### Assessment Rubrics:

Evaluation Type	Marks



*FYUGP “ISLAMIC HISTORY”*

End Semester Evaluation		<b>70</b>
Continuous Evaluation		<b>30</b>
a)	Test Paper- 1	5
b)	Test Paper-2	5
c)	Assignment	10
d)	Seminar	5
e)	Book/ Article Review	5
f)	Viva-Voce	
g)	Field Report	
<b>Total</b>		<b>100</b>



**KU7DSCISH401: KERALA MUSLIM CULTURAL HERITAGE**

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
VII	DSC	400-499	KU7DSCISH401	4	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
4			30	70	100	2 Hrs

**Course Description:** The course on Kerala Muslim Cultural Heritage provides a comprehensive exploration of the rich cultural tapestry of Kerala's Muslim communities. It delves into the historical, religious, linguistic, and artistic dimensions of Kerala Muslim culture, highlighting its diversity, syncretism, and contributions to the region's cultural heritage. Through an interdisciplinary approach, the course examines religious ceremonies, performing arts, language traditions, and unique cultural practices, shedding light on the vibrant mosaic of Kerala's Muslim communities.

**Course Prerequisite: NIL**

**Course Outcomes:**

CO No.	Expected Outcome	Learning Domains
1	Cultural Awareness: Students will develop a deep understanding of the cultural heritage of Kerala's Muslim communities, including their historical roots, religious traditions, linguistic diversity, and artistic expressions.	U
2	Interdisciplinary Perspective: Through engagement with diverse topics such as religious ceremonies, performing arts, language traditions, and community dynamics, students will gain interdisciplinary insights into the multifaceted aspects of Kerala Muslim culture.	A
3	Cultural Appreciation: Students will learn to appreciate and respect the cultural diversity and syncretic nature of Kerala Muslim communities, recognizing the significance of their contributions to Kerala's cultural landscape.	A



4	Critical Thinking and Analysis: By critically examining historical narratives, cultural practices, and contemporary challenges facing Kerala's Muslim communities, students will develop analytical skills to assess cultural dynamics, identity politics, and socio-religious transformations within Kerala's multicultural society.	A
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\*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)

#### Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	C			C			
CO 2		C			C		
CO 3			C				C
CO 4			C			C	
CO 5	C			C			

#### COURSE CONTENTS

##### Contents for Classroom Transaction:

M O D U L E	U N I T	DESCRIPTION	HOURS
		<b>Introduction to Kerala Muslim Cultural Heritage</b>	<b>15</b>
1		Historical Overview: Introduction to the history of Muslims in Kerala, tracing their arrival, settlement, and contributions to the cultural mosaic of the region.	
		Cultural Syncretism: Exploration of the blending of Islamic traditions with local customs, languages, and artistic expressions in Kerala, highlighting unique cultural amalgamations.	
		Religious Diversity: Analysis of the religious diversity among Kerala Muslims, including Sunni, Shia, and other sects, and their religious practices and beliefs.	
		Community Institutions: Study of mosques, madrasas, and other community institutions, and their roles in preserving and promoting Kerala Muslim cultural heritage.	
		Language and Literature: Examination of linguistic heritage, focusing on Arabi Malayalam, Arabi Thamizhu, and their contributions to Kerala's literary landscape.	
		Performing Arts: Introduction to performing arts such as Mappila Theyyam	



	and Mappila Pattu, exploring their significance and cultural contexts.	
	Beary Muslims of Kasargodu: Overview of the Beary Muslim community in Kasargodu, their history, culture, and unique contributions to Kerala's cultural tapestry.	
	Visual Arts and Architecture: Understanding Islamic architecture, calligraphy, and visual arts in Kerala, with a focus on mosques and religious artifacts.	
	Cuisine and Culinary Traditions: Exploration of Kerala Muslim cuisine, its diversity, ingredients, and cultural significance.	
	Cultural Festivals: Examination of cultural festivals celebrated by Kerala Muslims, their rituals, and their roles in fostering communal harmony.	
	Review the document- <a href="https://archive.org/details/dli.ministry.27717">https://archive.org/details/dli.ministry.27717</a>	
	Review the document- <a href="https://core.ac.uk/download/pdf/144513374.pdf">https://core.ac.uk/download/pdf/144513374.pdf</a>	

<b>Performing Arts and Cultural Expressions</b>		<b>15</b>
2	Mappila Pattu: Overview of Mappila Pattu, a genre of Muslim folk songs in Kerala, exploring themes, styles, and cultural contexts.	
	Mappila Theyyam: Introduction to Mappila Theyyam, a traditional ritualistic performance art form, its symbolism, and religious significance.	
	Oppana and Duffmuttu: Analysis of Oppana, a traditional dance form, and Duffmuttu, a percussion-based performance, popular among Kerala Muslims.	
	Arabi Malayalam and Arabi Thamizhu Literature: Understanding Arabi Malayalam and Arabi Thamizhu literature, their themes, and contributions to Kerala's literary heritage.	
	Folklore and Oral Tradition: Study of folklore, oral tradition, and storytelling traditions prevalent among Kerala Muslims.	

<b>Arabi Malayalam, Arabi Thamizhu, and Beary Muslims</b>		<b>15</b>
3	Arabi Malayalam Script and Literature: Overview of the Arabi Malayalam script, its evolution, and its use in religious texts and literature.	
	Arabi Thamizhu Script and Literature: Introduction to the Arabi Thamizhu script used by Tamil-speaking Muslims in Kerala and Tamil Nadu, and its literary heritage.	
	Beary Language and Culture: Understanding the Beary language (Beary Bashe), its linguistic features, dialects, and cultural significance among Beary Muslims.	
	History and Migration: Analysis of the history and migration patterns of Beary Muslims to Kasargodu, their settlement, and cultural Assimilation	
	Heritage of Arakkal Kindom – Their rule in Kerala and Lekshadweep- Keyi Family of Thalassery and their economic influence in Kannur	



	Review the document - <a href="https://shodhganga.inflibnet.ac.in/handle/10603/300943">https://shodhganga.inflibnet.ac.in/handle/10603/300943</a>	
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	<b>Religious Ceremonies and Traditions</b>	<b>10</b>
4	Salah (Prayer) and Fasting: Overview of Islamic rituals such as Salah (prayer) and fasting (Sawm), including their significance and observance among Kerala Muslims.	
	Quranic Recitation and Islamic Education: Analysis of Quranic recitation (Tajweed) and Islamic education (Talim), highlighting their importance in Kerala Muslim communities.	
	Zakat and Charity: Examination of Zakat (obligatory almsgiving) and Sadaqah (voluntary charity) in Kerala Muslim communities.	
	Community Iftar and Eid Celebrations: Understanding communal Iftar gatherings during Ramadan and festive celebrations of Eid al-Fitr and Eid al-Adha.	
	Sufi Traditions and Urs Festivals: Introduction to Sufi traditions, Urs festivals honoring Sufi saints, and their significance in Kerala's Muslim culture.	
	Review the document- <a href="https://www.scribd.com/document/412368155/13-Chapter-4">https://www.scribd.com/document/412368155/13-Chapter-4</a>	
	Review the document- <a href="https://bearyacademy.karnataka.gov.in/info-1/Beary+History/en">https://bearyacademy.karnataka.gov.in/info-1/Beary+History/en</a>	

	<b>Teacher Specific Module</b>	<b>5</b>
	Directions. Write an assignment /report/ppt/review for the following topic.	
5	35. Cuisine and Culinary Traditions: Exploration of Beary cuisine, its diversity, ingredients, and cultural significance. 36. Contemporary Challenges and Preservation Efforts: Understanding contemporary challenges facing Beary Muslims, including socio-economic disparities, cultural assimilation, and efforts to preserve and promote Beary language, culture, and heritage.	

### Essential Readings:

1. "Beary Muslims: Culture, Heritage, and Identity" by M. P. Moideen Koya
2. "Mappila Songs: The Heritage of Muslim Community in Kerala" by K. K. Abdul Majeed
3. "Islamic Rituals and Traditions: A Comprehensive Guide" by M. A. Hafeez Umar
4. "Muslims of Kerala: A Historical Overview" by Roland E. Miller
5. "Arabi Malayalam: The Hidden Script" by A. P. Kunhammed Kutty

### Suggested Readings:

1. <https://shodhganga.inflibnet.ac.in/handle/10603/300943>
2. <https://archive.org/details/dli.ministry.27717>
3. <https://core.ac.uk/download/pdf/144513374.pdf>



4. <https://www.scribd.com/document/412368155/13-Chapter-4>
5. <https://bearyacademy.karnataka.gov.in/info-1/Beary+History/en>

**Assessment Rubrics:**

<b>Evaluation Type</b>		<b>Marks</b>
End Semester Evaluation		<b>70</b>
Continuous Evaluation		<b>30</b>
a)	Test Paper- 1	5
b)	Test Paper-2	5
c)	Assignment	10
d)	Seminar	5
e)	Book/ Article Review	5
f)	Viva-Voce	
g)	Field Report	
<b>Total</b>		<b>100</b>



Semester	Course Type	Course Level	Course Code	Credits	Total Hours
VII	DSC	400-499	KU7DSCISH402	4	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
4			30	70	100	2 Hrs

**Course Description:** This course provides a comprehensive exploration of the historical background of the Republic of Türkiye, tracing its origins, development, and transformation from the final years of the Ottoman Empire to the modern-day Republic. Through a chronological approach, students will examine key events, personalities, ideologies, and socio-political movements that have shaped Türkiye's trajectory, with a focus on understanding the continuities and discontinuities between the Ottoman and Republican periods. Emphasis will be placed on analyzing the establishment of the Republic, the reforms of Mustafa Kemal Atatürk, Türkiye's role in World War II and the Cold War, as well as its contemporary challenges and prospects.

**Course Prerequisite: NIL**

#### Course Outcomes:

CO No.	Expected Outcome	Learning Domains
1	Analyze the socio-political and economic conditions of late Ottoman Türkiye that led to the collapse of the empire and the emergence of new nationalist movements. Examine the factors that contributed to the establishment of the Republic of Türkiye, including the Turkish War of Independence, the leadership of Mustafa Kemal Atatürk, and the abolition of the Ottoman Sultanate.	U
2	Examine the ideological foundations of Atatürk's reforms, known as Kemalism, including secularism, nationalism, and modernization. Evaluate the impact of Atatürk's reforms in various spheres of Türkiye's society and governance, including language, education, law, and culture.	A
3	Analyze Türkiye's neutral stance during World War II and its strategic importance in the geopolitics of the Eastern Mediterranean	A



	and the Middle East. Examine Türkiye's alignment with the Western bloc during the Cold War, including its accession to NATO and its role in containing Soviet influence in the region.	
4	Examine Türkiye's transition to multiparty democracy, including the challenges of political instability, military interventions, and democratization processes. Analyze Türkiye's economic growth, development policies, and integration into the global economy, as well as the challenges of income inequality, unemployment, and inflation.	A

\*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)

#### Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	C			C			
CO 2		C			C		
CO 3			C				C
CO 4			C			C	
CO 5	C			C			

#### COURSE CONTENTS

##### Contents for Classroom Transaction:

M O D U L E	U N I T	DESCRIPTION	HOURS
1	<b>Ottoman Legacy and Transition to Republic</b>		15
		Introduction to Ottoman Empire: Rise and Decline	
		Tanzimat Reforms: Modernization and Westernization	
		Young Turks Movement: Revolution and Nationalism	
		First World War and Ottoman Collapse	
		Treaty of Sèvres and Turkish War of Independence	
		Mustafa Kemal Atatürk: Leadership and Reforms	
		Establishment of Republic of Turkey	



	Lausanne Treaty: Recognition and Borders	
	Republican Reforms: Secularization and Westernization	
	Atatürk's Legacy and Cult of Personality	
	Review the document- <a href="https://www.marines.mil/Portals/1/Publications/Turkey%20Study_1.pdf">https://www.marines.mil/Portals/1/Publications/Turkey%20Study_1.pdf</a>	
	Review the document- <a href="https://www.anayasa.gov.tr/media/7258/anayasa_eng.pdf">https://www.anayasa.gov.tr/media/7258/anayasa_eng.pdf</a>	

	<b>Consolidation of Republican Ideals</b>	<b>15</b>
2	Atatürk's Six Arrows: Republican Principles	
	Language and Alphabet Reforms: Latinization of Turkish	
	Education Reforms: Modernization of Curriculum	
	Legal Reforms: Adoption of Swiss Civil Code	
	Establishment of Multi-Party System	

	<b>Turkey in World War II and Cold War Era</b>	<b>15</b>
3	Turkish Neutrality in World War II	
	Impact of World War II on Turkish Economy and Society	
	Turkish-American Relations and the Truman Doctrine	
	Turkey's Role in NATO: Strategic Importance	
	Cyprus Issue and Independence Struggle	
	Review the document- <a href="https://www.stiftung-mercator.de/content/uploads/2020/12/Turkeys_New_Nationalism_Amid_Shifting_Policy.pdf">https://www.stiftung-mercator.de/content/uploads/2020/12/Turkeys_New_Nationalism_Amid_Shifting_Policy.pdf</a>	

	<b>Turkey in the Contemporary Era</b>	<b>10</b>
4	Transition to Multiparty Democracy	
	Turgut Özal Era: Economic Liberalization and Foreign Policy Shifts	
	Kurdish Question: PKK Conflict and Peace Process	



	<p>EU Accession Process and Reforms</p> <p>Geopolitical Challenges: Syrian Civil War and Refugee Crisis</p> <p>AKP Rule and Reforms under Erdogan</p> <p>Review the document-  <a href="https://ipc.sabanciuniv.edu/Content/Images/Document/the-turkish-sonderweg-erdogans-new-turkey-and-its-role-in-the-global-order-d383b9/the-turkish-sonderweg-erdogans-new-turkey-and-its-role-in-the-global-order-d383b9.pdf">https://ipc.sabanciuniv.edu/Content/Images/Document/the-turkish-sonderweg-erdogans-new-turkey-and-its-role-in-the-global-order-d383b9/the-turkish-sonderweg-erdogans-new-turkey-and-its-role-in-the-global-order-d383b9.pdf</a></p>	
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	<p><b>Teacher Specific Module</b></p> <p><b>5</b></p> <p>Directions. Write an assignment /report/ppt/review for the following topic.</p> <p>37. Turkish-Russian Relations and Regional Dynamics  38. Challenges to Democracy and Human Rights  39. Prospects for Turkey's Future: Domestic and International Challenges</p>	<p><b>5</b></p>
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### Essential Readings:

1. Mango, Andrew. "Atatürk: The Biography of the Founder of Modern Turkey." Overlook Press, 2002.
2. Shaw, Stanford J. "History of the Ottoman Empire and Modern Turkey: Volume II: Reform, Revolution, and Republic: The Rise of Modern Turkey, 1808-1975." Cambridge University Press, 1977.
3. Bozarslan, Hamit. "Kemalism: A Critical Introduction." Verso, 2008.
4. Lewis, Bernard. "The Emergence of Modern Turkey." Oxford University Press, 2002.
5. Cagaptay, Soner. "The New Sultan: Erdogan and the Crisis of Modern Turkey." I.B. Tauris, 2017.
6. Rubin, Barry. "Turkey's Transformation and American Policy." Routledge, 2000.

