

**THE MAHATMA GANDHI UNIVERSITY  
UNDER GRADUATE PROGRAMMES  
(HONOURS) SYLLABUS  
MGU-UGP (Honours)**

**Bachelor of Arts (Honours) ISLAMIC HISTORY  
(2024 Admission Onwards)**



**Faculty: Social Sciences  
BoS: Islamic History  
Subject: Islamic History**

**Mahatma Gandhi University  
Priyadarshini Hills  
Kottayam – 686560, Kerala, India**

## PREFACE

The Four Year Under Graduate Programme syllabus of Islamic History under Mahatma Gandhi University is submitting herewith. The syllabus restructuring workshop was conducted under the coordinator ship of Dr. Scintila N.J, as the Board of Studies Chairperson was retired. The workshop was held at Department of Islamic History, maharaja's College from 13/11/2023 to 17/11/2023. Board of studies members, and other faculty members from other universities in Kerala were participated in the workshop. The courses were discussed and distributed among the participants. Two Resource persons and one OBE trainer were also present in the workshop. After consolidating the draft, it was submitted to the University on 27/12/2023. The scrutiny cum vetting process was convened in Mahatma Gandhi University from 15/02/2024 to 16/02/2024. Few suggestions and recommendations were done by the experts. The rectified syllabus was approved by the Board of studies members the meeting held on 27/02/2024 at 12.30 PM. The final draft was submitted to the University on 29/02/2024.

Thanking You

# Syllabus

Chairperson  
Board of Studies- Islamic History

29/02/2024  
Kottayam

### List of Board of Studies Members- Islamic History

Sl. No	Name of the Faculty	Designation and Institution	Position in BoS	Remarks
1.	<b>Dr. Salooja M. S</b>	Associate Professor in Islamic History, Maharaja's College, Ernakulam	Chairperson	Retired
2.	<b>Dr. Subida M. D</b>	Assistant Professor in Islamic History, Maharaja's College, Ernakulam	Member	Retired
3.	<b>Dr. Scintila N. J</b>	Assistant Professor in Islamic History, Maharaja's College, Ernakulam	Member	Coordinator of the Syllabus restructuring workshop
4.	<b>Manisree T.</b>	Assistant Professor in Islamic History, Maharaja's College, Ernakulam	Member	
5.	<b>Dr. Muhammed Rafeeq T</b>	Associate Professor in Islamic History, University College, Thiruvananthapuram.	Member	
6.	<b>Dr. Shajeer S.</b>	Associate Professor in Islamic History, University College, Thiruvananthapuram.	Member	
7.	<b>Dr. Manoj R.</b>	Assistant Professor in Islamic History, University College, Thiruvananthapuram.	Member	
8.	<b>Shajitha S.</b>	Assistant Professor in Islamic History, TKM College of Arts and Science, Kollam.	Member	
9.	<b>Tintu K. J</b>	Assistant Professor in History, Kuriakose Elias College, Mannanam, Kottayam	Member	
10.	<b>Dr. Kavitha Sivadas</b>	Assistant Professor in History, Sree Sankara College, Kalady.	Member	
11.	<b>Dr. Hema K. R</b>	Assistant Professor in History, St. Peter's College, Kolenchery.	Member	

**List of Experts and participants in the workshop**

<b>Sl. No.</b>	<b>Name of the faculty</b>	<b>Designation and Institution</b>	<b>Remarks</b>
<b>List of Experts in the Workshop</b>			
1.	<b>Prof. (Dr.) M. H Ilias</b>	Professor in Gandhian Thought, Mahatma Gandhi University	
2.	<b>Dr. Sebastian Joseph</b>	Visiting Faculty, Department of Historical Studies, St. Mary's College, Manarcaud, Kottayam.	
<b>Name of OBE Trainer</b>			
3.	<b>Dr. Jithin Joy</b>	Assistant Professor, Newman College, Thodupuzha	
<b>List of other participants in the workshop</b>			
4.	<b>Dr. Salooja M. S</b>	Associate Professor in Islamic History, Maharaja's College, Ernakulam.	Retired faculty. Chairperson, Board of Studies
5.	<b>Dr. Subida M. D</b>	Assistant Professor in Islamic History, Maharaja's College, Ernakulam	Retired faculty. Member, Board of Studies
6.	<b>Dr. Scintila N. J</b>	Assistant Professor in Islamic History, Maharaja's College, Ernakulam	Member, Board of Studies Coordinator of the workshop
7.	<b>Manisree T.</b>	Assistant Professor in Islamic History, Maharaja's College, Ernakulam	Member, Board of Studies
8.	<b>Dr. Ajmal P. A</b>	Assistant Professor in Islamic History, Maharaja's College, Ernakulam	
9.	<b>Achilles A. B</b>	Assistant Professor in Islamic History, Maharaja's College, Ernakulam	
10.	<b>Dr. Sima Ojas</b>	Assistant Professor in Islamic History, University College, Thiruvananthapuram.	
11.	<b>Dr. Finser K Muhammed</b>	Assistant Professor in Islamic History, TKM College of Arts and Science, Kollam.	
12.	<b>Dr. Maimoonath A. B</b>	Assistant Professor in Islamic History, Farook College, Kozhikode.	
13.	<b>Aseena M. A</b>	Assistant Professor in Islamic History, Govt. College, Malappuram.	

14.	<b>Dr. Hassan Shereef</b>	Assistant Professor in Islamic History, Safi Institute of Advanced Studies.	
15.	<b>Abeenraj M. B</b>	Guest Faculty in Islamic History, Maharaja's College, Ernakulam	

### Experts in the Scrutiny cum Vetting process

Sl. No.	Name of the faculty	Designation and Institution	Remarks
1.	<b>Prof. (Dr.)M. H Ilias</b>	Professor in Gandhian Thought, Mahatma Gandhi University	
2.	<b>Dr. A. K Ampotti</b>	Professor in Islamic History, Kariavattom Campus, University of Kerala	Retired



**MGU - UGP**

**Syllabus Index**

## Syllabus Index

Name of the Major: **Islamic History**

### Semester: 1

Course Code	Title of the Course	Type of the Course DSC, MDC, SEC etc.	Credit	Hours / week	Hour Distribution /week			
					L	T	P	O
MG1DSCISH100	Key Concepts and Theories in Islamic History as a Social Science Discipline	DSC A	4	5	3		2	
MG1MDCISH100	Art, Architecture and Aesthetics in Islam	MDC	3	4	2		2	

L – Lecture, T – Tutorial, P – Practical/Practicum, O – Others

### Semester: 2

Course Code	Title of the Course	Type of the Course DSC, MDC, SEC etc.	Credit	Hours / week	Hour Distribution /week			
					L	T	P	O
MG2DSCISH100	Pre-Islamic Arabia and Prophet Muhammed	DSC A	4	5	3		2	
MG2MDCISH100	Intellectual history of Islam	MDC	3	4	2		2	

**Semester: 3**

Course Code	Title of the Course	Type of the Course DSC, MDC, SEC etc.	Credit	Hours / week	Hour Distribution /week			
					L	T	P	O
MG3DSCISH200	The Glorious Caliphate	DSC A	4	5	3		2	
MG3DSCISH201	History of Kerala Muslims and identity formation	DSC A	4	5	3		2	
MG3DSCISH202	An introduction to Gulf Studies	DSC B	4	5	3		2	
MG3DSEISH200	The political power and Synchronization of ethnicities in Medieval India	DSE	4	4	4			
MG3DSEISH201	Islamic modernism: its theory and integration	DSE						
MG3MDCISH200	Socio-cultural formations of Modern Kerala: Role of Islam	MDC	3	3	3			
MG3VACISH201	The Ethical Aspects in Islam	VAC	3	3	3			

**Syllabus Index**



**Semester: 4**

Course Code	Title of the Course	Type of the Course DSC, MDC, SEC etc.	Credit	Hours / week	Hour Distribution /week			
					L	T	P	O
MG4DSCISH200	The Umayyad Caliphate: Political Dynamics and Socio-Cultural Transformations	DSC A	4	5	3		2	
MG4DSCISH201	History and Culture of the Abbasids	DSC A	4	5	3		2	
MG4DSEISH200	Muslim Personal law: An Indian Experience	DSE	4	4	4			
MG4DSEISH201	The mystical dimensions of Islam	DSE						
MG4DSCISH202	Kerala - Gulf migration and Diaspora	DSC C	4	5	3		2	
MG4SECISH200	Digital History: Theory and Practice	SEC	3	3	3			
MG4VACISH200	Women, Gender and Islam	VAC	3	3	3			
MG4INTISH200	Internship		2					



**Semester: 5**

Course Code	Title of the Course	Type of the Course DSC, MDC, SEC etc.	Credit	Hours / week	Hour Distribution /week			
					L	T	P	O
MG5DSCISH300	Islam in Europe and Africa	DSC A	4	5	3		2	
MG5DSCISH301	Fundamentals of Islamic Economics	DSC A	4	5	3		2	
MG5DSEISH300	Islamic Ethics and Culture	DSE	4	4	4			
MG5DSEISH301	History of Ottoman Empire	DSE	4	4	4			
MG5DSEISH302	Islamic History: Maritime Perspective	DSE	4	4	4			
MG5SECISH300	Digital Historical Mapping & Archiving in Islamic History	SEC	3	3	3			

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**Syllabus Index**

**Semester: 6**

Course Code	Title of the Course	Type of the Course DSC, MDC, SEC etc.	Credit	Hours / week	Hour Distribution /week			
					L	T	P	O
MG6DSCISH300	Role of Muslims in Indian National Movement	DSC A	4	5	3		2	
MG6DSCISH301	Reformist and Revivalist Movements in Islam	DSC A	4	5	3		2	
MG6DSEISH300	Muslim Historiography	DSE	4	4	4			
MG6DSEISH301	West Asia post-World War I	DSE	4	4	4			
MG6SECISH300	Research methods and Academic writing	SEC	3	4	2		2	
MG6VACISH300	Intellectual antiquity in Islam	VAC	3	3	3			



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**Semester: 7**

Course Code	Title of the Course	Type of the Course DSC, MDC, SEC etc.	Credit	Hours / week	Hour Distribution /week			
					L	T	P	O
MG7DCCISH400	Muslims in India: Society, Structure and formations	DCC	4	5	3		2	
MG7DCCISH401	Contemporary West Asia in the Global scenario	DCC	4	4	4			
MG7DCCISH402	Islamic Philosophy and Jurisprudence	DCC	4	4	4			
MG7DCEISH400	Human Rights & its Islamic Perspective	DCE	4	4	4			
MG7DCEISH401	Muslim Dynasties of South India: Polity, Economy and Society	DCE	4	4	4			
MG7DCEISH402	Islamic Banking and Finance -An Alternative Mechanism	DCE	4	4	4			