### Suggested Readings:

1. [https://www.marines.mil/Portals/1/Publications/Turkey%20Study\\_1.pdf](https://www.marines.mil/Portals/1/Publications/Turkey%20Study_1.pdf)
2. [https://www.anayasa.gov.tr/media/7258/anayasa\\_eng.pdf](https://www.anayasa.gov.tr/media/7258/anayasa_eng.pdf)
3. [https://www.stiftung-mercator.de/content/uploads/2020/12/Turkeys\\_New\\_Nationalism\\_Amid\\_Shifting\\_Politicy.pdf](https://www.stiftung-mercator.de/content/uploads/2020/12/Turkeys_New_Nationalism_Amid_Shifting_Politicy.pdf)
4. <https://ipc.sabanciuniv.edu/Content/Images/Document/the-turkish-sonderweg-erdogans-new-turkey-and-its-role-in-the-global-order-d383b9/the-turkish-sonderweg-erdogans-new-turkey-and-its-role-in-the-global-order-d383b9.pdf>



**Assessment Rubrics:**

Evaluation Type		Marks
End Semester Evaluation		<b>70</b>
Continuous Evaluation		<b>30</b>
a)	Test Paper- 1	5
b)	Test Paper-2	5
c)	Assignment	10
d)	Seminar	5
e)	Book/ Article Review	5
f)	Viva-Voce	
g)	Field Report	
<b>Total</b>		<b>100</b>

**KU6DSEISH306: INDIAN MUSLIMS AND ANTI-BRITISH STRUGGLES**

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
VI	DSE	300-399	KU6DSEISH306	4	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	



4			30	70	100	2 Hrs
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**Course Description:** The course on "Indian Muslims and Anti-British Struggles" delves into the historical narrative of Indian Muslims' role in the resistance against British colonial rule. It examines the socio-political context, pivotal movements, key leaders, and the evolution of the demand for independence within the Muslim community. The course scrutinizes the dynamic interplay between religious identity, nationalism, and anti-imperialist sentiments, shedding light on the complex tapestry of Indian history.

**Course Prerequisite: NIL**

**Course Outcomes:**

CO No.	Expected Outcome	Learning Domains
1	Historical Insight: Students will acquire a profound understanding of the multifaceted historical narrative of Indian Muslims' resistance against British colonial rule, comprehending the socio-political dynamics, religious ideologies, and nationalist aspirations that shaped their struggle.	U
2	Analytical Skills: Through critical examination of primary sources, scholarly texts, and historical accounts, students will develop analytical skills to dissect complex historical events, interpret diverse perspectives, and discern the nuances of Indian Muslim participation in anti-British struggles.	A
3	Contextualization of Identity: Students will contextualize the intersection of religious identity, communal politics, and nationalist	A



	fervor within the broader framework of colonialism, elucidating how these dynamics influenced Indian Muslims' perceptions of selfhood and agency.	
4	Ethical Engagement: By grappling with ethical dilemmas, contentious debates, and contested legacies surrounding Indian Muslim resistance, students will cultivate ethical reasoning skills and a heightened awareness of the ethical dimensions inherent in the study of history and identity politics.	A

\*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)

#### Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	C			C			
CO 2		C			C		
CO 3			C				C
CO 4			C			C	
CO 5	C			C			

#### COURSE CONTENTS

##### Contents for Classroom Transaction:

M O D U L E	U N I T	DESCRIPTION	HOURS
		<b>Historical Background of Indian Muslims</b>	<b>15</b>
		Introduction to Indian Muslims: Overview of the demographic composition, cultural diversity, and historical roots of Indian Muslims.	
		Islamic Rule in India: Study of the early Islamic dynasties in India, including the Delhi Sultanate and the Mughal Empire, and their impact on Indian society and culture.	
		Arrival of the British in India: Examination of the British East India Company's establishment in India and its interactions with Indian Muslim communities.	
1		Social and Economic Conditions of Indian Muslims: Analysis of the socio-economic status, educational opportunities, and political representation of Indian Muslims during British rule.	
		Muslim Reform Movements: Exploration of 19th-century Muslim reform movements such as the Wahhabi movement, Deoband movement, and Aligarh movement, and their responses to British colonialism.	
		Partition of Bengal: Understanding the political and social implications of the	



	partition of Bengal in 1905 on Indian Muslims and their anti-British sentiments.	
	Role of Muslim Intellectuals: Study of prominent Muslim intellectuals and leaders advocating for socio-political reforms and resisting British imperialism.	
	Muslim Participation in Freedom Struggles: Overview of the contributions of Indian Muslims to various anti-British movements, including the Khilafat Movement and the Non-Cooperation Movement.	
	Impact of World War I and II: Examination of the effects of World War I and II on Indian Muslims and their evolving relationship with the British colonial administration.	
	Legacy of Indian Muslim Resistance: Reflection on the enduring legacy of Indian Muslim resistance against British imperialism and its significance in shaping modern India.	
	Review the document- <a href="https://archive.org/details/indian-muslims-since-Independence">https://archive.org/details/indian-muslims-since-Independence</a>	
	Review the article. <a href="https://www.tandfonline.com/doi/pdf/10.1080/01436598808420084">https://www.tandfonline.com/doi/pdf/10.1080/01436598808420084</a>	

	<b>Khilafat Movement and Non-Cooperation Movement</b>	<b>15</b>
	Origins of the Khilafat Movement: Understanding the background and causes of the Khilafat Movement, including the aftermath of World War I and the Treaty of Sevres.	
	Leadership of Ali Brothers: Study of Maulana Mohammad Ali and Maulana Shaukat Ali's role in spearheading the Khilafat Movement and mobilizing Indian Muslims against British imperialism.	
2	Alliance with Congress: Analysis of the alliance between the Khilafat Movement and the Indian National Congress during the Non-Cooperation Movement, and its impact on the anti-British struggle.	
	Boycott of British Goods: Examination of the Non-Cooperation Movement's strategy of boycotting British goods, institutions, and titles, and its resonance among Indian Muslims.	
	Civil Disobedience and Mass Protests and Chauri Chaura Incident : Overview of the civil disobedience campaigns, mass protests, and acts of defiance carried out by Indian Muslims during the Khilafat and Non-Cooperation Movements.	

	<b>Formation of Muslim League and Pakistan Movement</b>	<b>15</b>
	Emergence of Muslim League: Understanding the factors leading to the formation of the All-India Muslim League and its initial objectives and demands.	
3	Lucknow Pact: Analysis of the Lucknow Pact of 1916 and its significance in fostering Hindu-Muslim unity and addressing communal representation in Indian politics	
	Muslim League's Demands: Study of the evolving demands and grievances of	



	<p>the Muslim League regarding political representation, safeguards for minorities, and autonomy for Muslim-majority provinces.</p> <p>Two-Nation Theory: Exploration of the ideological foundations of the Two-Nation Theory and its role in shaping the Muslim League's demand for a separate Muslim homeland.</p> <p>Lahore Resolution: Understanding the Lahore Resolution of 1940 and its call for the creation of independent states in Muslim-majority regions of India.</p> <p>Partition and Independence: Study of the partition of India in 1947 and its consequences for Indian Muslims, including mass migrations, communal violence, and the creation of Pakistan</p>	
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<b>Contributions of selected Indian Muslim Leaders</b>		<b>10</b>
4	Mohammad Ali Jinnah: Biography and role of Mohammad Ali Jinnah in the Pakistan Movement and the creation of Pakistan.	
	Abul Kalam Azad: Biography and contributions of Maulana Abul Kalam Azad to the Indian freedom struggle and his vision for a pluralistic, democratic India.	
	Sir Syed Ahmad Khan: Legacy of Sir Syed Ahmad Khan as a pioneer of Muslim education and social reform in colonial India.	
	Maulana Mohammad Ali: Contributions of Maulana Mohammad Ali to the Khilafat Movement, the Non-Cooperation Movement, and the broader struggle for Indian independence.	
	Begum Hazrat Mahal: Role of Begum Hazrat Mahal in the Indian Rebellion of 1857 and her leadership in resisting British imperialism.	
	Allama Iqbal: Legacy of Allama Iqbal as a poet-philosopher and his advocacy for Muslim political rights and self-determination.	
Review the document- <a href="https://www.ijltemas.in/DigitalLibrary/Vol.2Issue7/100-106.pdf">https://www.ijltemas.in/DigitalLibrary/Vol.2Issue7/100-106.pdf</a>		

<b>Teacher Specific Module</b>		<b>5</b>
	Directions. Write an assignment /report/ppt/review for the following topic.	

  

5	<p>43. Contemporary Issues and Challenges</p> <p>44. Post-Independence Integration: Understanding the challenges of integrating Indian Muslims into the nation-building process and addressing issues of identity, representation, and socio-economic development.</p> <p>45. Muslim Representation in Politics: Analysis of Muslim political representation in post-independence India, including challenges of minority rights, communalism, and political participation.</p> <p>46. Communal Violence and Discrimination: Exploration of communal violence, discrimination, and marginalization faced by Indian Muslims and efforts to address inter-communal tensions and promote social cohesion.</p>	
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### **Essential Readings:**



1. "The Indian Muslims: A Documentary Record" edited by Mushirul Hasan
2. "Khilafat Movement and Non-Cooperation" by Sumit Sarkar
3. "The Pakistan Movement: Historical Documents" edited by Liaquat H. Merchant
4. "Muslim Political Thought in India" by Muhammad Mujeeb
5. "Muslims in Indian Economy" by Rakesh Basant and Abusaleh Shariff

**Suggested Readings:**

<https://archive.org/details/indian-muslims-since-independence>

<https://www.tandfonline.com/doi/pdf/10.1080/01436598808420084>

<https://www.ijltemas.in/DigitalLibrary/Vol.2Issue7/100-106.pdf>

**Assessment Rubrics:**

<b>Evaluation Type</b>		<b>Marks</b>
End Semester Evaluation		<b>70</b>
Continuous Evaluation		<b>30</b>
a)	Test Paper- 1	5
b)	Test Paper-2	5
c)	Assignment	10
d)	Seminar	5
e)	Book/ Article Review	5
f)	Viva-Voce	
g)	Field Report	
<b>Total</b>		<b>100</b>

**KU8DSCISH405: POST COLD WAR MIDDLE EAST.**



Semester	Course Type	Course Level	Course Code	Credits	Total Hours
VIII	DSC	400-499	KU8DSCISH405	4	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
4			30	70	100	2 Hrs

**Course Description:** The course on "Post Cold War Middle East" explores the multifaceted transformations that have occurred in the Middle East since the end of the Cold War era. It delves into the geopolitical shifts, socio-economic developments, security challenges, and humanitarian crises that have shaped the region in the contemporary era. Through a comprehensive analysis of regional dynamics, conflicts, and emerging trends, students will gain a nuanced understanding of the complexities inherent in the post-Cold War Middle East.

**Course Prerequisite: NIL**

**Course Outcomes:**

CO No.	Expected Outcome	Learning Domains
1	Comprehensive Understanding: Students will develop a comprehensive understanding of the key geopolitical, socio-economic, and cultural transformations that have characterized the Middle East in the post-Cold War era, including the impact of regional conflicts, external interventions, and domestic dynamics.	U
2	Analytical Skills: Through critical analysis of primary sources, scholarly texts, and case studies, students will hone their analytical skills to assess the causes, consequences, and implications of major events and trends in the post-Cold War Middle East, including shifts in power dynamics, security challenges, and humanitarian crises.	A
3	Contextualization of Regional Dynamics: Students will learn to contextualize the diverse array of regional dynamics in the Middle East, including inter-state rivalries, sectarian tensions, civil conflicts, and socio-economic disparities, within broader historical, political, and cultural frameworks.	A
4	Ethical Awareness: By engaging with ethical dilemmas, human	A



	rights issues, and humanitarian crises prevalent in the Middle East, students will cultivate ethical awareness and a sense of responsibility towards addressing the complex challenges facing the region, including promoting peace, stability, and social justice.	
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\*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)

### Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	C			C			
CO 2		C			C		
CO 3			C				C
CO 4			C			C	
CO 5	C			C			

### COURSE CONTENTS

#### Contents for Classroom Transaction:

M O D U L E	U N I T	DESCRIPTION	HOURS
		<b>The End of the Cold War and Transition Period</b>	15
1		Introduction to Post-Cold War Middle East: Overview of the geopolitical, social, and economic changes in the Middle East following the end of the Cold War.	
		Impact of the Collapse of the Soviet Union: Analysis of how the collapse of the Soviet Union reshaped alliances, power dynamics, and conflicts in the Middle East.	
		Emergence of Unipolar World Order: Examination of the United States' role as the sole superpower and its influence on regional dynamics in the Middle East.	
		Transition Period in Middle Eastern States: Study of the political, economic, and social transitions experienced by Middle Eastern states in the post-Cold War era.	
		Democratization Movements: Analysis of democratization movements, civil society activism, and political reforms in select Middle Eastern countries.	
		Regional Hegemony: Understanding power struggles and attempts at regional hegemony by key players such as Iran, Saudi Arabia, Turkey, and Israel.	
		Impact on Regional Conflicts: Exploration of how the end of the Cold War influenced ongoing conflicts in the Middle East, including the Arab-Israeli	



	<p>conflict, Gulf Wars, and civil wars.</p> <p>Economic Restructuring: Study of economic reforms, privatization, and globalization trends in Middle Eastern economies during the transition period.</p> <p>Cultural and Social Changes: Analysis of cultural shifts, social movements, and generational dynamics in post-Cold War Middle Eastern societies.</p> <p>Impact on Globalization: Examination of the Middle East's integration into the global economy, cultural exchanges, and diaspora communities in the post-Cold War era.</p> <p>Review the document- <a href="https://library.fes.de/pdf-files/bueros/vifa-nahost/a97_10511.pdf">https://library.fes.de/pdf-files/bueros/vifa-nahost/a97_10511.pdf</a></p> <p>Review the document- <a href="https://www.cambridgescholars.com/resources/pdfs/978-1-4438-3715-6-sample.pdf">https://www.cambridgescholars.com/resources/pdfs/978-1-4438-3715-6-sample.pdf</a></p>	
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	<b>Regional Power Dynamics and Alliances</b>	<b>15</b>
2	Iranian Influence: Overview of Iran's regional ambitions, foreign policy objectives, and its role in shaping conflicts and alliances in the Middle East.	
	Saudi Arabia and Gulf States: Analysis of Saudi Arabia's leadership role in the Gulf Cooperation Council (GCC), its rivalry with Iran, and its influence on regional affairs.	
	Turkey's Role: Understanding Turkey's evolving foreign policy, its aspirations for regional leadership, and its involvement in conflicts such as the Syrian Civil War.	
	Israel's Position: Examination of Israel's security concerns, peace initiatives, and its role as a regional military and technological powerhouse.	
	Kurdish Question: Study of Kurdish aspirations for autonomy and statehood, and the impact of Kurdish movements on regional stability and alliances.	