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# Syllabus

**Semester: 8**

Course Code	Title of the Course	Type of the Course DSC, MDC, SEC etc.	Credit	Hours / week	Hour Distribution /week			
					L	T	P	O
MG8DCCISH400	Comparative Religions and Inter-faith dialogues	DCC	4	5	3		2	
MG8DCCISH401	Orientalism and post-colonialism	DCC	4	5	3		2	
MG8DCEISH400	Gender perspectives in Islam	DCE	4	5	3		2	
MG8DCEISH401	Islam and Environmentalism	DCE	4	5	3		2	
MG8DCEISH402	Political Thought in Islam	DCE	4	5	3		2	
MG8PRJISH400	Project	Project	12					
MG8INTISH400		Internship						

**MGU-UGP (HONOURS)**

# Syllabus



# Semester-I

MGU-UGP (HONOURS)

## Syllabus



# Mahatma Gandhi University

## Kottayam

<b>Programme</b>	BA (Hons) Islamic History					
<b>Course Name</b>	KEY CONCEPTS AND THEORIES IN ISLAMIC HISTORY AS A SOCIAL SCIENCE DISCIPLINE					
<b>Type of Course</b>	DSC A					
<b>Course Code</b>	MG1DSCISH100					
<b>Course Level</b>	100-199					
<b>Course Summary</b>	The Course "Key concepts and theories in Islamic History and Social Science" aims to provide idea in History and Islamic History in general by pointing out its peculiar features and concepts in social science perspectives. It acts as an introductory paper to the students to acquire an insight into the religio-cultural dimension of the study with special emphasis on the historical, socio-cultural, economic, political and philosophical perspectives.					
<b>Semester</b>	1	Credits			4	Total Hours
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practical	Others	
		3		1		75
<b>Pre-requisites, if any</b>						

## COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Define, redefine, and interpret the concept of History and social science by analysing its concepts and evolution.	K, U	1
2	Evaluate the significance of religio-cultural studies by assessing its ethical, cultural, inter-disciplinary and contemporary perspectives	U	1, 3, 8
3	Evaluate the peculiar features of Islamic History as a Social Science Discipline by assessing its historical, socio- cultural, economic, political and philosophical perspectives.	E	1, 3
4	Introduce the basic concepts and terminologies used in Islamic History so as to enable them to pursue study on the subject.	U	1, 3
5	Appreciate Islamic History as a Social Science as well as an Academic subject by introducing the basic aspects in Islamic History.	Ap	1
<i>*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)</i>			

## COURSE CONTENT **MGU-UGP (HONOURS)**

### Content for Classroom transaction (Units)

## Syllabus

Module	Units	Course description	Hrs	CO No.
<b>1</b>	<b>Social Science and History- Introduction</b>			
	1.1	Social Studies, Social Science, Art, Humanities, History, Islamic History	2	1
	1.2	History: Space and Place	1	1
	1.3	Evolution of History to Theory	2	1



	1.4	Creativity and History: Pseudo history, Anti history, Fictional history	2	1
	1.5	Origins of Global imagination: Secular history	2	1
	1.6	Concept of myth and memory in history	1	1
	1.7	Activity Based work	6	1
<b>2</b>	<b>Significance of religio- cultural studies</b>			
	2.1	Understanding Human Culture and History	2	2
	2.2	Moral and ethical importance	2	2
	2.3	Preservation of Cultural Heritage and Identity	2	2
	2.4	Interdisciplinary prospects	2	2
	2.5	Contextualization of Contemporary Issues	2	2
	2.6	Activity Based work	8	2
<b>3</b>	<b>Islamic History as a Social Science discipline</b>			
	3.1	Historical perspectives in Islamic History	2	3, 5
	3.2	Socio- cultural dimensions of Islamic History	3	3, 5
	3.3	Islamic perspective on politics and governance	2	3, 5
	3.4	Economic principles in Islamic History- Significance	2	3, 5
	3.5	Philosophical tendency of Islam- Evolution	2	3, 5
	3.6	Interfaith dialogues in Islamic History: Possibilities and prospects	2	3, 5

	3.7	Activity Based work	8	3, 5
4	<b>Basic Concepts and theories in Islamic History- An introduction to terminology</b>			
	4.1	Religion: Allah, Tawhid, Wahi, Islam, Muslim, Qibla, Fiqh, Qadar, Dawa'h	3	4, 5
	4.2	Politics: Prophethood, Khalifat, Mulukiyat, Ummah, Jihad.	3	4, 5
	4.3	Economic principles: Zakat, Kharaj, Ganimah, Jizya.	2	4, 5
	4.4	Society: Muhajirs, Answers, Dhimmis, Sunnis, Shias, Ulama,	3	4, 5
	4.5	Culture: Halal, Haram	1	4, 5
	4.6	Activity Based work	8	4, 5
5	5.1	Teacher specific content		

<b>Teaching and Learning Approach</b>	<b>Classroom Procedure (Mode of transaction)</b>
	Classroom Procedure (Mode of transaction) Direct Instruction: Brain storming lecture, Explicit Teaching, E-learning, interactive Instruction:, Active co-operative learning, Seminar, Group Assignments Authentic learning, , Library work and Group discussion, Presentation by individual student/ Group representative
<b>Assessment Types</b>	<b>MODE OF ASSESSMENT</b>
	<b>A. Continuous Comprehensive Assessment (CCA) - Total 30 Marks</b> Teacher Specific Content Field work/Small report/Quiz/Debate/presentation/test paper/book review/ film review/exhibitions/album making etc. Other modules 1. Internal Test - MCQ based/ extended answer type.

	<p>2. Book review – Students should review a seminal work on the related topic and submit a report.</p> <p>3. Seminar Presentation – a theme is to be discussed and identified to prepare a paper and present in the seminar.</p> <p>(Or any other tasks to suit the course)</p>																				
	<p><b>B. End Semester Examination (ESE) - Total 70 Marks</b></p> <p>Written Examination: 2 Hours</p> <table border="1"> <thead> <tr> <th>Type</th> <th>No. of Questions</th> <th>Mark</th> <th>Total Marks</th> </tr> </thead> <tbody> <tr> <td>Part A - Short Answer</td> <td>8/12</td> <td>2</td> <td>16</td> </tr> <tr> <td>Part B – Short Essay</td> <td>6/10</td> <td>5</td> <td>30</td> </tr> <tr> <td>Part C – Essay</td> <td>2/4</td> <td>12</td> <td>24</td> </tr> <tr> <td></td> <td></td> <td>Total</td> <td>70</td> </tr> </tbody> </table>	Type	No. of Questions	Mark	Total Marks	Part A - Short Answer	8/12	2	16	Part B – Short Essay	6/10	5	30	Part C – Essay	2/4	12	24			Total	70
Type	No. of Questions	Mark	Total Marks																		
Part A - Short Answer	8/12	2	16																		
Part B – Short Essay	6/10	5	30																		
Part C – Essay	2/4	12	24																		
		Total	70																		

## References

1. Dimitri Nikulin, *The Concept of History*, Bloomsbury Academic, 2017
2. Peter Burke, *History and Social Theory*, Polity Press, 1992
3. Peter Claus, John Marriott, Pearson publication, 2012
4. Kerwin Lee Klein, *From History to Theory*, University of California Press, 2011
5. Michael J Douma, *Creative Historical Thinking*, Routledge, 2018
6. Reinhardt Koselleck, *The practice of conceptual History*, Stanford University Press, 2022
7. Sayed Amir Ali, *A short history of Saracens*, Adam publishers, 2006
8. Albert Hourani, *A history of the Arab people's*, Faber & Faber publication, 2013
9. P K Hitty, *History of the Arabs*, Palgrave MacMillan, 2002
10. Reynold A Nicholson, Alpha Edition, 2019

## SUGGESTED READINGS

# Syllabus

- |    |                                 |                          |
|----|---------------------------------|--------------------------|
| 1. | The Nature of History           | Arthur M Arwick          |
| 2. | History its Theory and Method   | B. Shaikh Ali            |
| 3. | The History of the Middle East  | Bernard Lewis & P M Holt |
| 4. | Early Muslim Historiography     | N A Farooqi              |
| 5. | Lectures on Arab Historiography | Mar goliath D S          |
| 6. | Historiography                  | Prof. N Subrahmanian     |
| 7. | Ancient Historians of India     | V S Pathak               |

- |     |  |                                 |              |
|-----|--|---------------------------------|--------------|
| 8.  | Muqaddimah   | Ibn Khaldun                     |              |
| 9.  | The History of al Tabari                           | Franz Rosenthal                 |              |
| 10. | The Classical Heritage in Islam                    | Franz Rosenthal                 |              |
| 11. | On Historiography and Historians of Medieval India |                                 | Nizami K A   |
| 12. | Historiography                                     | R C Majumdar and A N Srivastava |              |
| 13. | An Introduction to History                         | C B Webster John                |              |
| 14. | Historians of Medieval India                       | Muhibul Hassan                  |              |
| 15. | Muqaddimah   | Franz Rosenthal                 |              |
| 16. | The Idea of History                                | R G Cooling Wood                |              |
| 17. | History, Historical Thought and Historiography     |                                 | Chakravarthy |
| 18. | Ibn Khaldun- his Life and Works                    | M A Enan                        |              |
| 19. | An Arab Philosophy of History                      | Charles Issawi                  |              |
| 20. | A History of Muslim Historiography                 | Franz Rosenthal.                |              |

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**MGU-UGP (HONOURS)**

# Syllabus



# Mahatma Gandhi University Kottayam

<b>Programme</b>						
<b>Course Name</b>	<b>ART, ARCHITECTURE AND AESTHETICS IN ISLAM</b>					
<b>Type of Course</b>	MDC					
<b>Course Code</b>	MG1MDCISH100					
<b>Course Level</b>	100-199					
<b>Course Summary</b>	The Course "Art Architecture and Aesthetics in Islam" aims to provide a primary knowledge about different types of art forms prevailed in Islam. It also makes a relay on architectural features and familiar monuments in Islam.					
<b>Semester</b>	1	Credits			3	Total Hours
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practical	Others	
		2		1		60
<b>Pre-requisites, if any</b>						

### COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Illustrate different types of the art forms prevailed in Islam	U	1

2	Understand how far their skills reflected in various arts	U	1
3	Evaluate their skills in Architecture and to make sense the materials they applied	E	1
4	Make interest in understanding familiar monuments in Islam	I	1
5	Create an atmosphere of how far the Muslims were aware of their aesthetic sense	C	1
<i>*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)</i>			

## COURSE CONTENT

### Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1	<b>Art Forms in Islam</b>			
	1.1	Calligraphy	2	1, 5
	1.2	Arabesque	2	1, 5
	1.3	Illuminated Manuscripts- and Miniature Paintings	2	1
	1.4	Jewel Making, Astrolabe	1	1
	1.5	Music	1	1
	1.6	Textile Industry, Importance of Seville -toledo-Valencia and Cordova	2	1
	1.7	Activity oriented work- Calligraphy	10	1