	<b>Regional Proxy Conflicts</b>	<b>15</b>
3	Syrian Civil War and Regional Proxy Conflicts: Analysis of how the Syrian Civil War became a battleground for regional and international powers, including Russia and the United States.	
	Yemen Crisis: Exploration of the Yemeni Civil War and its regional implications, including the Saudi-led intervention and the humanitarian crisis.	
	Qatar Diplomacy: Understanding Qatar's foreign policy, its role as a mediator, and its diplomatic rift with neighboring Gulf states.	
	Egypt's Role: Analysis of Egypt's geopolitical position, its role in regional conflicts, and its relations with key actors such as Israel and Saudi Arabia.	
	Role of Non-State Actors: Examination of the influence of non-state actors such as Hezbollah, Hamas, and ISIS on regional power dynamics and conflicts	
	Review the document- <a href="https://www.researchgate.net/publication/318502827_Great_Powers'_P">https://www.researchgate.net/publication/318502827_Great_Powers'_P</a>	



	roxy_Wars_in_Middle_East_and_Difficulty_in_Transition_from_Cold_War_to_Cold_Peace	
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4	<b>Terrorism , Extremism and Refugee Crisis</b>	<b>10</b>
	Terrorism and Extremism: Overview of the rise of extremist groups such as al-Qaeda, ISIS, and their affiliates in the Middle East, and their impact on regional security.	
	Counter-Terrorism Efforts: Analysis of international and regional efforts to combat terrorism, including military campaigns, counter-terrorism operations, and intelligence-sharing.	
	Radicalization and Recruitment: Understanding the factors contributing to radicalization, recruitment, and mobilization of individuals to join extremist groups in the Middle East.	
	Refugee Crisis: Overview of the refugee crisis in the Middle East, including the Syrian refugee crisis, displacement in Yemen, and the plight of Palestinian refugees.	
	Internally Displaced Persons (IDPs): Analysis of internal displacement within Middle Eastern countries due to conflicts, sectarian violence, and environmental disasters.	
	Review the document- <a href="https://library.fes.de/pdf-files/bueros/vifa-nahost/a97_10511.pdf">https://library.fes.de/pdf-files/bueros/vifa-nahost/a97_10511.pdf</a>	

5	<b>Teacher Specific Module</b>	<b>5</b>
	Directions. Write an assignment /report/ppt/review for the following topic.	

47. Humanitarian Crisis and Displacement: Exploration of the humanitarian consequences of terrorism, including displacement, refugee flows, and the strain on host countries and communities.

48. Counter-Extremism Strategies: Study of counter-extremism strategies, including deradicalization programs, community engagement, and countering violent extremism (CVE) initiatives.

49. Future Threats and Challenges: Examination of emerging security threats, including the nexus between terrorism, organized crime, and state fragility in the Middle East.

### Essential Readings:

1. The Post-Cold War Middle East" by Fawaz A. Gerges
2. The New Middle East: Protest and Revolution in the Arab World" by Fawaz A. Gerges
3. The ISIS Apocalypse: The History, Strategy, and Doomsday Vision of the Islamic State" by William McCants



4. Humanitarian Crises and Aid in the Middle East: Reflections from Doctors Without Borders" edited by Nizar S. Manek and Peter Salisbury
5. The New Arab Wars: Anarchy and Uprising in the Middle East" by Marc Lynch

**Suggested Readings:**

[https://library.fes.de/pdf-files/bueros/vifa-nahost/a97\\_10511.pdf](https://library.fes.de/pdf-files/bueros/vifa-nahost/a97_10511.pdf)

<https://www.cambridgescholars.com/resources/pdfs/978-1-4438-3715-6-sample.pdf>

<https://www.dni.gov/files/documents/FOIA/DF-2022-00382-Middle-East-Cold-Wars-A-Structural-Analysis-and-Estimate.pdf>

[https://www.rand.org/content/dam/rand/pubs/research\\_reports/RRA900/RRA969-3/RAND\\_RRA969-3.pdf](https://www.rand.org/content/dam/rand/pubs/research_reports/RRA900/RRA969-3/RAND_RRA969-3.pdf)

**Assessment Rubrics:**

<b>Evaluation Type</b>	<b>Marks</b>
End Semester Evaluation	<b>70</b>
Continuous Evaluation	<b>30</b>
a) Test Paper- 1	5
b) Test Paper-2	5
c) Assignment	10
d) Seminar	5
e) Book/ Article Review	5
f) Viva-Voce	
g) Field Report	
<b>Total</b>	<b>100</b>



## KU8DSCISH406: ISLAMIC PERSPECTIVE ON HUMAN RIGHTS

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
VIII	DSC	400-499	KU8DSCISH406	4	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
4			30	70	100	2 Hrs

**Course Description:** The course on "Islamic Perspective on Human Rights" offers a comprehensive examination of human rights principles within the framework of Islamic teachings, jurisprudence, and historical practices. It explores the foundational sources of Islam, including the Quran and Sunnah, to understand the ethical and legal basis for human rights in Islamic thought. Through a critical analysis of key concepts, historical precedents, and contemporary debates, students will gain insights into the Islamic approach to issues such as equality, justice, freedom, and dignity, as well as the challenges and opportunities in promoting human rights within Muslim-majority societies and on the global stage.

**Course Prerequisite:** NIL

**Course Outcomes:**

CO No.	Expected Outcome	Learning Domains
1	Understanding of Islamic Human Rights Framework: Students will develop a deep understanding of the Islamic framework for human rights, including its philosophical foundations, legal principles, and ethical values derived from the Quran, Sunnah, and Islamic jurisprudence.	U
2	Critical Analysis Skills: Through engagement with primary sources, scholarly texts, and case studies, students will enhance their critical analysis skills to evaluate the compatibility of Islamic teachings with international human rights standards, as well as the challenges and opportunities in interpreting and implementing human rights principles within Islamic contexts.	A
3	Interdisciplinary Perspective: Students will gain interdisciplinary perspectives on human rights issues, drawing on insights from	A



	Islamic studies, law, ethics, political science, sociology, and international relations to analyze complex socio-political dynamics and cultural nuances shaping human rights discourse in Muslim-majority societies.	
4	Ethical and Global Citizenship: By exploring contemporary debates and case studies, students will cultivate ethical awareness, empathy, and a sense of global citizenship, enabling them to engage critically with human rights challenges and advocate for social justice, inclusivity, and respect for human dignity within diverse cultural and religious contexts.	A

\*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)

#### Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	C			C			
CO 2		C			C		
CO 3			C				C
CO 4			C			C	
CO 5	C			C			

#### COURSE CONTENTS

##### Contents for Classroom Transaction:

M O D U L E	U N I T	DESCRIPTION	HOURS
		<b>Introduction to Human Rights in Islam</b>	<b>15</b>
1		Concept of Human Dignity: Understanding the Islamic concept of human dignity (karamah) and its significance in shaping the framework of human rights in Islam.	
		Foundational Sources: Exploration of the foundational sources of Islamic law (Shariah), including the Quran, Sunnah (traditions of the Prophet Muhammad), and principles of Islamic jurisprudence (usul al-fiqh), as they relate to human rights.	
		Universal Principles: Analysis of universal human rights principles inherent in Islamic teachings, including equality, justice, compassion, and the sanctity of life.	
		Historical Context: Examining historical examples of human rights practices in early Islamic societies and the contributions of Muslim scholars to the	



	development of human rights discourse.	
	Contemporary Perspectives: Discussion on contemporary debates within the Muslim world regarding the compatibility of Islamic principles with modern conceptions of human rights.	
	Interfaith Dialogue: Understanding Islamic perspectives on interfaith dialogue, tolerance, and religious pluralism as they relate to human rights.	
	Women's Rights: Exploration of Islamic teachings on women's rights, gender equality, and the status of women in Islamic law and society.	
	Freedom of Religion: Analysis of Islamic perspectives on freedom of religion, apostasy, and the rights of religious minorities in Islamic societies.	
	Right to Education: Study of Islamic teachings on the importance of education, knowledge, and intellectual freedom as fundamental human rights.	
	Environmental Ethics: Understanding Islamic principles of environmental ethics and stewardship of the Earth as part of human rights obligations.	
	Review the document- <a href="https://www.aalco.int/briefs2003/Human%20Right%20in%20Islam.pdf">https://www.aalco.int/briefs2003/Human%20Right%20in%20Islam.pdf</a>	
	Review the document- <a href="https://www.aalco.int/briefs2003/Human%20Right%20in%20Islam.pdf">https://www.aalco.int/briefs2003/Human%20Right%20in%20Islam.pdf</a>	

	<b>Contemporary Issues and Challenges</b>	<b>15</b>
	Human Rights Violations: Analysis of human rights violations in Muslim-majority countries, including political repression, torture, extrajudicial killings, and restrictions on freedom of expression.	
	Counterterrorism Measures: Understanding the impact of counterterrorism measures on human rights, including mass surveillance, arbitrary detention, and the erosion of civil liberties.	
2	Armed Conflicts and Refugees: Exploration of the humanitarian consequences of armed conflicts in the Muslim world, including displacement, refugee crises, and violations of international humanitarian law.	
	Women's Rights and Gender Equality: Study of contemporary challenges facing women's rights in Muslim societies, including gender-based violence, discriminatory laws, and barriers to education and employment.	
	Freedom of Religion and Belief: Analysis of restrictions on religious freedom, blasphemy laws, apostasy charges, and discrimination against religious minorities in some Muslim-majority countries.	

	<b>Social and environmental issues</b>	<b>15</b>
3	Social Justice and Economic Equity: Understanding the role of Islamic principles of social justice (adl) and economic equity (mizan) in addressing poverty, inequality, and economic marginalization.	



	<p>Rights of Minorities: Exploration of the rights of religious, ethnic, and cultural minorities in Muslim-majority countries, including issues of discrimination, persecution, and cultural assimilation.</p> <p>Child Rights: Study of child rights issues in Muslim societies, including child labor, child marriage, access to education, and protection from exploitation and abuse.</p> <p>Migrant Workers and Human Trafficking: Understanding the challenges faced by migrant workers in Muslim-majority countries, including labor exploitation, human trafficking, and lack of legal protections.</p> <p>Environmental Stewardship: Analysis of environmental challenges in the Muslim world, including pollution, deforestation, water scarcity, and climate change, and the implications for human rights and sustainable development.</p>	
	<p>Review the document-  <a href="http://hrlibrary.umn.edu/research/Egypt/HumanRightsinIslam.pdf">http://hrlibrary.umn.edu/research/Egypt/HumanRightsinIslam.pdf</a></p>	

	<p><b>Contemporary Debates and Future Directions</b></p>	<b>10</b>
4	<p>Review the document-  <a href="https://www.ium.edu.my/deed/articles/hr/hr.html">https://www.ium.edu.my/deed/articles/hr/hr.html</a></p> <p>Secularism vs. Islamic Governance: Analysis of debates surrounding the compatibility of secularism and Islamic governance models with human rights principles, including the role of religion in the public sphere.</p>	
	<p>Freedom of Expression and Blasphemy: Examination of controversies surrounding freedom of expression, blasphemy, and the limits of criticism of religion in the context of Islamic societies.</p>	
	<p>Women's Rights and Gender Justice: Study of ongoing debates within Muslim communities regarding women's rights, gender roles, and the interpretation of Islamic teachings on gender equality.</p>	
	<p>Minority Rights and Pluralism: Analysis of tensions between majority and minority rights, religious pluralism, and the protection of minority communities in Muslim-majority countries.</p>	
	<p>Islamophobia and Anti-Muslim Discrimination: Exploration of Islamophobia, anti-Muslim discrimination, and hate speech targeting Muslims, and their impact on human rights and social cohesion.</p>	
	<p>Religious Freedom and Minority Rights: Exploration of the rights of religious minorities in Muslim-majority countries, including legal protections, cultural rights, and communal harmony.</p>	

	<p><b>Teacher Specific Module</b></p>	<b>5</b>
5	<p>Directions. Write an assignment /report/ppt/review for the following topic.</p> <p>50. Human Rights Education: Understanding the importance of human rights education in Muslim societies, including efforts to promote awareness, empowerment, and advocacy for human rights.</p> <p>51. Youth Activism and Social Change: Study of youth activism, social movements, and digital activism in Muslim-majority countries, and their</p>	



	<p>role in advancing human rights and political reform.</p> <p>52. Role of International Organizations: Analysis of the role of international organizations, NGOs, and civil society actors in promoting human rights in the Muslim world, including challenges and opportunities.</p>	
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### Essential Readings:

1. Islam and Human Rights: Advocacy for Social Change in Local Contexts" edited by Shareen Hertel and Karin Wilkins
2. "Islamic Perspectives on Human Rights: Developments and Challenges" edited by Salim Farrar and Ghena Krayem
3. Human Rights in the Middle East: Frameworks, Goals, and Strategies" edited by Ramy Aly and Nico Prucha
4. "Islamic Law and Human Rights: The Muslim Brotherhood in Egypt" by Moataz A. Fattah
5. "Human Rights in Islam" by Abdulrahman Al-Awadi

### Suggested Readings:

<https://www.aalco.int/briefs2003/Human%20Right%20in%20Islam.pdf>

<https://www.aalco.int/briefs2003/Human%20Right%20in%20Islam.pdf>

<http://hrlibrary.umn.edu/research/Egypt/HumanRightsinIslam.pdf>

<https://www.iium.edu.my/deed/articles/hr/hr.html>

### Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		<b>70</b>
Continuous Evaluation		<b>30</b>
a)	Test Paper- 1	5
b)	Test Paper-2	5
c)	Assignment	10
d)	Seminar	5
e)	Book/ Article Review	5
f)	Viva-Voce	
g)	Field Report	
<b>Total</b>		<b>100</b>

### KU8DSCISH407 : IMPACT OF GULF MIGRATION IN KERALA



Semester	Course Type	Course Level	Course Code	Credits	Total Hours
VIII	DSC	400-499	KU8DSCISH407	4	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
4			30	70	100	2 Hrs

### Course Description :

This course provides an in-depth analysis of Gulf migration from Kerala, exploring its historical context, socio-economic impacts, and the challenges faced by migrants and returnees. Through a multidisciplinary approach, students will examine demographic patterns, economic contributions, social and cultural implications, and policy responses related to Gulf migration. Case studies and real-life examples will be utilized to illustrate key concepts and facilitate critical thinking. By the end of the course, students will gain a comprehensive understanding of the complex dynamics of Gulf migration in Kerala and its significance in the global context.