<b>2</b>	<b>Style of Architecture</b>			
	2.1	Arches and Domes	2	2
	2.2	Geometric patterns	1	2
	2.3	Ceramics, Tiles, Mosaics and Ivory Carvings	2	2
	2.4	Court Yard and Gardens	1	2
	2.5	Mihrab, Minbar, Iwan and use of Light and Space	2	2
	2.6	Mudejar style and Use of Materials	2	2
	2.7	Activity oriented work	10	2
<b>3</b>	<b>Famous Architectural Monuments</b>			
	3.1	Great Mosque of Cordova and Samara	2	3, 5
	3.2	Alhamra Palace	1	3, 5
	3.3	The Dome of the Rock	1	3, 5
	3.4	Citadel of Aleppo, Timbutta's Mosque	2	3, 5
	3.5	Suleymaniya Mosque, Hagia Sophia	2	3, 5
	3.6	Kutub Minar, Taj Mahal	2	3, 5
	3.7	Activity oriented work	10	3, 5
<b>4</b>	4.1	Teacher specific content		



<b>Teaching and Learning Approach</b>	<p><b>Classroom Procedure (Mode of transaction)</b></p> <p>Classroom Procedure (Mode of transaction)</p> <p>Direct Instruction: Brain storming lecture, Explicit Teaching, E-learning, interactive Instruction:, Active co-operative learning, Seminar, Group Assignments Authentic learning, , Library work and Group discussion, Presentation by individual student/ Group representative</p>																				
<b>Assessment Types</b>	<p><b>MODE OF ASSESSMENT</b></p> <p><b>A. Continuous Comprehensive Assessment (CCA) - Total 25 Marks</b></p> <p>Teacher Specific Content</p> <p>Field work/Small report/Quiz/Debate/presentation/test paper/book review/ film review/exhibitions/album making etc.</p> <p>Other modules</p> <ol style="list-style-type: none"> <li>1. Internal Test – MCQ based/ extended answer type.</li> <li>2. Book review – Students should review a seminal work on the related topic and submit a report.</li> <li>3. Seminar Presentation – a theme is to be discussed and identified to prepare a paper and present in the seminar.</li> </ol> <p>(Or any other tasks to suit the course)</p>																				
	<p><b>B. End Semester Examination (ESE) - Total 50 Marks</b></p> <p>Written Examination: 1.5 Hours</p> <table border="1" data-bbox="432 1431 1428 1668"> <thead> <tr> <th>Type</th> <th>No. of Questions</th> <th>Mark</th> <th>Total Marks</th> </tr> </thead> <tbody> <tr> <td>Part A - Short Answer</td> <td>5/8</td> <td>2</td> <td>10</td> </tr> <tr> <td>Part B - Short Essay</td> <td>5/8</td> <td>5</td> <td>25</td> </tr> <tr> <td>Part C - Essay</td> <td>1/2</td> <td>15</td> <td>15</td> </tr> <tr> <td colspan="3" style="text-align: right;">Total</td> <td>50</td> </tr> </tbody> </table>	Type	No. of Questions	Mark	Total Marks	Part A - Short Answer	5/8	2	10	Part B - Short Essay	5/8	5	25	Part C - Essay	1/2	15	15	Total			50
Type	No. of Questions	Mark	Total Marks																		
Part A - Short Answer	5/8	2	10																		
Part B - Short Essay	5/8	5	25																		
Part C - Essay	1/2	15	15																		
Total			50																		

### References

1. Islamic Art and Architecture. Robert Hillenbrand, Yale University Press.
2. Islamic Art, An Introduction. Sheila S Blair and Jonathan M Bloom
3. Illustrated Encyclopaedia of Islamic Art and Architecture , edited. Jonathan M Bloom and Sheila S Blair
4. Islamic Arts Oleg Grabar, Phaiden Press

5. The Mosque: History, Architectural Development And Regional Diversity. Martin Frishman and Hasan uddin Khan, Thames and Hudson
6. Islamic Geometric patterns. Eric Broug, Thames and Hudson
7. History of the Arabs. Philip K Hitti, Palgrave MacMillan
8. Literary History of the Arabs. Reynold A Nicholson, kitab Bhavan
9. The Qur'an , trans. Marmaduke Pikhthall, Knof.
10. Islamic Aesthetics: An Introduction. Oliver Leaman
11. Islamic Aesthetics: An Alternative Way of Knowing, Bahrami,
12. Islamic Art and Visual Culture: An Anthology of Sources edt. Fairchild Ruggles

### SUGGESTED READINGS

- |  |                |
|--|----------------|
| 1. The Preaching of Islam.   | T W Arnold     |
| 2. History of the Saracens.  | Amir Ali       |
| 3. The Indian Architecture: Islamic. Period                                | Percy Brown    |
| 4. Islamic Architecture of Daccan India.                                   | George Michell |
| 5. Mughal Architecture: An Outline of its History Development ( 1526-1858) | Henri Sterlin  |
| 6. Splendors of Islamic Architecture.                                      | Henri Sterlin  |

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**MGU-UGP (HONOURS)**

# Syllabus



# Semester-II

MGU-UGP (HONOURS)

## Syllabus



# Mahatma Gandhi University Kottayam

<b>Programme</b>	BA (Hons) Islamic History					
<b>Course Name</b>	PRE-ISLAMIC ARABIA AND PROPHET MUHAMMAD					
<b>Type of Course</b>	DSC A					
<b>Course Code</b>	MG2DSCISH100					
<b>Course Level</b>	100-199					
<b>Course Summary</b>	<p>The Course Aims to familiarize students in the geography of Arabia, its climate, flora and fauna, tribal system its population, culture, Bedouin life and socio-religious condition of Jahiliyah period. It also throws light Days of Jahiliyah and the life of Prophet Muhammad. It gives an idea to the students of the early life of the Prophet, the days of the Prophethood, the opposition of the Quraysh and the migration. It provides information regarding the eventful life of Prophet Muhammad after migration to Madinah such as the defensive wars, the administrative set up he laid on, the religious teachings he imparted and the ideal society he framed.</p>					
<b>Semester</b>	<b>2</b>	Credits			<b>4</b>	Total Hours
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practical	Others	
		<b>3</b>		<b>1</b>		
<b>Pre-requisites, if any</b>						

## COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Explain to make aware of basic information about pre-Islamic political, social, cultural and economic condition of Arabian Peninsula and its historicity in the moulding of Islam.	U	1
2	Analyzes the history of pre-Islamic tribal kingdoms and their international engagements.	A	1
3	Elucidate the trajectory of the life of Prophet Muhammad and the eventual growth of Islam as the politico-religious entity.	Ap	1, 5
4	Build a perspective of the students for understanding civilizational and institutional development of society at the time of Prophet Muhammad.	C	1, 6
5	Appraise the students about his teachings as the declaration of human rights; understand the state formation in Islam. Evaluating the fundamental features of Islam with its universal solidarity of believers.	E	1, 6
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

MGU-UGP (HONOURS)

## COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1	<b>Introduction to Pre-Islamic Arabia</b>			
	1.1	Geography of Arabia, various divisions of Arabia, climate, flora, Date Palm, fauna, and Camel	2	1, 3
	1.2	The Semitics, original home of Semitics	2	1, 4

	1.3	Arabia on the Eve of Islam, the Jahilliyah days, social and economic life,	2	1, 2
	1.4	Political condition- Tribal organization, Bedouin life.	2	1, 2
	1.5	Religious Condition- Gods- Hubal- Daughters of God, Hanifs	2	1, 2
	1.6	The seven Muallaqat, Mecca, Kabah, Ukaz, Ayyam al Arab	2	1, 5
	1.7	Activity oriented work	7	1, 5
<b>2</b>	<b>Life of Prophet Muhammad</b>			
	2.1	Birth, pedigree, early life, career, Prophethood and mission	3	1, 2
	2.2	Year of sorrow, journey to Taif, pledge of Aqaba, emigration to Abyssinia	2	2, 4
	2.3	Hijra to Medina	1	2, 3
	2.4	Prophet at Medina, defensive battles, Pact of Hudaibiyah	2	2, 3
	2.5	Prophet and the Jews, Constitution of city state of Medina, victory of Makkah, year of delegations	3	2, 4
	2.6	Farewell pilgrimage and the last sermon of Arafa, demise of Prophet Muhammad	2	2, 5
		Activity oriented work	8	2, 5
<b>3</b>	<b>Muhammad in his versatile mission</b>			
	3.1	Muhammad as a statesman, as a Judge and social reformer	2	2, 3
	3.2	His diplomacy in treaties and foreign policy	2	3, 4
	3.3	His military intelligence and leadership qualities	2	2, 3

	3.4	Moral teachings: honesty and trustworthiness	2	1, 3
	3.5	Equality and social justice, status of women, and importance of education	2	3, 4
	3.6	Activity oriented work	7	3, 4
<b>4</b>	<b>Fundamental features or teachings of Islam</b>			
	4.1	Articles of faith: Iman, Tawhid and Shirk	2	3, 4
	4.2	The Five Pillars of Islam: Taqdir, Salah, Sawm, Zakat, Fasting and Hajj in Islamic Society	4	2, 4
	4.3	Equality, brotherhood in Islamic society	1	3, 4
	4.4	Rights and duties of parents, children, women, Poor	2	4, 5
	4.5	Role of family in Islamic society and State	1	4, 5
		Activity oriented work	8	
<b>5</b>	5.1	Teacher specific content		

<b>Teaching and Learning Approach</b>	<p><b>Classroom Procedure (Mode of transaction)</b></p> <p>Classroom Procedure (Mode of transaction)</p> <p>Direct Instruction: Brain storming lecture, Explicit Teaching, E-learning, interactive Instruction:, Active co-operative learning, Seminar, Group Assignments Authentic learning, , Library work and Group discussion, Presentation by individual student/ Group representative</p>
<b>Assessment Types</b>	<p><b>MODE OF ASSESSMENT</b></p> <p><b>A. Continuous Comprehensive Assessment (CCA) - Total 30 Marks</b></p> <p>Teacher Specific Content</p>



	<p>Field work/Small report/Quiz/Debate/presentation/test paper/book review/ film review/exhibitions/album making etc.</p> <p>Other modules</p> <ol style="list-style-type: none"> <li>1. Internal Test – MCQ based/ extended answer type.</li> <li>2. Book review – Students should review a seminal work on the related topic and submit a report.</li> <li>3. Seminar Presentation – a theme is to be discussed and identified to prepare a paper and present in the seminar.</li> </ol> <p>(Or any other tasks to suit the course)</p>																				
	<p><b>B. End Semester Examination (ESE) - Total 70 Marks</b></p> <p>Written Examination: 2 Hours</p> <table border="1"> <thead> <tr> <th>Type</th> <th>No. of Questions</th> <th>Mark</th> <th>Total Marks</th> </tr> </thead> <tbody> <tr> <td>Part A - Short Answer</td> <td>8/12</td> <td>2</td> <td>16</td> </tr> <tr> <td>Part B - Short Essay</td> <td>6/10</td> <td>5</td> <td>30</td> </tr> <tr> <td>Part C - Essay</td> <td>2/4</td> <td>12</td> <td>24</td> </tr> <tr> <td></td> <td></td> <td>Total</td> <td>70</td> </tr> </tbody> </table>	Type	No. of Questions	Mark	Total Marks	Part A - Short Answer	8/12	2	16	Part B - Short Essay	6/10	5	30	Part C - Essay	2/4	12	24			Total	70
Type	No. of Questions	Mark	Total Marks																		
Part A - Short Answer	8/12	2	16																		
Part B - Short Essay	6/10	5	30																		
Part C - Essay	2/4	12	24																		
		Total	70																		

## REFERENCES

1. Ahmad, Barakat, Muhammad and the Jews : A re-examination, Vikas Publishing House, New Delhi, 1979.
2. Armstrong, Karen, Muhammad: Prophet for our time, Harper Press, London, 2006.
3. Emerick, Yahiya, The life and work of Muhammad, Alpha Books, Indianapolis, 2002.
4. Guillaume, A, Life of Muhammad, Oxford University Press Oxford, 1955.
5. Haykal, Muhammad Husayn, Life of Muhammad, Crescent Publishing, Aligarh, 1976.
6. Hitti, P K., History of the Arabs, Macmillan Publisher London, 1970.
7. Numani, Allama Shibli, Sirat-Un-Nabi; The life of the Prophet, Vol.5, Kitab Bhavan, New Delhi, 2000.