### Course Prerequisite: NIL

### Course Outcomes:

CO No.	Expected Outcome	Learning Domains
1	Understanding Demographic and Economic Patterns: Students will be able to analyze the demographic profile of Gulf migrants from Kerala, including age, gender, education, and occupation, and evaluate the economic impact of remittances on Kerala's economy.	U
2	Exploring Social and Cultural Implications: Students will explore the social changes, such as shifts in family dynamics and gender roles, as well as cultural integration and identity formation among Gulf returnees, gaining insights into the social and cultural implications of Gulf migration on Kerala society.	A
3	Identifying Challenges Faced by Migrants and Returnees: Students will identify and analyze the legal, employment, and reintegration challenges faced by Gulf migrants from Kerala, including issues such as contract violations, exploitation, social stigma, and psychological well-being, critically evaluating the	A



	impact of these challenges on individuals and communities.	
4	Examining Policy Responses and Future Directions: Students will critically examine existing policies and interventions aimed at managing Gulf migration from Kerala and propose recommendations for addressing the emerging trends, challenges, and opportunities associated with Gulf migration, demonstrating an understanding of the policy implications and future directions in migration governance.	A

\*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)

#### Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	C			C			
CO 2		C			C		
CO 3			C				C
CO 4			C			C	
CO 5	C			C			

#### COURSE CONTENTS

##### Contents for Classroom Transaction:

M O D U L E	U N I T	DESCRIPTION	HOURS
1	Introduction to migration	<b>Definition and Conceptual Framework of Migration</b>	15
		<b>Historical Perspectives on Migration Theories</b>	
		<b>Classical Theories of Migration</b>	
		<b>Neo-Classical Theories of Migration</b>	
		<b>Structural Theories of Migration</b>	
		<b>Economic Impacts of Migration</b>	
		<b>Economic Theories of Migration</b>	
		<b>Labor Market Impacts of Migration</b>	
		<b>Remittances and Development</b>	



	<p>Brain Drain vs. Brain Gain</p> <p>Social and cultural impact of migration</p> <p>Review the ppt-  <a href="https://content.schoolinsites.com/api/documents/7bce60d1119146e697065de7385a3068.pdf">https://content.schoolinsites.com/api/documents/7bce60d1119146e697065de7385a3068.pdf</a></p> <p>Review the document-  <a href="https://egyankosh.ac.in/bitstream/123456789/18994/1/Unit-5.pdf">https://egyankosh.ac.in/bitstream/123456789/18994/1/Unit-5.pdf</a></p>	
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	<b>Gulf migration in Kerala</b>	
2	Overview of gulf migration	
	Historical context of gulf migration in Kerala	
	Demographic Profile of Kerala's Gulf Migrants	
	Socio-Economic Impacts of Gulf Migration on Kerala	
	Challenges and Opportunities	

	<b>Push and pull factors in gulf migration</b>	15
3	Push factors in gulf migration	
	pull factors in gulf migration	
	Economic and Non-Economic Factors Influencing Migration	
	Profile of Kerala's Gulf Migrants: Age, Gender, and Education	
	Migration Patterns: Destination Countries and Occupations	
	Review the document- <a href="http://tgc.ac.in/pdf/study-material/polsc/Human_Migration_in_IR.pdf">http://tgc.ac.in/pdf/study-material/polsc/Human_Migration_in_IR.pdf</a>	

	<b>Socio - Economic Impact of Gulf Migration on Kerala</b>	15
4	Remittances: Contribution to Kerala's Economy	
	Employment Opportunities and Skill Enhancement through Gulf Migration	
	Social and Cultural Implications of Gulf Migration	
	Review the article- <a href="https://www.keralaconomy.com/admin/pdfs/two%20im.pdf">https://www.keralaconomy.com/admin/pdfs/two%20im.pdf</a>	
	Social Changes: Family Dynamics and Gender Roles	



	Cultural Integration and Identity Formation among Gulf Returnees	
	Challenges Faced by Gulf Migrants from Kerala	

5	<b>Teacher Specific Module</b>	<b>5</b>
	Directions. Write an assignment /report/ppt/review for the following topic.	
	1. Write about Legal and Employment Issues: Contract Violations and Exploitation	
	2. Reintegration Challenges: Social Stigma and Psychological Well-being of Returnees	
	3. Conduct a local survey or interview	

### Essential Readings: -

1. "The Age of Migration: International Population Movements in the Modern World" by Stephen Castles and Mark J. Miller
2. "Migration and Inequality in Kerala: People, Spaces and Politics" by S. Irudaya Rajan
3. "Migration and Development Within and Across Borders: Research and Policy Perspectives on Internal and International Migration" edited by Alperhan Babacan and Coskun Z. Kasapoglu
4. "The Age of Migration: Navigating the Twists and Turns of Globalization" by Paul Collier and Alexander Betts

### Suggested Readings:

1. <https://egyankosh.ac.in/bitstream/123456789/18994/1/Unit-5.pdf>
2. [http://tgc.ac.in/pdf/study-material/polsc/Human\\_Migration\\_in\\_IR.pdf](http://tgc.ac.in/pdf/study-material/polsc/Human_Migration_in_IR.pdf)
3. <https://www.keralaconomy.com/admin/pdfs/two%20im.pdf>
4. [https://ced.cat/wp-content/uploads/2019/09/Bueno\\_and\\_Prieto\\_Rosas\\_Migration\\_Theories\\_Preprint\\_2019.pdf](https://ced.cat/wp-content/uploads/2019/09/Bueno_and_Prieto_Rosas_Migration_Theories_Preprint_2019.pdf)
5. <https://egyankosh.ac.in/bitstream/123456789/6094/4/Unit-1.pdf>

### Assessment Rubrics:

<b>Evaluation Type</b>	<b>Marks</b>
End Semester Evaluation	<b>70</b>



Continuous Evaluation		<b>30</b>
a)	Test Paper- 1	5
b)	Test Paper-2	5
c)	Assignment	10
d)	Seminar	5
e)	Book/ Article Review	5
f)	Viva-Voce	
g)	Field Report	
<b>Total</b>		<b>100</b>

### **KU8DSCISH408: CONSOLIDATION OF POWER IN SOUTH INDIA: THE BAHMANI**

#### **SULTANATE**

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
VIII	DSC	400-499	KU8DSCISH408	4	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
4			30	70	100	2 Hrs

**Course Description:** 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.

**Course Prerequisite: NIL**

**Course Outcomes:**

CO No.	Expected Outcome	Learning Domains
1	<p><b>Understanding of Historical Context:</b> 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 factors that contributed to the emergence of the Sultanate.</p>	U



2	Critical Analysis of Power Dynamics: 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.	A
3	Appreciation of Cultural Synthesis: 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.	A
4	Evaluation of Legacy and Historiography: 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.	A

\***Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)**

#### Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	C			C			
CO 2		C			C		
CO 3			C				C
CO 4			C			C	
CO 5	C			C			

#### COURSE CONTENTS

##### Contents for Classroom Transaction:

M O D U L E	U N I T	DESCRIPTION	HOURS
1		<b>Formation of the Bahmani Kingdom</b>	15
		Pre-existing political conditions in South India.	



	Factors leading to the establishment of the Bahmani Kingdom.	
	Founding Figures	
	Biographies of the founders of the Bahmani Kingdom.	
	Their roles in shaping its early development.	
	Territorial Acquisition	
	Initial conquests and expansion of the Bahmani Kingdom.	
	Strategies employed in gaining control over key regions.	
	Administration Structure	
	Treatment of non-Muslim populations within the Bahmani Kingdom.	
	Promotion of religious tolerance and coexistence.	
	Review the document- <a href="https://ignca.gov.in/Asi_data/796.pdf">https://ignca.gov.in/Asi_data/796.pdf</a>	

	<b>Expansion and Integration</b>	<b>15</b>
2	Continued Conquests	
	Military campaigns and territorial expansions during the Bahmani period.	
	Incorporation of new regions into the kingdom.	
	Administrative Consolidation	
	Strengthening of administrative structures in newly acquired territories.	

	<b>Governance and Institutions</b>	<b>15</b>
3	Central Administration	
	Provincial Governance	
	Revenue Management	
	Judicial System	
	Military Institutions	
	Education	

4	<b>Socio-Cultural Dynamics</b>	<b>10</b>
	Overview of social classes and hierarchies.	



	Interactions between different social groups	
	Coexistence of multiple religious communities.	
	Cultural Syncretism -fusion of diverse cultural elements	
	Literary and Artistic Contributions	
	Patronage of regional languages and literature.	
	Decline and legacy	
	Review the document- <a href="https://egyankosh.ac.in/bitstream/123456789/20189/1/Unit-28.pdf">https://egyankosh.ac.in/bitstream/123456789/20189/1/Unit-28.pdf</a>	

5	<b>Teacher Specific Module</b>	5
	Directions. Write an assignment /report/ppt/review for the following topic.	
	55. Internal Challenges 56. Factors contributing to internal instability. 57. Factionalism and power struggles. 58. External Threats 59. Encroachments by neighboring powers. 60. Military conflicts and invasions. 61. Economic Decline Deterioration of economic conditions. 62. Impact of external trade disruptions.	

### Essential Readings:

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

### Suggested Readings:

6. <https://egyankosh.ac.in/bitstream/123456789/20189/1/Unit-28.pdf>
7. - [https://ignca.gov.in/Asi\\_data/796.pdf](https://ignca.gov.in/Asi_data/796.pdf)



**Assessment Rubrics:**

<b>Evaluation Type</b>		<b>Marks</b>
End Semester Evaluation		<b>70</b>
Continuous Evaluation		<b>30</b>
a)	Test Paper- 1	5
b)	Test Paper-2	5
c)	Assignment	10
d)	Seminar	5
e)	Book/ Article Review	5
f)	Viva-Voce	
g)	Field Report	
<b>Total</b>		<b>100</b>



## FOUNDATION COURSES , MDC, VAC and SEC

### KU1MDCISH101: ISLAMIC FINANCE AND BANKING

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
I	MDC	100-199	KU1MDCISH101	3	45

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
3			25	50	75	1.5 Hrs

**Course Description :** This course offers an in-depth exploration of alternative economic systems within the framework of Islamic principles and teachings. It examines key concepts such as Islamic finance, Zakat, Waqf, and ethical business practices, as well as historical and contemporary manifestations of Islamic economic thought. Through a multidisciplinary approach encompassing economics, theology, and ethics, students will critically analyze the principles and practices of Islamic economics and their relevance in addressing contemporary economic challenges

**Course Prerequisite: NIL**

#### Course Outcomes:

CO No.	Expected Outcome	Learning Domains
1	Understand the basic principles and objectives of Islamic economics.	U
2	Analyze the principles of Sharia-compliant finance and their application in contemporary banking and finance.	A
3	Evaluate the ethical considerations in economic transactions from an Islamic perspective.	A
4	Examine the role of property rights and wealth distribution mechanisms in Islamic law.	A

\*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)

#### Mapping of Course Outcomes to PSOs



*FYUGP “ISLAMIC HISTORY”*

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	C			C			



CO 2					C		
CO 3							C
CO 4						C	
CO 5	C			C			

## COURSE CONTENTS

### Contents for Classroom Transaction:

M O D U L E	U N I T	DESCRIPTION	HOURS
1	<b>Foundations of Islamic Economics</b>	<b>Foundations of Islamic Economics</b>	15
		Introduction to Islamic Economics	
		Principles of Sharia-compliant Finance	
		Islamic Ethics in Economic Transactions	
		Property Rights in Islamic Law	
		Wealth Distribution: Zakat and Sadaqah	
		Islamic Modes of Financing: Mudarabah and Musharakah	
		Islamic Banking Institutions: Principles and Operations	
		Sukuk: Islamic Bonds and Capital Markets	
		Takaful: Islamic Insurance	
		Regulatory Framework for Islamic Finance	
		<a href="https://www.emerald.com/insight/content/doi/10.1108/03068298910367215/full/pdf">https://www.emerald.com/insight/content/doi/10.1108/03068298910367215/full/pdf</a>	
		<a href="https://www.jstor.org/stable/pdf/20847069.pdf">https://www.jstor.org/stable/pdf/20847069.pdf</a>	

	<b>Zakat, Waqf, and Social Welfare</b>	
2	Principles and Calculation	
	Waqf: History and Development	
	Role of Zakat and Waqf in Social Welfare	
	Contemporary Applications of Zakat and Waqf	



		Islamic Microfinance and Poverty Alleviation	
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		<b>Islamic Business Ethics</b>	<b>15</b>
3	1	Ethical Principles in Islamic Business Ethics	
	2	Fair Trade and Ethical Consumerism in Islam	
		Corporate Social Responsibility (CSR) in Islamic Business	
		Islamic Environmental Ethics	
	3	Islamic Perspectives on Economic Justice	
	3	<a href="https://www.maybank.com/iwov-resources/pdf/islamic/learning-centre/book-in-brief_1st-principle-islamic-economy.pdf">https://www.maybank.com/iwov-resources/pdf/islamic/learning-centre/book-in-brief_1st-principle-islamic-economy.pdf</a>	

		<b>Contemporary Issues in Islamic Economics</b>	<b>10</b>
4	1	Globalization and Islamic Economics	
		Islamic Economic Development Models	
	2	Poverty Eradication Strategies in Islamic Economics	
		Islamic Finance and Financial Inclusion	
		Islamic Economics and Modern Economic Thought	
	3	<a href="https://core.ac.uk/download/pdf/324216758.pdf">https://core.ac.uk/download/pdf/324216758.pdf</a>	
		<a href="https://www.mdpi.com/2227-7099/11/12/303">https://www.mdpi.com/2227-7099/11/12/303</a>	

	<b>Teacher Specific Module</b>	<b>5</b>
	<i>Directions. Write an assignment /report/ppt/review for the following topic.</i>	
5	. 1. Analyze the impact of globalization on Islamic economics and Muslim societies. 2. Evaluate different models of Islamic economic development and their applicability in contemporary contexts.	

### Essential Readings: -

1. "Introduction to Islamic Economics: Theory and Application" by Hossein Askari and Zamir Iqbal
2. "Islamic Finance: Principles and Practice" by Hans Visser
3. "Zakat: Rethinking an Islamic Economic Instrument" by Shahbaz Ahmad Cheema
4. "Waqf in Islamic Law" by Ahmed Al-Dawoodi



5. *Islamic Economics: A Short History* by Ahmed El-Ashker and Rodney Wilson
6. *Contemporary Islamic Finance: Innovations, Applications, and Best Practices* by Karen Hunt-Ahmed and Debbi Dijak

**Suggested Readings:**

1. <https://www.emerald.com/insight/content/doi/10.1108/03068298910367215/full/pdf>
2. [https://www.maybank.com/iwov-resources/pdf/islamic/learning-centre/book-in-brief\\_1st-principle-islamic-economy.pdf](https://www.maybank.com/iwov-resources/pdf/islamic/learning-centre/book-in-brief_1st-principle-islamic-economy.pdf)
3. <https://core.ac.uk/download/pdf/324216758.pdf>
4. <https://www.mdpi.com/2227-7099/11/12/303>

**Assessment Rubrics:**

<b>Evaluation Type</b>		<b>Marks</b>
End Semester Evaluation		<b>50</b>
Continuous Evaluation		<b>25</b>
a)	Test Paper- 1	5
b)	Test Paper-2	5
c)	Assignment	5
d)	Seminar	5
e)	Book/ Article Review	5
f)	Viva-Voce	
g)	Field Report	
<b>Total</b>		<b>75</b>



**KU2MDCISH102: GULF MIGRATION IN KERALA: DYNAMICS, IMPACTS, AND CHALLENGES**

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
II	MDC	100-199	KU2MDCISH102	3	45

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
3			25	50	75	1.5 hrs

**Course Description :**

This course provides an in-depth analysis of Gulf migration from Kerala, exploring its historical context, socio-economic impacts, and the challenges faced by migrants and returnees. Through a multidisciplinary approach, students will examine demographic patterns, economic contributions, social and cultural implications, and policy responses related to Gulf migration. Case studies and real-life examples will be utilized to illustrate key concepts and facilitate critical thinking. By the end of the course, students will gain a comprehensive understanding of the complex dynamics of Gulf migration in Kerala and its significance in the global context.

**Course Prerequisite: NIL**

**Course Outcomes:**

CO No.	Expected Outcome	Learning Domains
1	Understanding Demographic and Economic Patterns: Students will be able to analyze the demographic profile of Gulf migrants from Kerala, including age, gender, education, and occupation, and evaluate the economic impact of remittances on Kerala's economy.	U



2	Exploring Social and Cultural Implications: Students will explore the social changes, such as shifts in family dynamics and gender roles, as well as cultural integration and identity formation among Gulf returnees, gaining insights into the social and cultural implications of Gulf migration on Kerala society.	A
3	Identifying Challenges Faced by Migrants and Returnees: Students will identify and analyze the legal, employment, and reintegration challenges faced by Gulf migrants from Kerala, including issues such as contract violations, exploitation, social stigma, and psychological well-being, critically evaluating the impact of these challenges on individuals and communities.	A
4	Examining Policy Responses and Future Directions: Students will critically examine existing policies and interventions aimed at managing Gulf migration from Kerala and propose recommendations for addressing the emerging trends, challenges, and opportunities associated with Gulf migration, demonstrating an understanding of the policy implications and future directions in migration governance.	A

\***Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)**

#### Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	C			C			
CO 2		C			C		
CO 3							C
CO 4			C				
CO 5	C						

#### COURSE CONTENTS

##### Contents for Classroom Transaction:

M O D U L E	U N I T	DESCRIPTION	HOURS
1		<b>Introduction to migration</b>	15
		Definition and Conceptual Framework of Migration	



	Historical Perspectives on Migration Theories	
	Classical Theories of Migration	
	Neo-Classical Theories of Migration	
	Structural Theories of Migration	
	Economic Impacts of Migration	
	Economic Theories of Migration	
	Labor Market Impacts of Migration	
	Remittances and Development	
	Brain Drain vs. Brain Gain	
	Social and cultural impact of migration	
	Review the ppt- <a href="https://content.schoolinsites.com/api/documents/7bce60d1119146e697065de7385a3068.pdf">https://content.schoolinsites.com/api/documents/7bce60d1119146e697065de7385a3068.pdf</a>	
	Review the document- <a href="https://egyankosh.ac.in/bitstream/123456789/18994/1/Unit-5.pdf">https://egyankosh.ac.in/bitstream/123456789/18994/1/Unit-5.pdf</a>	

	<b>Gulf migration in Kerala</b>	
2	Overview of gulf migration	
	Historical context of gulf migration in Kerala	
	Demographic Profile of Kerala's Gulf Migrants	
	Socio-Economic Impacts of Gulf Migration on Kerala	
	Challenges and Opportunities	

	<b>Push and pull factors in gulf migration</b>	<b>15</b>
3	Push factors in gulf migration	
	pull factors in gulf migration	
	Economic and Non-Economic Factors Influencing Migration	
	Profile of Kerala's Gulf Migrants: Age, Gender, and Education	
	Migration Patterns: Destination Countries and Occupations	
	Review the document- <a href="http://tgc.ac.in/pdf/study-">http://tgc.ac.in/pdf/study-</a>	



	<a href="#"><u>material/polsc/Human_Migration_in_IR.pdf</u></a>	
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	<b>Socio - Economic Impact of Gulf Migration on Kerala</b>	<b>10</b>
4	Remittances: Contribution to Kerala's Economy	
	Employment Opportunities and Skill Enhancement through Gulf Migration	
	Social and Cultural Implications of Gulf Migration	
	Review the article- <a href="https://www.keralaconomy.com/admin/pdfs/two%20im.pdf">https://www.keralaconomy.com/admin/pdfs/two%20im.pdf</a>	
	Social Changes: Family Dynamics and Gender Roles	
	Cultural Integration and Identity Formation among Gulf Returnees	
	Challenges Faced by Gulf Migrants from Kerala	

	<b>Teacher Specific Module</b>	<b>5</b>
	Directions. Write an assignment /report/ppt/review for the following topic.	
5	<ol style="list-style-type: none"> <li>4. Write about Legal and Employment Issues: Contract Violations and Exploitation</li> <li>5. Reintegration Challenges: Social Stigma and Psychological Well-being of Returnees</li> <li>6. Conduct a local survey or interview</li> </ol>	

### Essential Readings: -

5. "The Age of Migration: International Population Movements in the Modern World" by Stephen Castles and Mark J. Miller
6. "Migration and Inequality in Kerala: People, Spaces and Politics" by S. Irudaya Rajan
7. "Migration and Development Within and Across Borders: Research and Policy Perspectives on Internal and International Migration" edited by Alperhan Babacan and Coskun Z. Kasapoglu
8. "The Age of Migration: Navigating the Twists and Turns of Globalization" by Paul Collier and Alexander Betts

### Suggested Readings:

6. <https://egyankosh.ac.in/bitstream/123456789/18994/1/Unit-5.pdf>
7. [http://tgc.ac.in/pdf/study-material/polsc/Human\\_Migration\\_in\\_IR.pdf](http://tgc.ac.in/pdf/study-material/polsc/Human_Migration_in_IR.pdf)
8. <https://www.keralaconomy.com/admin/pdfs/two%20im.pdf>



9. [https://ced.cat/wp-content/uploads/2019/09/Bueno\\_and\\_Prieto\\_Rosas\\_Migration\\_Theories\\_Preprint\\_2019.pdf](https://ced.cat/wp-content/uploads/2019/09/Bueno_and_Prieto_Rosas_Migration_Theories_Preprint_2019.pdf)
10. <https://egyankosh.ac.in/bitstream/123456789/6094/4/Unit-1.pdf>

**Assessment Rubrics:**

<b>Evaluation Type</b>	<b>Marks</b>
End Semester Evaluation	<b>50</b>
Continuous Evaluation	<b>25</b>
a) Test Paper- 1	5
b) Test Paper-2	5
c) Assignment	5
d) Seminar	5
e) Book/ Article Review	5
f) Viva-Voce	
g) Field Report	
<b>Total</b>	<b>75</b>



**KU3MDCISH103: HUMAN RIGHTS IN ISLAM**

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
III	MDC	100-199	KU3MDCISH103	3	45

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
3			25	50	75	1.5 hrs

**Course Description:** The course on "Islamic Perspective on Human Rights" offers a comprehensive examination of human rights principles within the framework of Islamic teachings, jurisprudence, and historical practices. It explores the foundational sources of Islam, including the Quran and Sunnah, to understand the ethical and legal basis for human rights in Islamic thought. Through a critical analysis of key concepts, historical precedents, and contemporary debates, students will gain insights into the Islamic approach to issues such as equality, justice, freedom, and dignity, as well as the challenges and opportunities in promoting human rights within Muslim-majority societies and on the global stage.

**Course Prerequisite: NIL**

**Course Outcomes:**

CO No.	Expected Outcome	Learning Domains
1	Understanding of Islamic Human Rights Framework: Students will develop a deep understanding of the Islamic framework for human rights, including its philosophical foundations, legal principles, and ethical values derived from the Quran, Sunnah, and Islamic jurisprudence.	U
2	Critical Analysis Skills: Through engagement with primary sources, scholarly texts, and case studies, students will enhance their critical analysis skills to evaluate the compatibility of Islamic teachings with international human rights standards, as well as the challenges and opportunities in interpreting and implementing human rights principles within Islamic contexts.	A



3	Interdisciplinary Perspective: Students will gain interdisciplinary perspectives on human rights issues, drawing on insights from Islamic studies, law, ethics, political science, sociology, and international relations to analyze complex socio-political dynamics and cultural nuances shaping human rights discourse in Muslim-majority societies.	A
4	Ethical and Global Citizenship: By exploring contemporary debates and case studies, students will cultivate ethical awareness, empathy, and a sense of global citizenship, enabling them to engage critically with human rights challenges and advocate for social justice, inclusivity, and respect for human dignity within diverse cultural and religious contexts.	A

\*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)

#### Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	C			C			
CO 2					C		
CO 3							C
CO 4			C				
CO 5	C						

#### COURSE CONTENTS

##### Contents for Classroom Transaction:

M O D U L E	U N I T	DESCRIPTION	HOURS
		<b>Introduction to Human Rights in Islam</b>	15
1		<p>Concept of Human Dignity: Understanding the Islamic concept of human dignity (karamah) and its significance in shaping the framework of human rights in Islam.</p> <p>Foundational Sources: Exploration of the foundational sources of Islamic law (Shariah), including the Quran, Sunnah (traditions of the Prophet Muhammad), and principles of Islamic jurisprudence (usul al-fiqh), as they relate to human rights.</p> <p>Universal Principles: Analysis of universal human rights principles inherent in Islamic teachings, including equality, justice, compassion, and the sanctity of</p>	



	life.	
	Historical Context: Examining historical examples of human rights practices in early Islamic societies and the contributions of Muslim scholars to the development of human rights discourse.	
	Contemporary Perspectives: Discussion on contemporary debates within the Muslim world regarding the compatibility of Islamic principles with modern conceptions of human rights.	
	Interfaith Dialogue: Understanding Islamic perspectives on interfaith dialogue, tolerance, and religious pluralism as they relate to human rights.	
	Women's Rights: Exploration of Islamic teachings on women's rights, gender equality, and the status of women in Islamic law and society.	
	Freedom of Religion: Analysis of Islamic perspectives on freedom of religion, apostasy, and the rights of religious minorities in Islamic societies.	
	Right to Education: Study of Islamic teachings on the importance of education, knowledge, and intellectual freedom as fundamental human rights.	
	Environmental Ethics: Understanding Islamic principles of environmental ethics and stewardship of the Earth as part of human rights obligations.	
	Review the document- <a href="https://www.aalco.int/briefs2003/Human%20Right%20in%20Islam.pdf">https://www.aalco.int/briefs2003/Human%20Right%20in%20Islam.pdf</a>	
	Review the document- <a href="https://www.aalco.int/briefs2003/Human%20Right%20in%20Islam.pdf">https://www.aalco.int/briefs2003/Human%20Right%20in%20Islam.pdf</a>	

	<b>Contemporary Issues and Challenges</b>	<b>15</b>
	Human Rights Violations: Analysis of human rights violations in Muslim-majority countries, including political repression, torture, extrajudicial killings, and restrictions on freedom of expression.	
	Counterterrorism Measures: Understanding the impact of counterterrorism measures on human rights, including mass surveillance, arbitrary detention, and the erosion of civil liberties.	
2	Armed Conflicts and Refugees: Exploration of the humanitarian consequences of armed conflicts in the Muslim world, including displacement, refugee crises, and violations of international humanitarian law.	
	Women's Rights and Gender Equality: Study of contemporary challenges facing women's rights in Muslim societies, including gender-based violence, discriminatory laws, and barriers to education and employment.	
	Freedom of Religion and Belief: Analysis of restrictions on religious freedom, blasphemy laws, apostasy charges, and discrimination against religious minorities in some Muslim-majority countries.	

<b>3</b>	<b>Social and environmental issues</b>	<b>5</b>
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	<p>Social Justice and Economic Equity: Understanding the role of Islamic principles of social justice (adl) and economic equity (mizan) in addressing poverty, inequality, and economic marginalization.</p> <p>Rights of Minorities: Exploration of the rights of religious, ethnic, and cultural minorities in Muslim-majority countries, including issues of discrimination, persecution, and cultural assimilation.</p> <p>Child Rights: Study of child rights issues in Muslim societies, including child labor, child marriage, access to education, and protection from exploitation and abuse.</p> <p>Migrant Workers and Human Trafficking: Understanding the challenges faced by migrant workers in Muslim-majority countries, including labor exploitation, human trafficking, and lack of legal protections.</p> <p>Environmental Stewardship: Analysis of environmental challenges in the Muslim world, including pollution, deforestation, water scarcity, and climate change, and the implications for human rights and sustainable development.</p>	
	<p>Review the document-  <a href="http://hrlibrary.umn.edu/research/Egypt/HumanRightsinIslam.pdf">http://hrlibrary.umn.edu/research/Egypt/HumanRightsinIslam.pdf</a></p>	

	<p><b>Contemporary Debates and Future Directions</b></p>	<b>5</b>
4	<p>Review the document-  <a href="https://www.ium.edu.my/deed/articles/hr/hr.html">https://www.ium.edu.my/deed/articles/hr/hr.html</a></p> <p>Secularism vs. Islamic Governance: Analysis of debates surrounding the compatibility of secularism and Islamic governance models with human rights principles, including the role of religion in the public sphere.</p>	
	<p>Freedom of Expression and Blasphemy: Examination of controversies surrounding freedom of expression, blasphemy, and the limits of criticism of religion in the context of Islamic societies.</p>	
	<p>Women's Rights and Gender Justice: Study of ongoing debates within Muslim communities regarding women's rights, gender roles, and the interpretation of Islamic teachings on gender equality.</p>	
	<p>Minority Rights and Pluralism: Analysis of tensions between majority and minority rights, religious pluralism, and the protection of minority communities in Muslim-majority countries.</p>	
	<p>Islamophobia and Anti-Muslim Discrimination: Exploration of Islamophobia, anti-Muslim discrimination, and hate speech targeting Muslims, and their impact on human rights and social cohesion.</p>	
	<p>Religious Freedom and Minority Rights: Exploration of the rights of religious minorities in Muslim-majority countries, including legal protections, cultural rights, and communal harmony.</p>	

	<p><b>Teacher Specific Module</b></p>	<b>5</b>
5	<p>Directions. Write an assignment /report/ppt/review for the following topic.</p> <p>63. Human Rights Education: Understanding the importance of human rights education in Muslim societies, including efforts to promote awareness,</p>	



	<p>empowerment, and advocacy for human rights.</p> <p>64. Youth Activism and Social Change: Study of youth activism, social movements, and digital activism in Muslim-majority countries, and their role in advancing human rights and political reform.</p> <p>65. Role of International Organizations: Analysis of the role of international organizations, NGOs, and civil society actors in promoting human rights in the Muslim world, including challenges and opportunities.</p>	
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**Essential Readings:**

1. Islam and Human Rights: Advocacy for Social Change in Local Contexts" edited by Shareen Hertel and Karin Wilkins
2. "Islamic Perspectives on Human Rights: Developments and Challenges" edited by Salim Farrar and Ghena Krayem
3. Human Rights in the Middle East: Frameworks, Goals, and Strategies" edited by Ramy Aly and Nico Prucha
4. "Islamic Law and Human Rights: The Muslim Brotherhood in Egypt" by Moataz A. Fattah
5. "Human Rights in Islam" by Abdulrahman Al-Awadi

**Suggested Readings:**

8. <https://www.aalco.int/briefs2003/Human%20Right%20in%20Islam.pdf>
9. <https://www.aalco.int/briefs2003/Human%20Right%20in%20Islam.pdf>
10. <http://hrlibrary.umn.edu/research/Egypt/HumanRightsinIslam.pdf>
11. <https://www.iium.edu.my/deed/articles/hr/hr.html>

**Assessment Rubrics:**

Evaluation Type		Marks
End Semester Evaluation		<b>50</b>
Continuous Evaluation		<b>25</b>
a)	Test Paper- 1	5
b)	Test Paper-2	5
c)	Assignment	5
d)	Seminar	5
e)	Book/ Article Review	5
f)	Viva-Voce	
g)	Field Report	
<b>Total</b>		<b>75</b>



**KU3VAC ISH201: ISLAMIC ETHICS FOR MODEL CITIZENSHIP IN A DIVERSE****CULTURE**

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
III	VAC	200-299	KU3VAC ISH201	3	45

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
3			25	50	75	1.5 hrs

**Course Description:** This course explores the ethical principles and values inherent in Islam and their application in promoting model citizenship within diverse cultural contexts. Through an examination of key Islamic ethical concepts and their relevance to contemporary issues, students will develop critical thinking skills and cultivate a sense of social responsibility. The course emphasizes the importance of ethical behavior, empathy, and respect for diversity in fostering harmonious coexistence in multicultural societies.