8. Rodison, Maxime, Mohammed, Penguin Books, New York, 1961.
9. Syed, Ameer Ali, Short History of the Saracens, Kutub Khana Ishayat-ul-Islam Delhi, 1979.
10. Watt, W M, Muhammad: Prophet and Statesman, Oxford University Press London, 1961.
11. Ameer Ali, S., The Spirit of Islam, Oxford University Press London, 1953.

### **SUGGESTED READINGS**

1. Ameer Ali, S. (1990) Early Islam, Edinburgh.
2. Azam, A. R. (1964) The Eternal Message of Muhammad, London.
3. Encyclopaedia of Islam, (n.d.) Relevant Chapters.
4. Gibb, H. A. R. (1962) Studies on the civilization of Islam (ed) Boston.
5. Hitti, P. K. (1949) The Arabs: A Short History, Princeton.
6. Hitti, P.K. (1953) The Arabs: Short History, London.
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8. Hussaini, S.A.Q. (n.d.) Arab Administration.
9. Lewis, B. (1960) The Arabs in History, London.
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11. Maududi, S. A. A. (1979) Seerat Sawrar-i-Alam, Lahore.
12. Nadvi, Abdul Hassan Ali (1978) Nabi-Rehmat, Karachi.
13. Nadvi, Abdul Hassan Ali (1987) Islam and the World, Karachi.
14. Nicholson, R. A. (1962) A Literary History of the Arabs, Cambridge.
15. Numani, Shibli (1971) Sirat al-Nabi, Darul Musannifin, Azamgarh.
16. Sarwar, Hafiz Ghulam Muhammad (1969) The Holy Prophet, Sh. Ashraf, Lahore.
17. Siddiqi, Abdul Hameed (1969) The Life of Muhammad, Lahore.
18. Siddiqi, Dr. Y. Mazhar (1987) Organization of Government under the Prophet, Delhi.
19. Siddiqui, Mazharuddin (n.d.) Development of Islamic State and Society.
20. Watt, W. M. (1956) Muhammad at Madinah, Oxford.

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# Mahatma Gandhi University Kottayam

<b>Programme</b>					
<b>Course Name</b>	<b>INTELLECTUAL HISTORY OF ISLAM</b>				
<b>Type of Course</b>	MDC				
<b>Course Code</b>	MG2MDCISH100				
<b>Course Level</b>	100-199				
<b>Course Summary</b>	The Course "Intellectual history of Islam" aims to provide an idea on the intellectual contributions of Islam in general view point by giving their major contributions of Umayyad, Abbasid and Spain. It will enable the students to identify that the medieval Islamic era provided ample contribution to the intellectual and scientific arena.				
<b>Semester</b>	<b>2</b>	Credits		<b>3</b>	
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practical	Total Hours
		2		1	
<b>Pre-requisites, if any</b>					

### COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Illustrate the contribution of Muslims in various eras	U	1

2	Analyse the Cultural contributions of Umayyads and Abbasids	A	1
3	Elucidate the transmission of Culture through Sicily	Ap	1
4	Evaluate the major medical contributions of Muslims	E	1
5	Describe the contributions of historians, Philosophers and mathematicians etc	U	1
<i>*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)</i>			

## COURSE CONTENT

### Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1	<b>Cultural History</b>			
	1.1	Syria (Umayyads): Arabic Grammar and Abu Aswad al Du'ali	1	1, 2
	1.2	Religious Tradition: Quran-hadith-fiqh: Hasan al Basari, Ibn Shihab al Zuhri, Abdullah Ibn Masud	3	1, 2
	1.3	History Writing: Abid Ibn Sharyah, Wahb Ibn Munabbih	2	2, 5
	1.4	Poetry: Umer Ibn Abi Rabi'ah, Jamil al Udhri, Qays Ibn al Mulawwah, farazdaq, Akhthal and Jareer	2	1, 2
	1.5	Alchemy: Khalid Ibn Yezid	1	1, 2
	1.6	Education: Badiyah and al Kamil	1	1
	1.7	Activity Based Work	10	1
2	<b>Baghdad (Abbasids)</b>			

	2.1	Medicine: main themes of Al Hawi and al Qanun Fi al Tibb	2	4
	2.2	Philosophy: main ideologies of Al Kindi, Al Farabi and Ibn Sina	2	5
	2.3	Astronomy: Al Battani mathematics: Al Khawarizmi	2	2, 5
	2.4	Alchemy: Jabir Ibn Hayyan	1	1, 2
	2.5	Historiography: Tariq al Tabari, Muruj of Al Masudi and Al Kamil fi al Tariq of Ibn al Athir	2	5
	2.6	Education: Elementary Education and Higher Education	1	1
	2.7	Activity Based Work	10	5
<b>3</b>	<b>Spain (Cordova and Granada)</b>			
	3.1	Language and Literature Poetry: Muwashshah, Zajal	2	1
	3.2	Philosophy: main ideologies of Ibn Bajjah and Ibn Rushd	2	5
	3.3	Historiography: Ibn al Qutiyah, Ibn al Faradhi and Ibn al Kathib	2	5
	3.4	Astronomy and Mathematics: Al Majriti, Al Zaraqali and Ibn Aflah	1	5
	3.5	Medicine (Al Zahrawi, Ibn Zuhr) and Botany: Ibn al Baythar	1	4
	3.6	Arab-Norman culture in Sicily	2	3
	3.7	Activity Based Work	10	5
<b>4</b>	4.1	Teacher specific content		

<b>Teaching and Learning Approach</b>	<p><b>Classroom Procedure (Mode of transaction)</b></p> <p>Classroom Procedure (Mode of transaction)</p> <p>Direct Instruction: Brain storming lecture, Explicit Teaching, E-learning, interactive Instruction; Active co-operative learning, Seminar, Group Assignments Authentic learning, , Library work and Group discussion, Presentation by individual student/ Group representative</p>																				
<b>Assessment Types</b>	<p><b>MODE OF ASSESSMENT</b></p> <p><b>A. Continuous Comprehensive Assessment (CCA) - Total 25 Marks</b></p> <p>Teacher Specific Content</p> <p>Field work/Small report/Quiz/Debate/presentation/test paper/book review/ film review/exhibitions/album making etc.</p> <p>Other modules</p> <ol style="list-style-type: none"> <li>1. Internal Test – MCQ based/ extended answer type.</li> <li>2. Book review – Students should review a seminal work on the related topic and submit a report.</li> <li>3. Seminar Presentation – a theme is to be discussed and identified to prepare a paper and present in the seminar.</li> </ol> <p>(Or any other tasks to suit the course)</p>																				
	<p><b>B. End Semester Examination (ESE) - Total 50 Marks</b></p> <p>Written Examination: 1.5 Hours</p> <table border="1" data-bbox="432 1429 1430 1668"> <thead> <tr> <th>Type</th> <th>No. of Questions</th> <th>Mark</th> <th>Total Marks</th> </tr> </thead> <tbody> <tr> <td>Part A - Short Answer</td> <td>5/8</td> <td>2</td> <td>10</td> </tr> <tr> <td>Part B - Short Essay</td> <td>5/8</td> <td>5</td> <td>25</td> </tr> <tr> <td>Part C - Essay</td> <td>1/2</td> <td>15</td> <td>15</td> </tr> <tr> <td colspan="3" style="text-align: right;">Total</td> <td>50</td> </tr> </tbody> </table>	Type	No. of Questions	Mark	Total Marks	Part A - Short Answer	5/8	2	10	Part B - Short Essay	5/8	5	25	Part C - Essay	1/2	15	15	Total			50
Type	No. of Questions	Mark	Total Marks																		
Part A - Short Answer	5/8	2	10																		
Part B - Short Essay	5/8	5	25																		
Part C - Essay	1/2	15	15																		
Total			50																		

## References

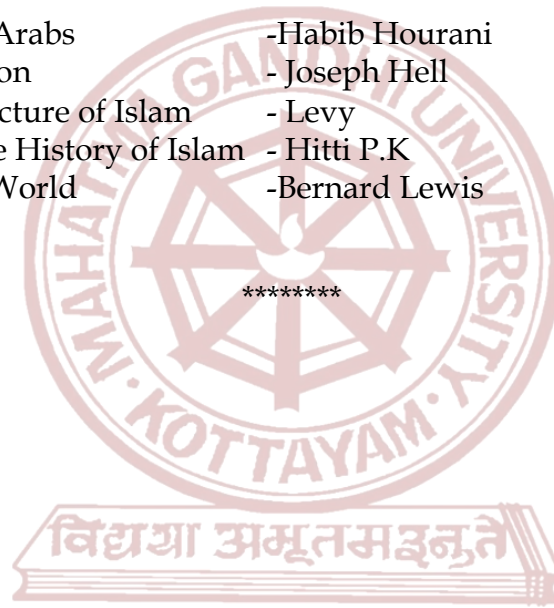
1. Abdul Rahman Doi- *“Muslim Civilization: History, Contributions and Influences”*
2. Abdur Rahman- *“Muslim Contributions to Science and Culture”*
3. Basheer Amed etal. *“ Muslim Contributions to World Civilization”*
4. Bernard Lewis- *“The Arabs in History”, New York 1960*
5. Carl Brockelman- *“History of Islamic People”*
6. Dozy,R- *“ Spanish Islam”*



7. Firas Alkhate- *"Lost History: Reclaiming Muslim Civilization from the Past"*
8. Hitti P.K- *"History of the Arabs"* ,London 1953
9. Imamuddin S.M- *" A Cultural History of Spain"*
10. Karen Armstrong- *"Islam : A Short History"*
11. Maria Rosa Menocal- *"The Ornament of the World: How Muslims,Jews and Christians Created a Culture of Tolerance in Medieval Spain"*
12. Nadwi R.A- *"Tarikhi Andalus"* , part 1,Azamgarh,1950
13. Sayed Azizurahman- *"The Story of Islamic Spain"*
14. Stanley Lane Pole-*"The Moors in Spain"* , Lahore 1953
15. Watt W.M, *"A History of Islamic Spain"* , Edinburgh1967