**Course Prerequisite: NIL**

**Course Outcomes:**

CO No.	Expected Outcome	Learning Domains
1	<p>Understanding of Islamic Ethical Principles:</p> <p>Students will demonstrate a comprehensive understanding of key Islamic ethical principles and values, including Tawhid (Oneness</p>	U



	of God), Adab (Ethical Conduct), and Maqasid al-Shariah (Objectives of Islamic Law).	
2	<p>Application of Ethical Concepts in Diverse Contexts:</p> <p>Students will be able to apply Islamic ethical concepts to contemporary issues and diverse cultural contexts, demonstrating their ability to analyze ethical dilemmas and propose ethically sound solutions.</p>	A
3	<p>Promotion of Model Citizenship:</p> <p>Students will develop the knowledge and skills necessary to promote model citizenship within multicultural societies, emphasizing values such as tolerance, social justice, environmental stewardship, and civic engagement.</p>	A
4	<p>Critical Thinking and Ethical Decision-making:</p> <p>Students will enhance their critical thinking skills and ethical reasoning abilities, enabling them to evaluate complex ethical scenarios, make informed decisions, and engage in reflective ethical discourse.</p>	A

\*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)

#### Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	U						
CO 2					U		
CO 3			U				
CO 4			U				
CO 5	U						

#### COURSE CONTENTS

##### Contents for Classroom Transaction:



M O D U L E	U N I T	DESCRIPTION	HOURS
1	<b>Unit 1: Introduction to Islamic Ethics</b>	Definition and scope of Islamic ethics	
		Sources of ethical guidance in Islam: Quran, Hadith, and scholarly consensus	
		Comparative analysis of Islamic ethics with other ethical frameworks	
	Review the document- <a href="https://www.hakikatkitabevi.net/downloads/021.pdf">https://www.hakikatkitabevi.net/downloads/021.pdf</a>	Tawhid (Oneness of God) and Its Ethical Implications	
		Understanding the concept of Tawhid and its significance in Islamic ethics	
		Ethical monotheism and its influence on individual conduct and social Relations	
	Review the document- <a href="http://ijrar.com/upload_issue/ijrar_issue_1059.pdf">http://ijrar.com/upload_issue/ijrar_issue_1059.pdf</a>	Application of Tawhid in promoting justice, compassion, and equality	
		Adab (Ethical Conduct) in Islamic Tradition	
		Definition and significance of Adab in Islam	
		Etiquette of interpersonal relations: respect, kindness, and humility	

	<b>Maqasid al-Shariah (Objectives of Islamic Law)</b>	15
2	Understanding the objectives of Islamic law and their ethical underpinnings	
	Exploration of the five maqasid: preservation of religion, life, intellect, lineage, and property	
	Application of maqasid al-shariah in contemporary ethical dilemmas	
	Akhlaq (Virtuous Character) Development	
	Importance of cultivating virtuous character traits (akhlaq) in Islamic Ethics	

	<b>Ethical Citizenship in a Diverse Society</b>	5
3	Islam and Pluralism	
	Understanding Islamic teachings on diversity and pluralism	
	Ethical principles of tolerance, inclusivity, and coexistence in Islam	



	<p>Challenges and opportunities of living in a diverse society: bridging cultural divides</p> <p>Understanding Islamic teachings on diversity and pluralism</p>	
	<p>Review the document-</p> <p><a href="https://repository.uwtsd.ac.uk/id/eprint/2032/1/Rahman%20K%20(2022)%20MRes%20Islamic%20environmental%20ethics.pdf">https://repository.uwtsd.ac.uk/id/eprint/2032/1/Rahman%20K%20(2022)%20MRes%20Islamic%20environmental%20ethics.pdf</a></p>	

	<b>Humanitarian Ethics and Global Citizenship</b>	<b>5</b>
4	<ul style="list-style-type: none"> <li>- Islamic teachings on compassion, altruism, and humanitarianism</li> <li>- Ethical responsibilities towards the global community: addressing poverty, injustice, and humanitarian crises</li> </ul>	
	<ul style="list-style-type: none"> <li>- Engagement in humanitarian initiatives and promotion of global citizenship Values</li> </ul>	
	Humanitarian Ethics and Global Citizenship	
	Strategies for fostering civic engagement and contributing to the common Good	
	<p>Review the document-</p> <p><a href="https://www.researchgate.net/publication/279665350_Islamic_Ethics_An_Outline_of_Its_Principles_and_Scope">https://www.researchgate.net/publication/279665350_Islamic_Ethics_An_Outline_of_Its_Principles_and_Scope</a></p>	
	<p>Review the document-</p> <p><a href="https://jsh.journals.ekb.eg/article_29622_730bcd0ca057378f3daae1899_75a8d4c.pdf">https://jsh.journals.ekb.eg/article_29622_730bcd0ca057378f3daae1899_75a8d4c.pdf</a></p>	

	<b>Teacher Specific Module</b>	<b>5</b>
	Directions. Write an assignment /report/ppt/review for the following topic.	
5	<p>68. Ethical Leadership and Governance</p> <p>69. - Islamic principles of leadership and governance: accountability, consultation, and justice</p> <p>70. - Role of ethical leaders in promoting public welfare and upholding moral integrity</p> <p>71. - Case studies of exemplary Muslim leaders and their ethical leadership models</p>	

### Essential Readings:

1. Kamali, Mohammad Hashim. "Islamic Ethics: Divine Command Theory in Arabo-Islamic Thought." Oneworld Publications, 2016.
2. Ramadan, Tariq. "Radical Reform: Islamic Ethics and Liberation." Oxford University Press, 2009.
3. Al-Dawoody, Ahmed. "The Islamic Law of War: Justifications and Regulations." Palgrave Macmillan, 2011.



## FYUGP "ISLAMIC HISTORY"

4. Esposito, John L., and Dalia Mogahed. "Who Speaks for Islam?: What a Billion Muslims Really Think." Gallup Press, 2008.
5. Kelsay, John. "Arguing the Just War in Islam." Harvard University Press, 2007.
6. Siddiqui, Mona. "Hospitality and Islam: Welcoming in God's Name." Yale University Press, 2015.
7. Al-Hibri, Azizah Y. "Islamic Ethics of Life: Abortion, War, and Euthanasia." University of South Carolina Press, 2003.
8. Brown, Jonathan A.C. "Misquoting Muhammad: The Challenge and Choices of Interpreting the Prophet's Legacy." Oneworld Publications, 2014.

### Suggested Readings:

9. <https://www.hakikatkitabevi.net/downloads/021.pdf>
10. [https://www.researchgate.net/publication/279665350 Islamic Ethics An Outline of Its Principles and Scope](https://www.researchgate.net/publication/279665350_Islamic_Ethics_An_Outline_of_Its_Principles_and_Scope)

### Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		<b>50</b>
Continuous Evaluation		<b>25</b>
a)	Test Paper- 1	5
b)	Test Paper-2	5
c)	Assignment	5
d)	Seminar	5
e)	Book/ Article Review	5
f)	Viva-Voce	
g)	Field Report	
<b>Total</b>		<b>75</b>

## KU4VACISH202: MAJOR WORLD RELIGIONS

Semester	Course Type	Course Level	Course Code	Credits	Total Hours



IV	VAC	200-299	KU4VACISH202	3	45
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Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
3			25	50	75	1.5 hrs

### Course Description :

This course offers an in-depth exploration of values of major world religions, including Hinduism, Buddhism, Christianity, and Islam. Through a comparative study of their origins, beliefs, scriptures, practices, and contemporary relevance, students will gain a comprehensive understanding of religious diversity and its impact on global societies. The course examines key themes such as the nature of religion and its values, historical development, sacred texts, rituals, ethics, and the role of religion in addressing contemporary challenges. Emphasis is placed on critical analysis, interfaith dialogue, and the cultivation of empathy and respect for different religious traditions.

### Course Prerequisite: NIL

### Course Outcomes:

CO No.	Expected Outcome	Learning Domains
1	Cultural Literacy: Students will demonstrate an understanding of the origins, beliefs, and practices of major world religions, including Hinduism, Buddhism, Christianity, and Islam, and their significance in shaping	U



	cultural identities and worldviews.	
2	Critical Thinking: Students will analyze and evaluate religious texts, rituals, and ethical principles within different religious traditions, demonstrating the ability to critically assess diverse perspectives and engage in reasoned discourse..	A
3	Interfaith Understanding: Students will engage in respectful dialogue with individuals from diverse religious backgrounds, demonstrating an appreciation for religious pluralism and the ability to navigate interfaith interactions with empathy and openness.	A
4	Global Citizenship: Students will recognize the role of religion in addressing contemporary global challenges such as social justice, environmental sustainability, and conflict resolution, and develop a commitment to promoting peace, understanding, and cooperation across religious and cultural divides.	A

\***Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)**

### Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	U			U			
CO 2		U			U		
CO 3			U				U
CO 4			U			U	
CO 5	U			U			

### COURSE CONTENTS

#### Contents for Classroom Transaction:



MODULE	UNIT	DESCRIPTION	HOURS
1	<b>Introduction to religion</b>	<b>Introduction to religion</b>	15
		Understanding Religion	
		Definition and characteristics of religion	
		Theoretical approaches to the study of religion (sociological, psychological, anthropological, etc.)	
		Importance of studying world religions in a globalized world	
		Historical Context	
		Overview of the development of religions throughout history	
		Major religious events and figures	
		Impact of historical events on the evolution of religions	
		Sacred texts of major world religions (e.g., Bible, Quran, Bhagavad Gita, Tao Te Ching)	
2	<b>Hinduism</b>	Interpretation and significance of religious scriptures	
		Role of religious texts in shaping beliefs and practices	
		Review the document- <a href="https://he.kendallhunt.com/sites/default/files/heupload/Current_1e_Chapter1.pdf">https://he.kendallhunt.com/sites/default/files/heupload/Current_1e_Chapter1.pdf</a>	
		Origins and historical development of Hinduism	
		Core beliefs, including dharma, karma, and reincarnation	
		Concept of Brahman and the diversity of deities in Hindu pantheon	
3	<b>Historical context of Jesus of Nazareth and Budhism</b>	Social Structure and Caste System Overview of the caste system and its historical context	
		Critiques and reforms of the caste system in modern India	
		Impact of caste system on social hierarchy and inequality	

3	<b>Historical context of Jesus of Nazareth and Budhism</b>	15
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	Historical context of Jesus of Nazareth Life and teachings of Jesus as recorded in the New Testament	
	Core beliefs of Christianity (Trinity, salvation, grace)	
	Development of Christian theology in the early Church councils	
	Diversity of Christian denominations and interpretations	
	Buddhism in the Modern World	
	Revival of Buddhism in Asia and its adaptation to modernity	

	<b>Five Pillars of Islam and contemporary needs</b>	<b>15</b>
	Overview of the Five Pillars (Shahada, Salah, Zakat, Sawm, Hajj) Importance of ritual practices in Islamic faith and identity	
	Variations in interpretation and observance among Sunni and Shia Muslims	
4	Comparative analysis of religious beliefs, practices, and rituals Common themes and differences among world religions	
	Importance of interfaith dialogue and understanding	
	Review the document- <a href="https://hwpi.harvard.edu/files/pluralism/files/the_five_pillars_1.pdf">https://hwpi.harvard.edu/files/pluralism/files/the_five_pillars_1.pdf</a>	
	<a href="https://library.oapen.org/bitstream/handle/20.500.12657/31725/625498.pdf?sequence=1&amp;isAllowed=y">https://library.oapen.org/bitstream/handle/20.500.12657/31725/625498.pdf?sequence=1&amp;isAllowed=y</a>	

	<b>Teacher Specific Module</b>	<b>5</b>
	Directions. Write an assignment /report/ppt/review for the following topic.	
5	<ol style="list-style-type: none"> <li>Challenges facing Muslims in the 21st century (Islamophobia, extremism, globalization)</li> <li>- Contributions of Muslims to science, arts, and culture</li> <li>- Muslim responses to contemporary issues and movements (Arab Spring, refugee crisis, etc.)</li> </ol>	

### Essential Readings: -



The World religions , by Huston Smith

World religions, by John Bowker

**Suggested Readings:**

1. [https://he.kendallhunt.com/sites/default/files/heupload/Curran\\_1e\\_C  
hapter1.pdf](https://he.kendallhunt.com/sites/default/files/heupload/Curran_1e_Chapter1.pdf)
2. <https://core.ac.uk/download/228460913.pdf>
3. [https://americanhumanist.org/wp-  
content/uploads/2016/11/hinduism.pdf](https://americanhumanist.org/wp-content/uploads/2016/11/hinduism.pdf)
4. [https://library.oopen.org/bitstream/handle/20.500.12657/31725/6254  
98.pdf?sequence=1&isAllowed=y](https://library.oopen.org/bitstream/handle/20.500.12657/31725/625498.pdf?sequence=1&isAllowed=y)

**Assessment Rubrics:**

<b>Evaluation Type</b>	<b>Marks</b>
End Semester Evaluation	<b>50</b>
Continuous Evaluation	<b>25</b>
a) Test Paper- 1	5
b) Test Paper-2	5
c) Assignment	5
d) Seminar	5
e) Book/ Article Review	5
f) Viva-Voce	
g) Field Report	
<b>Total</b>	<b>75</b>



**KU4VACISH203: URBAN PLANNING IN GULF REGIONS AND MINERAL POLITICS**

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
IV	VAC	200	KU4VACISH203	3	45

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
3			25	50	75	1.5 hrs

**Course Description:** This course provides an in-depth analysis of urban planning strategies in Gulf regions with a focus on the intersection of mineral politics and urban development. Through a multidisciplinary approach, students will examine the challenges and opportunities associated with urbanization in the Gulf, including the impact of mineral resources on urban growth and sustainability.