### SUGGESTED READINGS

1. History of the Arabs -Habib Hourani
2. Arab Civilization - Joseph Hell
3. The Social Structure of Islam - Levy
4. The Cambridge History of Islam - Hitti P.K
5. Islam and the World -Bernard Lewis



MGU-UGP (HONOURS)

## Syllabus





Semester-III

MGU-UGP (HONOURS)

Syllabus



# Mahatma Gandhi University Kottayam

<b>Programme</b>	BA (Hons) Islamic History					
<b>Course Name</b>	THE GLORIOUS CALIPHATE					
<b>Type of Course</b>	DSC A					
<b>Course Code</b>	MG3DSCISH200					
<b>Course Level</b>	200-299					
<b>Course Summary</b>	The course aims to familiarize the students about the great Muslim civilization that existed in the 7th century AD, when other parts of the world plunged in darkness. The glorious Caliphate presented one of the best civilizations.					
<b>Semester</b>	3	Credits			4	Total Hours
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practical	Others	
		3		1		75
<b>Pre-requisites, if any</b>	<i>Syllabus</i>					

### COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Made acquaintance with the formation of state from a social order	U	1, 6
2	Awareness about administrative set up they had brought.	U	1

3	Identifying Installation of Caliphate in Islam	K	1
4	Estimating Caliphs	An	1
5	Evaluate Salient features of their administration	E	1
<i>*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)</i>			

## COURSE CONTENT

### Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
<b>1</b>	<b>Installation of Caliphate in Islam</b>			
	1.1	Definition of Khilafat	2	1
	1.2	Mode of Election	1	1
	1.3	Challenges of Consolidation	2	1
	1.4	Abu Bakr-His Inaugural Address	1	1
	1.5	Problems faced by the Caliph	2	1
	1.6	False Prophets-Apostasy Movement	2	1
	1.7	Era of Conquest-Expeditions to Iraq and Syria	2	1
	1.8	Collection of the Quran-	1	1
	1.9	Activity Based Work	7	
<b>2</b>	<b>Umar ibn Khatab and his reforms</b>			

	2.1	His Nomination and Accession	2	2
	2.2	Council of Shurah-Military Expansion-Persia- Judiciary- Bait ul Mal-Agricultural Reforms	4	2
	2.3	Syria-Jerusalem-Egypt	3	2
	2.4	Institution of Amir al Muminin	2	2
	2.5	Provincial administration	1	2
	2.6	Activity Based Work	8	
<b>3</b>	<b>Caliph Uthman and his achievements</b>			
	3.1	Election of the Caliph-Internal Disorder-Reasons	2	3
	3.2	Official Manuscript of the Quran	2	3
	3.3	Ali ibn Abu Talib-Attitude of Syria-Assassins	3	3
	3.4	Battle of Camel	2	3
	3.5	Battle of Siffin	2	3
	3.6	Emergence of Kharijites	1	3
	3.7	Assassination of Ali	1	3
	3.8	Activity Based Work	8	
<b>4</b>	<b>Salient features of administration</b>			
	4.1	Qualifications of a Caliph	2	4

	4.2	Administration-Peace and Justice-Police- Amil- Divan- Revenue	2	4
	4.3	Sources and utilization- Military-Religious Others Down fall of the Caliphate	3	4
	4.4	Activity Based Work	7	4
5	5.1	Teacher specific content		

<b>Teaching and Learning Approach</b>	<p><b>Classroom Procedure (Mode of transaction)</b></p> <p>Classroom Procedure (Mode of transaction)</p> <p>Direct Instruction: Brain storming lecture, Explicit Teaching, E-learning, interactive Instruction:, Active co-operative learning, Seminar, Group Assignments Authentic learning, , Library work and Group discussion, Presentation by individual student/ Group representative</p>
<b>Assessment Types</b>	<p><b>MODE OF ASSESSMENT</b></p> <p><b>A. Continuous Comprehensive Assessment (CCA) - Total 30 Marks</b></p> <p>Teacher Specific Content</p> <p>Field work/Small report/Quiz/Debate/presentation/test paper/book review/ film review/exhibitions/album making etc.</p> <p>Other modules</p> <ol style="list-style-type: none"> <li>1. Internal Test – MCQ based/ extended answer type.</li> <li>2. Book review – Students should review a seminal work on the related topic and submit a report.</li> <li>3. Seminar Presentation – a theme is to be discussed and identified to prepare a paper and present in the seminar.</li> </ol> <p>(Or any other tasks to suit the course)</p>
	<p><b>B. End Semester Examination (ESE) - Total 70 Marks</b></p> <p>Written Examination: 2 Hours</p>

Type	No. of Questions	Mark	Total Marks
Part A - Short Answer	8/12	2	16
Part B - Short Essay	6/10	5	30
Part C - Essay	2/4	12	24
		Total	70

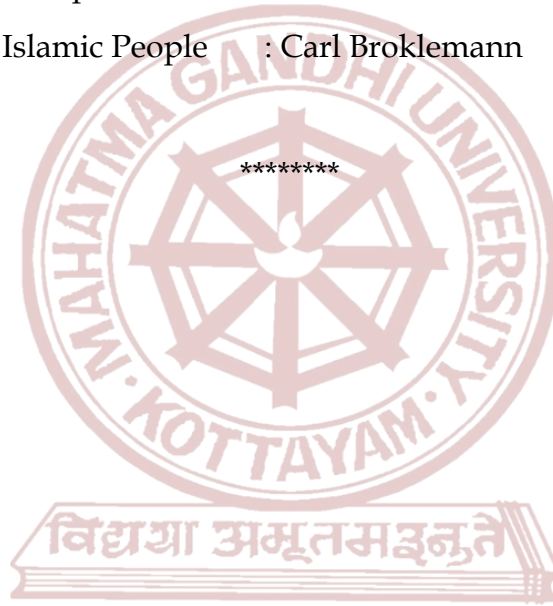
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2. Kennedy, Hugh. The Prophet and the Age of the Caliphates: The Islamic Near East from the 6th to the 11th Century. Pearson, 2004.
3. Madelung, Wilferd. The Succession to Muhammad: A Study of the Early Caliphate. Cambridge University Press, 1997.
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5. Holt, P. M. \*The Age of the Crusades: The Near East from the Eleventh Century to 1517.\* Pearson, 1986.
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7. Watt, W. Montgomery. The Formative Period of Islamic Thought. Oxford University Press, 1973.
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9. Donner, Fred M. The Early Islamic Conquests. Princeton University Press, 1981.
10. Fattah, Hala Mundhir. The Politics of Regional Trade in Iraq, Arabia, and the Gulf, 600-1000. SUNY Press, 1997.

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1. The Cambridge History of Islam : Philip K Hitti
2. History of the Arabs : Philip K Hitti
3. A short History of the Saracens : Syed Amir Ali
4. Diplomacy in Early Islam : Dr. Afzal Iqbal
5. Arab Muslim Administration : S M Imamudin
6. The Caliphate : T W Arnold

7. Arab Administration : S A Q Hussain  
8. History of Islamic Civilization (trans) : D S Margolioth  
9. Concise History of Muslim World Vol.11 : Ahmad Fidai  
10. The Arabs :Antony Nutting  
11. The Arabs in History : Bernard Lewis  
12. The Glorious Caliphate :Athar Husain  
13. Arab Civilization : Khuda Baksh  
14. Islamic History an Interpretation : M A Shaban  
15. The History of the Islamic People : Carl Broklemann



**MGU-UGP (HONOURS)**

# Syllabus





# Mahatma Gandhi University

## Kottayam

<b>Programme</b>	BA (Hons) Islamic History					
<b>Course Name</b>	HISTORY OF KERALA MUSLIMS AND IDENTITY FORMATION					
<b>Type of Course</b>	DSC A					
<b>Course Code</b>	MG3DSCISH201					
<b>Course Level</b>	200-299					
<b>Course Summary</b>	<p>The course aims at familiarizing the students with the factors which favored for the origin and spread of Islam in Kerala. It provides a picture of the harmonious conditions prevailed in Kerala which helped the growth of a composite culture in Kerala. It also intends the role played by the Mappilas in the anti-colonial and freedom struggles in Kerala. The course gives a comprehensive and descriptive analysis of the Muslim struggle against the European imperialists such as the Portuguese and the British. It would impart a spirit of nationalism among the students.</p>					
<b>Semester</b>	3	Credits			4	Total Hours
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practical	Others	
		3		1		75
<b>Pre-requisites, if any</b>						

## COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Explain to make aware about the factors affected for the spread of Islam in Kerala and the socio-cultural condition of Kerala society before the arrival of Islam.	U	1, 6
2	Analyzes the historical events and contributions that the Muslims knit together to the history of Kerala.	A	1
3	Elucidate the importance of anti-colonial struggles and the communal harmony.	Ap	1, 7
4	Build a perspective on the political resurgence of Kerala Muslims with the wholehearted support of the native rulers.	An	1
5	Appraise the Students regarding the response of Kerala leaders which had far reaching significance in the social fabric.	E	1, 6
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

## COURSE CONTENT

### Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1	<b>Introduction to Islam in Kerala</b>			
	1.1	Kerala before the advent of Islam, Arab trade with Kerala	2	1, 3
	1.2	Genesis and spread of Islam in Kerala	1	1, 4
	1.3	Keralolpathi and Cheraman Perumal tradition	2	1, 4

	1.4	Malik ibn Dinar, Sayyid Muhammad Moula, Porattil Shaykh, Mampuram Tangals, Kondotty Tangals	3	1, 2
	1.5	Role of Arab traders, role of Sufis and missionaries, support of native Kings	2	1
	1.6	Activity Based Work	7	
<b>2</b>	<b>Muslim community formation in Kerala</b>			
	2.1	Socio economic status of Muslims in Kerala	2	1, 2
	2.2	Ali Rajas of Cannanore	2	2, 4
	2.3	The Portuguese incursion, Vasco Da Gama, Carbal, Muslims under the Portuguese and their atrocities	2	2, 3
	2.4	Beginning of Muslim opposition to Colonial power	2	2, 3
	2.5	Zamorins of Calicut	2	2, 4
	2.6	Kunjalis, the admirals of the Zamorins and their services	2	2
	2.7	Activity Based Work	8	2
<b>3</b>	<b>The British ascendancy and the response</b>			
	3.1	Mappila Outbreaks: Malabar Rebellion of 1921,	3	1, 3, 5
	3.2	Pookotur incident	2	3, 4
	3.3	Wagon massacre, causes, course and results	3	4
	3.4	Manjeri Attan Kurikkal, Unni Mutta, Chempan Pokkar	2	4, 5