**Course Prerequisite:** NIL

**Course Outcomes:**



CO No.	Expected Outcome	Learning Domains
1	Comprehensive Understanding of Urbanization Dynamics: Students will gain a thorough understanding of the historical, social, economic, and environmental factors driving urbanization in Gulf regions. They will be able to analyze the complex interplay between urban development, mineral resources, and socio-political dynamics, incorporating perspectives from urban planning theories and practices.	U
2	Ability to Evaluate Mineral Politics Impact on Urban Development: Students will develop the skills to critically evaluate the role of mineral politics, particularly oil and gas industries, in shaping urban landscapes and governance structures in Gulf cities. Through case studies and theoretical frameworks, they will assess the socio-economic implications of resource dependency and explore strategies for sustainable urban development amidst mineral wealth.	A
3	Proficiency in Urban Planning Strategies and Solutions: By examining infrastructure, transportation, social, and cultural dimensions of urbanization, students will acquire proficiency in designing and implementing effective urban planning strategies in Gulf regions. They will be able to propose innovative solutions to address urban challenges such as congestion, housing, cultural preservation, and community engagement, considering the unique context of the Gulf.	A
4	Critical Analysis and Policy Formulation Skills: Students will develop critical thinking and analytical skills to assess governance structures, regulatory frameworks, and policy initiatives related to urban planning in Gulf cities. They will be equipped to identify gaps in existing policies, propose evidence-based recommendations, and advocate for inclusive and sustainable urban development agendas that prioritize the needs of diverse communities and stakeholders.	A

\*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)

#### Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	C			C			
CO 2		C			C		



CO 3			C				C
CO 4			C			C	
CO 5	C		C				

## COURSE CONTENTS

### Contents for Classroom Transaction:

M O D U L E	U N I T	DESCRIPTION	HOURS
1	<b>Introduction to Urban Planning in Gulf Regions</b>	Introduction to Urbanization in Gulf Regions	10
		Historical Development of Gulf Cities	
		Urban Challenges and Opportunities in Gulf Regions	
		Overview of Urban Planning Theories and Practices	
		Case Studies: Urban Planning Initiatives in Gulf Cities	
	<b>Mineral Resources and Urban Development</b>	Mineral Resources and Urban Development	
		Overview of Mineral Resources in Gulf Regions	
		Mineral Politics and Urban Planning	
		Sustainable Development and Resource Management	
		Case Studies: Mineral Politics in Gulf Cities	
	Review the article- Vol.42, No.1. January2023 1 <a href="http://jaet.journals.ekb.eg">http://jaet.journals.ekb.eg</a> Ecological Urban System in GCC Countries: Potentials, Obstacles and Actions ASHRAF MOHAMED SOLIMAN- <a href="https://jaet.journals.ekb.eg/article_185345_4d82a2478864d43cd88e4802f33530c9.pdf">https://jaet.journals.ekb.eg/article_185345_4d82a2478864d43cd88e4802f33530c9.pdf</a>		

2	<b>Infrastructure and Transportation Planning</b>	10
	Infrastructure Development in Gulf Cities	
	Transportation Challenges and Solutions	
	Smart City Initiatives and Urban Mobility	



	Sustainable Infrastructure Planning	
	Case Studies: Innovative Infrastructure Projects in Gulf Cities	

<b>Social and Cultural Dimensions of Urbanization</b>		<b>10</b>
3	Social Dynamics in Gulf Urban Spaces	
	Cultural Heritage Preservation and Urban Planning	
	Community Engagement in Urban Development	
	Urban Identity and Public Spaces	
	Case Studies: Social and Cultural Integration in Gulf Cities	
	Review the document; Revisiting Urban Planning in the Middle East North Africa Region by Dr. Mostafa Madbouly Regional study prepared for Revisiting Urban Planning: Global Report on Human Settlements 2009. Available from <a href="http://www.unhabitat.org/grhs/2009">http://www.unhabitat.org/grhs/2009</a>	

<b>Governance and Policy in Urban Planning</b>		<b>10</b>
4	Governance Structures in Gulf Cities	
	Policy Frameworks for Sustainable Urban Development	
	Public-Private Partnerships in Urban Planning	
	Regulatory Challenges and Legal Frameworks	
	Case Studies: Urban Governance Innovations in Gulf Cities	
	Review the document- <a href="https://gcc-turkiye.net/wp-content/uploads/2023/10/GCCTurkey-Infrastructure-Report.pdf">https://gcc-turkiye.net/wp-content/uploads/2023/10/GCCTurkey-Infrastructure-Report.pdf</a> Infrastructure Developing and Economic Growth in United Arab Emirates Weal Arafat, Zhang Ya Bing, Omar Al-Mutawakel. <a href="https://doi.org/10.5296/ber.v8i1.12355">https://doi.org/10.5296/ber.v8i1.12355</a>	

<b>Teacher Specific Module</b>		<b>5</b>
5	Directions. Write an assignment /report/ppt/review for the following topic.	
	53. Compare the infrastructural developments of Arab Nations with Other Asian Nations	
	54. How far oil industry and mineral politics favoured these achievements	

### Essential Readings:



6. "The Gulf Urban Experience: Urbanization in the Gulf Region" by Harvey Molotch and Davide Ponzini
7. "Mineral Resources and Urban Development in the Arabian Peninsula" edited by Paul D. Rowe and Abdulaziz H. Abuzinada
8. "Transportation Planning in the Gulf Region: Emerging Strategies and Challenges" by Imad Al-Qadi and Taha Rakib Elassi
9. "Social and Cultural Dimensions of Urbanization: The Gulf Perspective" edited by Yasser Elsheshtawy
10. "Urban Governance and Planning in the Gulf States" edited by Christopher Steinitz and Ian C. Shirley

**Suggested Readings:**

12. [Infrastructure development in the UAE](https://www.researchgate.net/publication/335732433)
13. [Publications/2008-02-01-Economic-Development-in-the-GCC-Region-in-Focus.pdf](https://ncusar.org/publications/Publications/2008-02-01-Economic-Development-in-the-GCC-Region-in-Focus.pdf)
14. [infrastructure construction DED.pdf](https://www.engagedxb.gov.ae/docs/infrastructure_construction_DED.pdf)
15. [JOM/VOLUME 6 ISSUE 2/JOM 06 02 003.pdf](https://iaeme.com/MasterAdmin/Journal_uploads/JOM/VOLUME_6_ISSUE_2/JOM_06_02_003.pdf)

**Assessment Rubrics:**

<b>Evaluation Type</b>		<b>Marks</b>
End Semester Evaluation		<b>50</b>
Continuous Evaluation		<b>25</b>
a)	Test Paper- 1	5
b)	Test Paper-2	5
c)	Assignment	5
d)	Seminar	5
e)	Book/ Article Review	5
f)	Viva-Voce	
g)	Field Report	
<b>Total</b>		<b>75</b>



*FYUGP “ISLAMIC HISTORY”*



**KU4SECISH301: ISLAMIC HERITAGE SITES FOR E- TOURISM PROMOTION IN INDIA**

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
IV	SEC	300	KU4SECISH301	3	45

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
3			25	50	75	1.5 hrs

**Course Description:** This course explores the rich Islamic heritage sites scattered across India and their significance in promoting e-tourism. Through a blend of historical analysis, architectural exploration, and digital technology applications, students will gain insights into the cultural, artistic, and historical aspects of these sites. Emphasis will be placed on leveraging e-tourism platforms to promote these sites effectively, ensuring their preservation, and enhancing the tourist experience.

**Course Prerequisite: NIL**

**Course Outcomes:**

CO No.	Expected Outcome	Learning Domains



1	Understanding of Islamic Heritage in India: Students will develop a comprehensive understanding of the Islamic heritage in India, including the historical context, architectural styles, and cultural significance of prominent Islamic heritage sites.	U
2	Proficiency in E-Tourism Promotion: Students will gain proficiency in leveraging e-tourism platforms such as websites, mobile applications, and virtual reality experiences to promote Islamic heritage sites effectively to a global audience.	A
3	Appreciation of Digital Technologies in Heritage Preservation: Students will appreciate the role of digital technologies such as virtual reality, augmented reality, and digital mapping in documenting, preserving, and promoting Islamic heritage sites for future generations.	A
4	Awareness of Cultural Sensitivity and Responsible Tourism: Students will develop an awareness of cultural sensitivity and responsible tourism practices when promoting Islamic heritage sites, ensuring respect for local customs, traditions, and religious sensitivities.	A

\*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)

#### Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	C			C			
CO 2		C			C		
CO 3							C
CO 4						C	
CO 5				C			

#### COURSE CONTENTS

##### Contents for Classroom Transaction:

M O D U L E	U N I T	DESCRIPTION	HOURS
1		<b>Introduction to E-Tourism and Islamic heritage tourism</b>	15
		Overview of E-Tourism: Introduction to the concept of e-tourism and its significance in the modern travel industry.	



	Evolution of E-Tourism: Historical perspective on the development of e-tourism and its integration with information technology.	
	E-Tourism Technologies: Exploration of key technologies shaping e-tourism, including websites, mobile applications, virtual reality, and augmented reality.	
	E-Tourism Platforms: Study of popular e-tourism platforms such as booking websites, travel blogs, and social media platforms.	
	E-Tourism Marketing: Analysis of digital marketing strategies used in e-tourism promotion, including search engine optimization (SEO), content marketing, and social media marketing.	
	Architectural Styles: Study of Islamic architectural styles prevalent in India, including Mughal, Indo-Islamic, and Persian influences.	
	Art and Calligraphy: Examination of Islamic art forms, including calligraphy, miniature paintings, and decorative arts.	
	Cultural Impact: Analysis of the cultural exchange between Islamic and indigenous Indian traditions, resulting in a unique blend of heritage.	
	Challenges and Preservation Efforts: Discussion on challenges faced in preserving Islamic heritage sites in India and ongoing conservation efforts.	
	Tourism Potential: Evaluation of the tourism potential of Islamic heritage sites in India and their role in promoting cultural tourism.	
	Future of E-Tourism: Speculation on the future trajectory of e-tourism and potential advancements in technology and consumer behavior.	
	Review the document- <a href="https://www.researchgate.net/publication/270741088_Information_Quality_Model_for_Islamic_e-Tourism_Website">https://www.researchgate.net/publication/270741088_Information_Quality_Model_for_Islamic_e-Tourism_Website</a>	

<b>E-Tourism and Islamic Architecture</b>		<b>15</b>
	Introduction to Islamic Architecture: Overview of Islamic architectural principles, elements, and historical development.	
	Significance of Islamic Architecture in Tourism: Understanding the role of Islamic architecture as a major tourist attraction worldwide.	
2	Key Islamic Architectural Styles: Exploration of various Islamic architectural styles, including Mughal, Ottoman, Persian, and Moorish.	
	Iconic Islamic Architectural Landmarks: Study of prominent Islamic architectural landmarks worldwide, such as mosques, palaces, madrasas, and tombs.	
	Review the document- <a href="https://core.ac.uk/download/pdf/213981295.pdf">https://core.ac.uk/download/pdf/213981295.pdf</a>	

<b>E-Tourism Platforms for Islamic Architecture</b>	
3	Virtual Tours of Islamic Architectural Sites: Implementation strategies for creating immersive virtual tours of Islamic architectural sites, enhancing the e-tourism experience.
	Analysis of e-tourism platforms dedicated to promoting Islamic architectural heritage, including websites, mobile applications, and virtual reality



	<p>experiences.</p> <p>Marketing Strategies for Islamic Architectural Tourism: Development of marketing strategies to promote Islamic architectural tourism through digital channels, including social media, content marketing, and search engine optimization.</p> <p>Community Engagement and Cultural Exchange: Importance of community engagement and cultural exchange in promoting Islamic architectural tourism through e-tourism initiatives.</p> <p>Case Studies and Best Practices: Examination of successful e-tourism projects focusing on Islamic architecture, identifying best practices and lessons learned.</p> <p>Review the document-  <a href="https://dde.pondiuni.edu.in/files/StudyMaterials/MBA/MBA4Semester/Tourism/5ETourism.pdf">https://dde.pondiuni.edu.in/files/StudyMaterials/MBA/MBA4Semester/Tourism/5ETourism.pdf</a></p>	
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	<p><b>Famous Islamic Heritage Sites in Northern India</b></p> <p>Qutub Minar, Delhi: History, architecture, and significance of the tallest brick minaret in the world.</p> <p>Taj Mahal, Agra: Exploration of the Mughal masterpiece and its cultural significance as a symbol of love.</p> <p>Fatehpur Sikri, Uttar Pradesh: Study of the Mughal capital and its architectural marvels, including the Buland Darwaza and Jama Masjid.</p> <p>Humayun's Tomb, Delhi: Analysis of the first garden-tomb on the Indian subcontinent and its influence on Mughal architecture.</p> <p>Red Fort, Delhi: Examination of the Mughal fort complex and its architectural features, including the Diwan-i-Aam and Diwan-i-Khas.</p> <p>Jama Masjid, Delhi: Overview of the largest mosque in India and its architectural grandeur.</p> <p>Agra Fort, Agra: Study of the UNESCO World Heritage Site and its historical significance as a Mughal stronghold.</p>	<b>10</b>
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	<p><b>Teacher Specific Module</b></p> <p>Directions. Write an assignment /report/ppt/review for the following topic.</p> <p>66. Content Marketing in Tourism: Strategies for creating engaging and informative content to attract and retain tourists, including blog posts, videos, and interactive multimedia.</p> <p>67. Prepare a promo video for an Islamic tourism site in India and use social media strategies of marketing (group work)</p>	<b>5</b>
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### Essential Readings:

1. "E-Tourism: Principles, Practices, and Innovations" by Dimitrios Buhalis and Simon Darcy.



2. "Information and Communication Technologies in Tourism" edited by Roland Schegg and Brigitte Stangl.
3. "Digital Marketing in Tourism and Hospitality" by Aleksej Heinze, Linda Verhaeghe, and Bas Straathof.
4. "The Delhi Sultanate: A Political and Military History" by Peter Jackson.
5. "The Mughal Empire" by John F. Richards.
6. "Tourism Marketing: A Strategic Approach" by John M. Bowen and James Makens.
7. "Digital Heritage and Culture: Strategy and Implementation" edited by Alan Seal.
8. "Virtual Heritage: A Guide" by Sarah Kenderdine and Gabriele Guidi.
9. Champaner-Pavagadh Archaeological Park, Gujarat: Exploration of the UNESCO World Heritage Site and its Islamic monuments.

**Suggested Readings:**

5. [https://www.researchgate.net/publication/270741088 Information Quality Model for Islamic e-Tourism Website](https://www.researchgate.net/publication/270741088_Information_Quality_Model_for_Islamic_e-Tourism_Website)
6. <https://core.ac.uk/download/pdf/213981295.pdf>
7. <https://dde.pondiuni.edu.in/files/StudyMaterials/MBA/MBA4Semester/Tourism/5ETourism.pdf>
- 8.

**Assessment Rubrics:**

<b>Evaluation Type</b>		<b>Marks</b>
End Semester Evaluation		<b>50</b>
Continuous Evaluation		<b>25</b>
a)	Test Paper- 1	5
b)	Test Paper-2	5
c)	Assignment	5
d)	Seminar	5
e)	Book/ Article Review	5
f)	Viva-Voce	
g)	Field Report	
<b>Total</b>		<b>75</b>



**KU5SECISH302: RESEARCH METHODOLOGY AND ETHICS**

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
V	SEC	300-399	KU5SECISH302	3	45

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
3			25	50	75	1.5 hrs



**Course Description:**

The Research Methodology and Ethics course provides students with a comprehensive understanding of research design, data collection methods, and ethical considerations in conducting research. Through theoretical discussions, practical applications, and case studies, students will learn how to formulate research questions, design studies, collect and analyze data, and ensure ethical integrity throughout the research process. The course emphasizes the importance of ethical conduct, integrity, and responsible research practices in all stages of the research endeavor.