	3.5	Activity Based Work	7	4
<b>4</b>	<b>Political resurgence of Muslims</b>			
	4.1	Emergence of community politics	2	3, 4
	4.2	Nationalist Muslim leaders and their involvement in freedom struggle	2	2, 5
	4.3	Muhammad Abdu Rahman Sahib, Moidu Moulavi, and Vakkom Abdul Khaddar Moulavi	2	3, 4
	4.4	Malabar-Travancore-Cochin	2	4
	4.5	History of Muslim education, Makthab and Madrasah	2	4
	4.6	Dars system, A.M Koya Kunhi, Dar ul Uloom Madrasah, Ponnani Dars.	3	4
	4.7	Activity Based Work	8	5
<b>5</b>	5.1	Teacher specific content		

## MGU-UGP (HONOURS)

<b>Teaching and Learning Approach</b>	<p><b>Classroom Procedure (Mode of transaction)</b></p> <p>Class room lectures on the introduction of Kerala and the geneses and spread of Islam in Kerala. Classes for anti-colonial struggles and its significance with the power point presentation, video editing and making posters, awareness classes, rallies and other activities, publishing through You Tube and other social media platforms through blended model learning.</p> <p>Minimum forty percentages (40%) of marks is necessary for pass in both internal and external assessment in this course. Individual course work is 100%.</p>
<b>Assessment Types</b>	<b>MODE OF ASSESSMENT</b>

	<p><b>A. Continuous Comprehensive Assessment (CCA) - Total 30 Marks</b></p> <p>Teacher Specific Content</p> <p>Field work/Small report/Quiz/Debate/presentation/test paper/book review/ film review/exhibitions/album making etc.</p> <p>Other modules</p> <ol style="list-style-type: none"> <li>1. Internal Test - MCQ based/ extended answer type.</li> <li>2. Book review - Students should review a seminal work on the related topic and submit a report.</li> <li>3. Seminar Presentation - a theme is to be discussed and identified to prepare a paper and present in the seminar.</li> </ol> <p>(Or any other tasks to suit the course)</p>																				
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2. Hussain Randathani, Mappila Muslims: a Study on Society and anti Colonial Struggles, Other books, Calicut, 2007.
3. Ibrahim Kunju, A P, Mappila Muslims of Kerala : their History and Culture, Sandhya Publications Trivandrum, 1989.
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9. Muhammad, Qadi, Ed., Fathal Mubin: a Contemporary account of the Portuguese Invasion on Malabr in Arabic verse, Other books, Kozhikode, 2015.

### SUGGESTED READINGS

1. Studies in Kerala History : Elamkulam Kunjan Pillai
2. Kerala Muslim Charitharam : P.A. Said Muhammed
3. Kerala Muslims: The Long Struggle : K.M. Bahauddin
4. Malabar and Portuguese : K.M. Panicker
5. A History of Kerala Muslims : Ahmed Kabeer
6. Islam in Kerala Groups and Movement in 20th C : Ahmed Kabeer
7. Kerala Muslims: A historical perspective : Asghar Ali Engineer
8. Kerala Charitharam : Dr. A. Sreedharan Menon
9. Tenancy Legislation in Malabar, 1880-1970 : An Historical Analysis : V V Kunhi Krishnan
10. Cultural heritage of Kerala : Dr. Sreedhara Meon
11. History of ancient, early and medieval India : Uppendra Sing
12. The Kerala Story : Dr. Zakaria
13. History of Medieval Kerala : Ramachandran
14. Mappila Muslims of Kerala : Dr.A.P. Ibrahim Kujnji
15. Social History of Kerala : L.A. Krishnayyer
16. Rise of Muslims in Kerala Politics : Abdul Aziz
17. Mappila Muslims : Husain Randathani K
18. Malabar Rebellion : M Gangadhran
19. Mysore Kerala relations in 18th Century : A P Ibrahim Kunju

20. Malabar Manual : William Logan  
21. Kerala Muslim Charithram : P Sayyid Muhammed  
22. Studies in Kerala History : Elamkulam Kunjan Pillai  
23. Malabar Kalapam : K Madhavan Nair  
24. India's Naval Tradition: the role of Kunjali Marakkar : K.K.N. Kurup  
25. Educational empowerment of Kerala Muslims: A Socio-Historical Perspective : U. Mumme.  
26. Muslims and Resistance Movement in British Malabar- Dr. Salooja M. S



**MGU-UGP (HONOURS)**

# Syllabus





# Mahatma Gandhi University Kottayam

<b>Programme</b>	BA (Hons) Islamic History					
<b>Course Name</b>	AN INTRODUCTION TO GULF STUDIES					
<b>Type of Course</b>	DSC B					
<b>Course Code</b>	MG3DSCISH202					
<b>Course Level</b>	200-299					
<b>Course Summary</b>	This course provides an interdisciplinary introduction to the Gulf region, exploring its geography, history, politics, culture, economy, and society. Through this course students will gain a deeper understanding of the complexities and dynamics shaping the Gulf countries.					
<b>Semester</b>	3	Credits		4	Total Hours	
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practical		Others
		3		1		75
<b>Pre-requisites, if any</b>						

## Syllabus

### COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Understand the history, politics, culture, economy, and society of the Gulf region.	U	1, 3

2	Understand the Gulf region's significance in global affairs, including its geopolitical importance and economic contributions.	U	1, 3
3	Analyse the influence of religion in their civilization and institutions.	An	1
4	Appreciate the interdisciplinary nature of Gulf Studies by integrating insights from various disciplines such as history, political science, economics, sociology, and cultural studies	Ap	1, 3
5	Cultivate critical thinking skills to evaluate different perspectives on Gulf-related issues and events, including regional conflicts, socio-economic challenges	C	1, 2, 3
<i>*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)</i>			

## COURSE CONTENT

### Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1	<b>Significance and Scope of Gulf Studies</b>			
	1.1	Importance and examples of Area Studies	2	1, 4, 5
	1.2	Gulf Studies- Significance and scope	2	1, 4, 5
	1.3	Overview of the Gulf region: geography, demographics, and key feature	3	1, 4, 5
	1.4	Strategic importance of the Gulf region in global affairs	3	1, 4, 5
	1.5	Activity Based- Map study	5	1, 4, 5
2	<b>Religious and Economic Foundation of Gulf region</b>			
	2.1	Religious Foundation in Gulf	2	3, 5
	2.1	Influence of Islam and Islamic civilization	2	3, 5

	2.3	Role of religion and religious institutions	2	3, 5
	2.4	Economic foundation- Discovery of Oil	4	1, 4, 5
	2.5	Activity based- graph based	5	3, 4, 5
<b>3</b>	<b>Socio- political and cultural dynamics</b>			
	3.1	Socio-Political and cultural dynamics of Gulf: An analysis	2	1, 4, 5
	3.2	Social structures and hierarchies	2	1, 4, 5
	3.3	Cultural traditions, languages, and identities	3	1, 4, 5
	3.4	Political institutions and mechanisms of governance	3	1, 4, 5
	3.5	Activity based- Listing	5	1, 4, 5
<b>4</b>	<b>Contemporary scenario</b>			
	4.1	Geo-political significance	2	2, 4, 5
	4.2	Regional conflicts, alliances, and security challenges	4	2, 4, 5
	4.3	The age of Colonialism and resistance	3	2, 4, 5
	4.4	Diplomatic relations with neighbouring countries and global powers	3	2, 4, 5
	4.5	Significance of Gulf Cooperation Council (GCC)	3	2, 4, 5
	4.6	Activity based-Open discussion on current events and their relevance to Gulf studies	15	2, 4, 5
<b>5</b>	5.1	Teacher specific content		

<b>Teaching and Learning Approach</b>	<p><b>Classroom Procedure (Mode of transaction)</b></p> <p>Classroom Procedure (Mode of transaction)</p> <p>Direct Instruction: Brain storming lecture, Explicit Teaching, E-learning, interactive Instruction:, Active co-operative learning, Seminar, Group Assignments Authentic learning, , Library work and Group discussion, Presentation by individual student/ Group representative</p>																				
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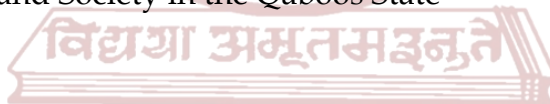
## References

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2. Kristian Coates Ulrichsen, " Centers of Power in the Arab Gulf States
3. "The Gulf: High Culture/Hard Labor" by Andrew Ross
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4. The Gulf States: A Modern History : David Commins
5. Saudi Arabia: A Kingdom in Peril : Paul Aarts and Carolien Roelants
6. The United Arab Emirates: Power, Politics and Policymaking : Christopher M.  
Davidson
7. Kuwait Transformed: A History of Oil and Urban Life : Farah Al-Nakib
8. Qatar: Securing the Global Ambitions of a City-State : Mehran Kamrava
9. Bahrain: Political Development in a Modernizing Society : Fred H. Lawson
10. Oman: Politics and Society in the Qaboos State : Marc Valeri.



MGU-UGP (HONOURS)

## Syllabus



# Mahatma Gandhi University

## Kottayam

<b>Programme</b>	BA (Hons) Islamic History					
<b>Course Name</b>	THE POLITICAL POWER AND SYNCHRONIZATION OF ETHNICITIES IN MEDIEVAL INDIA					
<b>Type of Course</b>	DSE					
<b>Course Code</b>	MG3DSEISH200					
<b>Course Level</b>	200-299					
<b>Course Summary</b>	<p>The advent of various ethnic groups to Indian subcontinent for trade, conquests and establishment of political power lasted in the amalgamation of cultural symbiosis over a millennium. These groups came to India was under the banner of Islam but did not have a common ancestry or ethnic identity. Their involvement in subcontinent was a great deal of trade, conquests, colonization, empire building, amalgamation of various regional cultures and finally opposition to European hegemony. The course covers the period between 7th Century to 19th century of Indian History. It gives the students an understanding of Polity and the building of empires in this period. This period of History syllabus includes topics such as the Arab trade relations, Muslim conquests, Delhi Sultanate, Mughal Empire, regional kingdoms and political struggles up to 1857.</p>					
<b>Semester</b>	3	Credits			4	Total Hours
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practical	Others	
		4				60
<b>Pre-requisites, if any</b>						



## COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	The students will come to know, how the clashes between the native and foreign forces arose and finally absorbed and gave birth to a new culture popularly known as the 'composite culture'.	U	1
2	The students will be able to examine ethnic basis of various foreign dynasties	K	1
3	To facilitate students with the formation of political processes in Modern Indian History as well as establishment of British rule in India.	U	1
4	The students will gather knowledge about the various dynasties, political diplomacy, results and impact of battles the different times.	An	1
5	It also helps the students to develop the knowledge and awareness about the inherent ethnic element to garner the power under political ideologies	A	1
<i>*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)</i>			

## COURSE CONTENT

### Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1	<b>The period of trade, conquests and Presence of Arabs and Ghaznavids</b>			
	1.1	International Trade linkage of early Mediaeval India	2	1
	1.2	The Arab conquests	2	1, 4
	1.3	Ghaznavid infiltration to subcontinent	3	1
	1.4	Vestige of Arabs and the Ghaznavids	3	1



<b>2</b>	<b>The period of Turkish Imperialism</b>			
	2.1	The rise of the Ghurids	2	1, 2
	2.2	Establishment of Turkish rule	4	1, 2
	2.3	The Khaljis, The Turko - Afghans	3	1, 2
	2.4	Tughlaqs, the Turko-Mongol	3	1, 2
	2.5	The Sayyids	2	1, 2
	2.6	Lodis the First Afghan dynasty	2	1, 2
	2.7	The Bahmani s Iranian, Turkish, Dakani	4	1, 2
<b>3</b>	<b>The period of localization</b>			
	3.1	Establishment of Mughal rule in India	2	1, 2, 4
	3.2	Mughal- Afghan conflict for supremacy	3	1, 2, 4
	3.3	Consolidation of Mughal State, Akbar	4	1, 2, 4
	3.4	Jahāngir	2	1, 2, 4
	3.5	Shah Jahān,	2	1, 2, 4
	3.6	Tussle for Supremacy	2	1, 2, 4
<b>4</b>	<b>The period of decline of Turks and Emergence of Europeans</b>			
	4.1	Aurangzeb	4	3, 4
	4.2	Later Mughals	4	3, 4

	4.3	Emergence of Europeans	2	3, 4
	4.4	Establishment of British Imperialism	5	3, 4
5	5.1	Teacher specific content		

<b>Teaching and Learning Approach</b>	<p><b>Classroom Procedure (Mode of transaction)</b></p> <p>Classroom Procedure (Mode of transaction)</p> <p>Direct Instruction: Brain storming lecture, Explicit Teaching, E-learning, interactive Instruction:, Active co-operative learning, Seminar, Group Assignments Authentic learning, , Library work and Group discussion, Presentation by individual student/ Group representative</p>																				
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3. Alam Muzaffar & Sanjay Subramanyam, The Mughal State. O.U.P. New Delhi, 2002
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16. Habib, Irfan, An atlas of the Mughal Empire.
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19. Jackson, Peter, The Delhi Sultanate: Political and Military History.
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27. Upinder Singh. A History of Ancient and Early Medieval India

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Chaudhari,Kalikinakar Datta
2. Mughal Rule in India: R C Majumdar and Srivastava
3. Mughal Empire in India: - Prof: S R Sharma
4. The Agrarian system of Mughal India: - Irfan Habib
5. History of Medieval India: - K.K.Bharadwaj
6. Cultural History of India: - A.L.Basham
7. Some cultural aspect of Mughal rule in India: - Jaffer
8. Glipses of Medieval Indian Culture: - Yusut Hussain
9. Historians of medieval India: - Mohobul Hassan
10. From Akber to Aurangzeb: - W H Moseland
11. Influence of Islam on Indian Culture: Tara Chand
12. Promotion of Learning in India During Muhammedan Rule: - Law.N.N
13. Cambridge History of Islam: - Vol III&IV
14. History of India, Pakistan and Ceylon: - Philips .C H
15. Administration of Sultanate of Delhi: - I.H.Quraishi
16. Religion and politics in India during the 13th C: - K.A.Nizami
17. History of Jahangir: - Beni Prasad
18. Golden History of India: - Viswanath and Jagannath Grover
19. History of Medieval India: - R.S.Chaurasia
20. Advanced study of the Medieval India: -Jaswant Lal Mehta

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# Mahatma Gandhi University Kottayam

<b>Programme</b>	BA (Hons) Islamic History				
<b>Course Name</b>	ISLAMIC MODERNISM: ITS THEORY AND INTEGRATION				
<b>Type of Course</b>	DSE				
<b>Course Code</b>	MG3DSEISH201				
<b>Course Level</b>	200-299				
<b>Course Summary</b>	Islamic Modernism represents a significant intellectual and socio-political movement within the Muslim world, characterized by efforts to reconcile Islamic beliefs and values with the challenges and opportunities of the modern era. This course explores the origins, key thinkers, ideologies, and impacts of Islamic Modernism, shedding light on its contributions to Islamic thought, cultural dynamics, and political developments.				
<b>Semester</b>	3	Credits		4	Total Hours
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practical	
<b>Pre-requisites, if any</b>					60

### COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Understand the definition and types of Islamic Modernism with special emphasis on its historical context	U	1

2	Understand the historical roots of the emergence of Islamic Modernism, including the intellectual, political, and socio-economic factors that shaped the movement.	U	1,2
3	Analyze the ideas and contributions of key Islamic Modernist thinkers such as Muhammad Abduh, Jamal al-Din al-Afghani, and Rashid Rida, and critically evaluate their impact on Islamic thought and society.	An	1, 6, 7
4	Evaluate the modernist interpretations of Islam proposed by Islamic Modernist thinkers, including their approaches to reconciling Islamic teachings with modernity, secularism, equality and governance.	E	1, 6, 7
5	Involve in the contemporary debates surrounding Islamic Modernism, including its relevance in addressing issues such as religious reform, political reform, gender equality, and jurisprudence.	C	1, 2, 6, 7, 8
<i>*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)</i>			

## COURSE CONTENT

### Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1	<b>Islamic Modernism: An Introduction</b>			
	1.1	Introduction to Islamic Modernism	3	1
	1.2	Definition of Islamic Modernism	2	1
	1.3	Historical Context	4	1
	1.4	Types of Islamic Modernism- Secularized and fundamentalist	4	1
2	<b>History and Evolution</b>			
	2.1	Historical roots of Islamic Modernism	3	2



	2.2	Influence of Colonialism	3	2
	2.3	reform movements, intellectual exchanges	4	2
	2.4	Influence of western thought, Secularism,	3	2
<b>3</b>	<b>Proponents of Islamic Modernism</b>			
	3.1	Key thinkers and proponents- an evaluation	2	3
	3.2	Jamal al-Din al-Afghani: Pan-Islamism and anti- colonial activism	3	3, 4
	3.3	Rashid Rida: Revival of Islamic scholarship and engagement with modern knowledge.	3	3, 4
	3.4	Al-Tahtawi: modernization in education, law, and governance.	3	3, 4
	3.5	Sir Sayyid Ahmad Khan- Social advancement through modern education.	3	3, 4
<b>4</b>	<b>Main themes in the contemporary scenario</b>			
	4.1	Main themes- Reforms in Education and Jurisprudence	5	4, 5
	4.2	Emphasis on ijihad (independent reasoning) and reinterpretation of Islamic texts.	5	4, 5
	4.3	Advocacy for social justice, women's rights, and democratic governance	5	4, 5
	4.4	Modernist approaches to Islamic economics, science, and technology	5	4, 5
<b>5</b>	5.1	Teacher specific content		



<b>Teaching and Learning Approach</b>	<p><b>Classroom Procedure (Mode of transaction)</b></p> <p>Classroom Procedure (Mode of transaction)</p> <p>Direct Instruction: Brain storming lecture, Explicit Teaching, E-learning, interactive Instruction:, Active co-operative learning, Seminar, Group Assignments Authentic learning, , Library work and Group discussion, Presentation by individual student/ Group representative</p>																				
<b>Assessment Types</b>	<p><b>MODE OF ASSESSMENT</b></p> <p><b>A. Continuous Comprehensive Assessment (CCA) - Total 30 Marks</b></p> <p>Teacher Specific Content</p> <p>Field work/Small report/Quiz/Debate/presentation/test paper/book review/ film review/exhibitions/album making etc.</p> <p>Other modules</p> <ol style="list-style-type: none"> <li>1. Internal Test – MCQ based/ extended answer type.</li> <li>2. Book review – Students should review a seminal work on the related topic and submit a report.</li> <li>3. Seminar Presentation – a theme is to be discussed and identified to prepare a paper and present in the seminar.</li> </ol> <p>(Or any other tasks to suit the course)</p>																				
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## References

1. Ahmed, Akbar S. Postmodernism and Islam: Predicament and Promise. London: Routledge, 1992.
2. Kurzman, Charles. "Liberal Islam: Prospects and Challenges." Social Research 70, no. 3 (2003): 777-802.

3. Leaman, Oliver. "Islamic Modernism." In *The Oxford Handbook of Islamic Philosophy*, edited by Khaled El-Rouayheb and Sabine Schmidtke, 437-458. Oxford: Oxford University Press, 2017.
4. Siddiqui, Ataullah. "Islamic Modernism and the 'Reconstruction' of Islamic Thought." *The Muslim World* 88, no. 1 (1998): 50-65.
5. Al-Azmeh, Aziz. "The Legacy of Muhammad Abduh." *Middle Eastern Studies* 33, no. 4 (1997): 615-625.

## SUGGESTED READINGS

1. *Islamic Modernism: Nationalism and Fundamentalism* by Mansoor Moaddel
2. *Islamic Modernism: An Introduction* by Muhammad Khalid Masud
3. *Islam and Modernism in Egypt: A Study of the Modern Reform Movement* Inaugurated by Muhammad 'Abduh by Charles Wendell
4. *Islamic Modernism in India and Pakistan, 1857-1964* by Aziz Ahmad
5. *The Refashioning of Islamic Thought: A Critical Study of Muhammad Abduh and his Contemporaries* by Hassan Hanafi
6. *Postmodernism and Islam: Predicament and Promise* by Akbar S. Ahmed
7. *Islamic Modernism, Nationalism, and Fundamentalism: Episode and Discourse* by Mansoor Moaddel
8. *Islamic Modernism in Malaysia: The Revival of Muslim Theology and Jurisprudence in Southeast Asia* by Khairudin Aljunied
9. *The Cambridge Companion to Modern Arab Culture* edited by Dwight F. Reynolds
10. *Reforming Islam: An Introduction to Contemporary Debates* by Ziauddin Sardar and Merryl Wyn Davies.