**Course Prerequisite: NIL****Course Outcomes:**

CO No.	Expected Outcome	Learning Domains
1	Research Competence: Students will develop the knowledge and skills necessary to design, conduct, and evaluate research studies effectively across various disciplines and research contexts.	U
2	Ethical Awareness. Students will demonstrate an understanding of ethical principles and guidelines governing research conduct, including informed consent, confidentiality, data integrity, and responsible publication practices.	A
3	Critical Thinking and Analysis: Students will cultivate critical thinking skills to evaluate research literature, formulate research questions, design appropriate methodologies, and analyze data rigorously.	A
4	Professional Integrity: Students will uphold professional integrity and ethical standards in their research endeavors, demonstrating a commitment to honesty, transparency, and ethical conduct in all aspects of research.	A

\*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)

**Mapping of Course Outcomes to PSOs**

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	C			C			
CO 2		C			C		
CO 3			C				C
CO 4			C			C	
CO 5	C			C			



## COURSE CONTENTS

## Contents for Classroom Transaction:

MODULE	UNIT	DESCRIPTION	HOURS
1		<b>Introduction to Research Methodology</b>	10
		Overview of Research: Introduction to the concept of research, its importance, and types of research methodologies.	
		Research Design: Understanding the process of designing research studies, including formulation of research questions, hypotheses, and objectives.	
		Sampling Methods: Exploration of different sampling techniques, including probability sampling (simple random sampling, stratified sampling) and non-probability sampling (convenience sampling, purposive sampling).	
		Data Collection Techniques: Study of various data collection methods such as surveys, interviews, observations, and experiments, along with their strengths and limitations.	
		Data Analysis: Introduction to basic data analysis techniques, including descriptive statistics, inferential statistics, and qualitative analysis methods.	
		Quantitative Research Methods: In-depth examination of quantitative research methods, including experimental research, survey research, and correlational research.	
		Qualitative Research Methods: Comprehensive overview of qualitative research methods, including phenomenology, grounded theory, and ethnography.	
		Mixed Methods Research: Understanding the integration of quantitative and qualitative research methods in mixed methods research designs.	
		Research Validity and Reliability: Discussion on ensuring validity and reliability in research studies through appropriate measures and techniques.	
		. Ethical Considerations in Research: Introduction to ethical principles and guidelines governing research conduct, including informed consent, confidentiality, and avoiding plagiarism	
		Review the document- <a href="https://www.researchgate.net/publication/265929851_Research_Methodology_and_Ethics_-_Researcher_Education_for_Undergraduate_Students_in_the_Process_and_Environmental_Engineering_Study_Programmes">https://www.researchgate.net/publication/265929851_Research_Methodology_and_Ethics_-_Researcher_Education_for_Undergraduate_Students_in_the_Process_and_Environmental_Engineering_Study_Programmes</a>	
		Review the document- <a href="http://www.surendranattheveningcollege.com/wp-content/uploads/2020/06/Ethics-in-research.pdf">http://www.surendranattheveningcollege.com/wp-content/uploads/2020/06/Ethics-in-research.pdf</a>	
2		<b>Literature Review and Conceptual Framework</b>	10



	<p>Literature Review Process: Understanding the importance of literature review in research, and techniques for conducting a systematic literature review.</p>	
	<p>Sources of Literature: Exploration of various sources of literature, including academic journals, books, conference proceedings, and online databases.</p>	
	<p>Conceptual Framework Development: Study of conceptual frameworks and their role in guiding research studies and establishing theoretical foundations.</p>	
	<p>Hypothesis Formulation: Techniques for formulating research hypotheses based on existing literature and theoretical frameworks.</p>	
	<p>Critical Analysis of Literature: Examination of strategies for critically analyzing and synthesizing literature to identify research gaps and formulate research questions.</p>	

<b>Theoretical Perspective</b>		<b>10</b>
3	Theoretical Perspectives: Introduction to different theoretical perspectives commonly used in research across various disciplines.	
	Constructing a Conceptual Model: Guidelines for constructing a conceptual model or theoretical framework to guide research studies.	
	Synthesis of Literature: Techniques for synthesizing literature to develop a coherent theoretical framework or conceptual model.	
	Writing a Literature Review: Best practices for writing a comprehensive and well-structured literature review chapter in research manuscripts.	
	Presentation of Findings: Strategies for effectively presenting literature review findings in research reports and academic papers	
	Review the document- <a href="https://gevpgkrb.ac.in/Content/207_447_23_Dr.%20Dinesh%20Sriwas%20RESEARCH%20%20PUBLICATION%20ETHICS.pdf">https://gevpgkrb.ac.in/Content/207_447_23_Dr.%20Dinesh%20Sriwas%20RESEARCH%20%20PUBLICATION%20ETHICS.pdf</a>	

<b>Components of a Research Proposal and ethics</b>		<b>10</b>
4	Components of a Research Proposal: Overview of the key components of a research proposal, including the title, abstract, introduction, literature review, methodology, and timeline.	
	Research Problem Statement: Techniques for formulating clear and concise research problem statements that articulate the purpose and significance of the study.	
	Research Objectives and Questions: Formulation of specific research objectives and questions that address the research problem and guide the study.	
	Hypothesis Development: Guidelines for developing testable hypotheses based on research objectives and theoretical frameworks.	
	Ethical Principles in Research: Overview of ethical principles governing research conduct, including honesty, integrity, respect for autonomy, and beneficence..	



	<p>Avoiding Plagiarism: Understanding the definition of plagiarism and techniques for properly citing sources and avoiding plagiarism in research manuscripts.</p> <p>Publication Ethics: Guidelines for ethical publication practices, including authorship, peer review, and disclosure of potential conflicts of interest.</p>	
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5	<b>Teacher Specific Module</b>	5
	Directions. Write an assignment /report/ppt/review for the following topic.	
	<p>40. Data Collection Methods: Review of various data collection methods, including surveys, interviews, focus groups, observations, and experiments.</p> <p>41. Survey Design: Principles of survey design, including questionnaire construction, sampling techniques, and administration methods.</p> <p>42. Interview Techniques: Techniques for conducting effective interviews, including preparation, questioning strategies, and rapport-building skills.</p>	

### Essential Readings:

1. "Research Methodology: A Step-by-Step Guide for Beginners" by Ranjit Kumar
2. "Doing a Literature Review: Releasing the Social Science Research Imagination" by Chris Hart
3. "The Research Proposal: A Practical Guide" by Denscombe, Martyn
4. "Research Methods in Education" by Louis Cohen, Lawrence Manion, and Keith Morrison
5. "Ethics in Social Research" by Tim May

### Suggested Readings:

[https://gevpgkrb.ac.in/Content/207\\_447\\_23\\_Dr.%20Dinesh%20Sriwas\\_RESEARCH%20%20PUBLICATION%20ETHICS.pdf](https://gevpgkrb.ac.in/Content/207_447_23_Dr.%20Dinesh%20Sriwas_RESEARCH%20%20PUBLICATION%20ETHICS.pdf)

[https://www.researchgate.net/publication/265929851\\_Research\\_Methodology\\_and\\_Ethics](https://www.researchgate.net/publication/265929851_Research_Methodology_and_Ethics)

### Assessment Rubrics:

<b>Evaluation Type</b>		<b>Marks</b>
End Semester Evaluation		<b>50</b>
Continuous Evaluation		<b>25</b>
a)	Test Paper- 1	5
b)	Test Paper-2	5
c)	Assignment	5
d)	Seminar	5



e)	Book/ Article Review	5
f)	Viva-Voce	
g)	Field Report	
	<b>Total</b>	<b>75</b>

**KU6SECISH303: REPRESENTATION OF MUSLIM IDENTITY IN MALAYALAM****LITERATURE AND ART**

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
<b>VI</b>	<b>SEC</b>	<b>300</b>	<b>KU6SECISH303</b>	<b>3</b>	<b>45</b>

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
<b>3</b>			<b>25</b>	<b>50</b>	<b>75</b>	<b>1.5 hrs.</b>

**Course Description:** This course critically examines the diverse and evolving representations of Muslim identity in Malayalam literature, from early writings to contemporary works. Students will explore how historical shifts—including colonialism, the Mappila uprisings, post-independence socio politics, and globalization—have shaped portrayals of Kerala's Muslim communities, especially the Mappillas of the Malabar region. Through fiction, poetry, memoirs, and drama, learners will investigate how literature reflects, contests, and reconstructs Muslim identity across class, gender, and religious boundaries. The course incorporates historical contextualization, close literary analysis, and interdisciplinary insights from cultural and postcolonial studies. In addition to fostering critical thinking and interpretive skills, this course aims to cultivate in students a deeper appreciation for the pluralistic and syncretic traditions of Kerala. By examining literary texts that highlight coexistence, marginalization, resistance, and negotiation of identity, students will develop values of humanity, empathy, and secularism. The course encourages an inclusive understanding of cultural diversity and underscores the role of literature in promoting social harmony and mutual respect in a multicultural society



**Course Prerequisite: NIL**

**Course Outcomes:**

CO No.	Expected Outcome	Learning Domains
1	Cultivation of Secular and Inclusive Worldviews: Students will develop a nuanced understanding of religious and cultural plurality in Kerala, fostering a secular ethos that respects diversity and challenges communal stereotypes.	A
2	Enhanced Visual and Emotional Literacy: By analyzing films that depict the lives, struggles, and cultural expressions of Kerala's Muslim communities, students will develop a deeper emotional and visual understanding of identity, marginality, and resistance—complementing textual analysis with cinematic storytelling.	U
3	Ethical Sensitivity to Social Justice Issues: The course will nurture ethical awareness regarding issues of discrimination, social exclusion, and historical injustice, empowering students to advocate for equity and social harmony.	A
4	Promotion of Intercultural Dialogue: Through the study of literary texts as cultural dialogues, students will be equipped to engage constructively in conversations across cultural and religious boundaries, reinforcing values of dialogue, coexistence, and mutual respect	A
5	Critically analyze representations of Muslim culture by non-Muslim writers in Malayalam literature and Art	A

\***Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)**

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	C						
CO 2					C		
CO 3			C				
CO 4			C				
CO 5	C						

**COURSE CONTENTS**

**Contents for Classroom Transaction:**

**Contents for Classroom Transaction:**



M O D U L E	U N I T	DESCRIPTION	HOURS
		<b>Historical Foundations — The Mappila Literary Tradition</b>	
	1	Origins and evolution of Muslim identity in early Malayalam writings.	
		Arabic-Malayalam (Arabi-Malayalam) script and literature	
		Mappila songs (Mappilappattu) as resistance and devotional expression	
	2	Mahakavimoyinkutty vaidyar his classical work 'Badarul Muneer and Husnul Jamal'(1872), Historical aspects of Badar Padappattu (1876) and Uhud Padappattu (1879)	
1	3	Cultural heritage of Malappuram Padappattu (1883) Kathupattu(letter songs)	
		Kess Pattu	
	4	Oppana Pattu Kolkkali Pattu, Kalyana Pattus	
		Injeel luka (Bible translation) <a href="https://drive.google.com/drive/folders/1jdYojRfIAoXmUACDHbEVVYjd3pzsowR8?usp=drive_link">https://drive.google.com/drive/folders/1jdYojRfIAoXmUACDHbEVVYjd3pzsowR8?usp=drive_link</a>	

	<b>Colonial Encounters and resistance</b>	
	1	Sanaullah Makthi thangal as reformer and a writer
	2	Review on Kadorakudaram
2	3	Vakkam Abdul Khadar Moulavi, the Pioneer of Kerala reform movement
	4	Historical background of 'Swadeshabhimani' (1906)
	5	Enlightenment through' Muslim'(1906) and 'Al Islam' (1918)

	<b>Muslim life and culture in Malayalam film</b>	
3	1	Historical Context of Malayalam film "1921" written by T. Damodaran & directed by I. V. Sasi
	2	Veeraputhran (English: "Brave Son") 2011 Malayalam historical film directed by P. T. Kunju Muhammed



	Ideals of unity and secularism in the film of 'Bombay' (1995)	
	Migrant life in Paradesi ( 2007) directed by P. T. Kunju Muhammed.	
	Migrant Muslim women identity in 'Khaddama"(2011)	
3	Cultural significance of 'Pathemari'(2015)	

<b>Islamic faith and identity in literature</b>		
4	1	"Allah" by Vallathol Narayana Menon review the recitation <a href="https://www.facebook.com/Darshanatofficial/videos/vallathol-poem-allah">https://www.facebook.com/Darshanatofficial/videos/vallathol-poem-allah</a>
	2	Sree Narayana Guru's prophetic poem anukamba darshanam <a href="https://www.youtube.com/watch?v=1qtypywPIRM&amp;utm_source=chatgpt.com">https://www.youtube.com/watch?v=1qtypywPIRM&amp;utm_source=chatgpt.com</a>
	3	Malayalam Quran by K. G. Rakhavan Nair- Amrithavani <a href="https://www.youtube.com/watch?v=oXk7sitkUCE">https://www.youtube.com/watch?v=oXk7sitkUCE</a>
	3	Vayalar Ramavarma- Ayisha <a href="https://www.youtube.com/watch?v=o399itKHiU">https://www.youtube.com/watch?v=o399itKHiU</a>
		Vaikkom Muhammad Basheer- Balyakala Sakhi, Ente Uppuppakkoru Aana Indarnnu
		Cultural significance of the novel 'Daivathinte Kannu' by N. P. Muhammad-
		Uroob -Padachonte choru <a href="https://www.youtube.com/watch?v=yT8oTOQCTgQ">https://www.youtube.com/watch?v=yT8oTOQCTgQ</a>

	<b>Teacher Specific Module</b>	<b>5</b>
5	<i>Directions- Class room discussion on Religion vs. Humanism in Malayalam Literature</i> <i>Representation of Islamic Faith and Identity in Malayalam Literature and Arts</i>	5

### Essential Readings:

- Arabi-Malayalam: Linguistic Cultural Traditions of Mappila Muslims of Kerala by Shamshad Hussain M. H. Illias
- Arabi malayala Sahitya caritram : Abu, O.  
<https://archive.org/details/dli.ministry.27717>
- Zakaria, A. (2005). Mappila Songs and Dances: A Study in South Indian Muslim Folklore. Indian Social Institute



4. Hamdani, A. K. (2008). Muslim Mappila Identity in Kerala: An Historical Perspective. Routledge.

5. Sukesh Kumaradas, (2023) Makthi Thangal: A Bold Pioneer in the Renaissance of Kerala Muslims, <https://ijrar.org/download.php?file=IJRAR23D2278.pdf>

MahakaviMoyinkuttyvaidyar , Mappila Kala Academy  
[https://drive.google.com/drive/folders/1jwpVuWYI\\_sriOXF4U2PnrATyyLURaf-N](https://drive.google.com/drive/folders/1jwpVuWYI_sriOXF4U2PnrATyyLURaf-N)

**Assessment Rubrics:**

<b>Evaluation Type</b>		<b>Marks</b>
End Semester Evaluation		<b>50</b>
Continuous Evaluation		<b>25</b>
a)	Test Paper- 1	5
b)	Test Paper-2	5
c)	Assignment	5
d)	Seminar	5
e)	Book/ Article Review	5
f)	Viva-Voce	
g)	Field Report	
<b>Total</b>		<b>75</b>