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# Mahatma Gandhi University Kottayam

<b>Programme</b>						
<b>Course Name</b>	<b>SOCIO-CULTURAL FORMATION OF MODERN KERALA: ROLE OF ISLAM</b>					
<b>Type of Course</b>	MDC					
<b>Course Code</b>	MG3MDCISH200					
<b>Course Level</b>	200-299					
<b>Course Summary</b>	The Course "Socio-cultural formation of modern Kerala: Role of Islam" aims to provide knowledge of Kerala - Arab trade relationship and structure of Muslim reformations in Kerala.					
<b>Semester</b>	3	Credits			3	Total Hours
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practical	Others	
<b>Pre-requisites, if any</b>	Syllabus					45

### COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Discover the new trends in Indo-Arab trade relationship in Ancient Kerala society.	U	1

2	Develop the information about the international trade relations of Kerala.	A	1
3	Appraise the attempts of cultural synthesis existed in Kerala in linguistic dimension	Ap	1
4	Distinguish the contributions of Muslim reformers in Kerala	An	1
5	Validate the organisational capacity of Muslim society in Kerala	E	1
<i>*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)</i>			

## COURSE CONTENT

### Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1	<b>Indo Arab Trade Relations</b>			
	1.1	The coastal area of Kerala: Features and the formation of townships.	3	1, 2
	1.2	Kerala - Arab Trade and commerce: Local and international dimension	3	1, 2
	1.3	Support of native kings	3	1, 2
	1.4	Spread of Islamic faith	3	1, 2, 5
	1.5	Mercantile manners of Kerala Muslims: Democratic elements in Kerala-Arab trade relation.	3	1, 5
2	<b>Contributions to language and literature</b>			
	2.1	Arabi-Malayalam	3	3

	2.2	Mappila Literature: Theme and presentation	3	3
	2.3	Literary works – Mappila Ramayanam,	3	3
	2.4	Familiar writers – Moinkutty Vaidyar, Kunjayan Musaliyar, Vaikom Muhammed Basheer	3	3
	2.5	Arabic and Persian contributions in Malayalam language	3	3
<b>3</b>	<b>Reforms and Reformers</b>			
	3.1	Makti Tangal	2	3, 5
	3.2	Hamadani Tangal	2	3, 5
	3.3	Chalilakath Kunjahammad Haji	2	3, 5
	3.4	Vakkom Abdul Khadir Moulavi	2	3, 5
	3.5	Kerala Muslim Aikya Sangham	3	3, 5
	3.6	Muslim politics and identity politics in Kerala : Muslim League, SDPI, PDP, Jama at i Islami.	4	3, 5
<b>4</b>	4.1	Teacher specific content		

<b>Teaching and Learning Approach</b>	<b>Classroom Procedure (Mode of transaction)</b> Direct Instruction: Brain storming lecture, Explicit Teaching, E-learning, interactive Instruction:, Active co-operative learning, Seminar, Group Assignments Authentic learning, , Library work and Group discussion, Presentation by individual student/ Group representative
<b>Assessment Types</b>	<b>MODE OF ASSESSMENT</b>

	<p><b>A. Continuous Comprehensive Assessment (CCA) - Total 25 Marks</b></p> <p>Teacher Specific Content</p> <p>Field work/Small report/Quiz/Debate/presentation/test paper/book review/ film review/exhibitions/album making etc.</p> <p>Other modules</p> <ol style="list-style-type: none"> <li>1. Internal Test - MCQ based/ extended answer type.</li> <li>2. Book review - Students should review a seminal work on the related topic and submit a report.</li> <li>3. Seminar Presentation - a theme is to be discussed and identified to prepare a paper and present in the seminar.</li> </ol> <p>(Or any other tasks to suit the course)</p>																				
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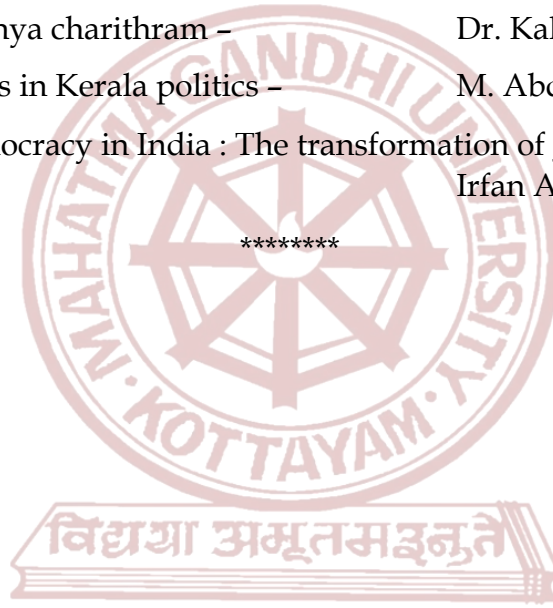
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3. Roland E Miller, Mappila Muslims of Kerala : A Study in Islamic Trends, Orient Longman, 1976
4. Prof. K M Bahauddin, Kerala Muslim History : A Revisit, Other Books, 2013
5. K O Shamsudhin, Mappila Malayalam, Lipi Publication, 2014
6. Mappila Ramayanam, Razak Payembrote, Vara Publication, 2016.
7. Dr. O P Mayankutty, Identity, Popular Culture and Resistance : Studies on Colonial Malabar, Other Books, 2018
8. Dr. KKN Kuruppu, The emergence of Islam in Kerala in 20<sup>th</sup> century, Standard Publishers
9. Abdu Rahman Mangadu, Kerala Muslim Aikya Sangham, Yuvatha Books
10. Dr. E K Ahmedkutty, Krala Muslim Navodhaanam, Yuvatha Book House



## SUGGESTED READINGS

1. A Survey of Kerala History - A Sreedharaenon
2. Kerala Muslim History Directory Part - 1 - Dr. C K Kareem
3. Kerala Muslim History Directory Part - 2 - Dr. C K Kareem
4. Muslim samudayavum samskaravum - Dr. C K Kareem
5. Muslims and Resistance Movement in British Malabar- Dr. Salooja M. S
6. Malayala sahithya charithram - Dr. Kalppatta Balakrishnan
7. Rise of Muslims in Kerala politics - M. Abdul Aziz
8. Islam and Democracy in India : The transformation of Jama'at e Islami - Irfan Ahmed.



MGU-UGP (HONOURS)

# Syllabus





# Mahatma Gandhi University Kottayam

<b>Programme</b>						
<b>Course Name</b>	THE ETHICAL ASPECTS IN ISLAM					
<b>Type of Course</b>	VAC					
<b>Course Code</b>	MG3VACISH201					
<b>Course Level</b>	200-299					
<b>Course Summary</b>	This course explores the ethical principles and values central to Islamic teachings, focusing on their application in personal, social, political and economic contexts. It will enable the students to develop a nuanced understanding of Islamic ethics and foster a reflective and empathetic approach in life.					
<b>Semester</b>	3	Credits			3	Total Hours
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practical	Others	
<b>Pre-requisites, if any</b>						
	3					45

### COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Understand the basic ethical aspects of Islam by examining the foundational sources of Islam and instances.	U	1, 8

2	Analyse the moral frame work of Islam through different ethical concepts in Islam.	U	1, 8
3	Evaluate the ethical aspects of Islam in socio-political, economic and environmental perspectives and identify its significance.	E	6, 8
4	Generate a reflective and empathetic approach to life by realizing the value of moral and ethical aspects as informed by the Islamic principles.	C	8
<b>*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)</b>			

## COURSE CONTENT

### Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
<b>1</b>	<b>Islamic ethical Values</b>			
	1.1	Foundation of Islamic Ethics & Values	2	1, 4
	1.2	Basic Values for All Mankind.	2	1, 4
	1.3	Protection & Respect of Humanity, Equality	3	1, 4
	1.4	Sources of Ethical Teachings (Quran & Hadith)	3	1, 4
	1.5	Prophet as a Role Model	3	1, 4
<b>2</b>	<b>Moral Framework in Islam</b>			
	2.1	Moral Framework in Islam-Theories and concepts	3	2, 4
	2.1	Tawhid (Oneness of God) and its implications for ethics	2	2, 4
	2.3	Five Pillars of Islam and their ethical significance	3	2, 4

	2.4	Sharia (Islamic Law) and its ethical goals	3	2, 4
<b>3</b>	<b>Ethical Principles in Islamic Thought</b>			
	3.1	Ethical Principles in Islamic Thought- An introduction	2	3, 4
	3.2	Justice in Islam- Importance	2	3, 4
	3.3	Compassion and its role in ethical behaviour	2	3, 4
	3.4	Ethical aspects in Islamic economic principles- An introduction	5	3, 4
	3.5	Ethical considerations in governance and leadership	5	3, 4
	3.6	Environmental ethics in Islam	5	3, 4
<b>4</b>	4.1	Teacher specific content		

<b>Teaching and Learning Approach</b>	<p><b>Classroom Procedure (Mode of transaction)</b></p> <p>Direct Instruction: Brain storming lecture, Explicit Teaching, E-learning, interactive Instruction:, Active co-operative learning, Seminar, Group Assignments Authentic learning, , Library work and Group discussion, Presentation by individual student/ Group representative</p>
<b>Assessment Types</b>	<p><b>MODE OF ASSESSMENT</b></p> <p><b>A. Continuous Comprehensive Assessment (CCA) - Total 25 Marks</b></p> <p>Teacher Specific Content</p> <p>Field work/Small report/Quiz/Debate/presentation/test paper/book review/ film review/exhibitions/album making etc.</p> <p>Other modules</p> <p>1. Internal Test - MCQ based/ extended answer type.</p> <p>2. Book review - Students should review a seminal work on the related topic and submit a report.</p>

	3. Seminar Presentation – a theme is to be discussed and identified to prepare a paper and present in the seminar.  (Or any other tasks to suit the course)																						
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## References

1. Ayn Sajoo, A Companion to Muslim Ethics, Bloomsbury Publishing, ISBN: 9780857723314, 0857723316- 2012
2. Ayn Sajoo, A Companion to Muslim Cultures, Bloomsbury Publishing, - 2011
3. Mariam al-Attar, Islamic Ethics Divine Command Theory in Arabo-Islamic Thought, Taylor & Francis, 2010
4. David R. Vishanoff, Islamic Law and Ethics, International Institute of Islamic Thought, 2020
5. Majid Fakhry, Ethical theories in Islam, E.J. Brill, 1991

## SUGGESTED READINGS

1. "Revival of the Religious Sciences" by Imam Al-Ghazali.
2. "Islamic Ethics: Divine Command Theory in Arabo-Islamic Thought" David B. Burrell.
3. "Islamic Ethics: An Introduction" by M. Hashim Kamali.
4. "Islam: A Short History" by Karen Armstrong.
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8. Hussaini, S.A.Q. (n.d.) Arab Administration.
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**MGU-UGP (HONOURS)**

# Syllabus



# Semester-IV

MGU-UGP (HONOURS)

## Syllabus



# Mahatma Gandhi University

## Kottayam

<b>Programme</b>	BA (Hons) Islamic History					
<b>Course Name</b>	THE Umayyad Caliphate: Political Dynamics and Socio-Cultural Transformations					
<b>Type of Course</b>	DSC A					
<b>Course Code</b>	MG4DSCISH200					
<b>Course Level</b>	200-299					
<b>Course Summary</b>	This course provides a comprehensive exploration of the Umayyad caliphates (661 to 750 CE), which played a vital role in shaping the political, social, and economic landscape of the Islamic world. The course unfolds the intricate tapestry of governance, societal structures, and economic frameworks that characterized this dynasty, and examines its enduring impact on the Islamic civilization.					
<b>Semester</b>	4	Credits			4	Total Hours
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practical	Others	
		3		1		75
<b>Pre-requisites, if any</b>						



## COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Illustrate the main factors that contributed to the Umayyad Caliphate's conquests and expansion, and how did these territorial gains influence the political landscape during their rule?	U	1
2	Analyze the Umayyad Caliphate's economic policies and their approach to land ownership, taxation, and resource distribution, evaluate the implications of these policies on both the economy and social dynamics of the time. what were the key economic challenges faced during their rule	A	1
3	Elucidate the role of religious and cultural diversity in Umayyad society, how these factors impacted social cohesion and interactions within the empire.	Ap	1
4	Critically examine the concurrence of geopolitical, economic, and social factors acted as stimulants for the ascendancy of the Umayyad Caliphate, and how did the interplay of these elements contribute to its sustained growth and influence during its formative years.	A	1
5	Describe the lasting legacy of Umayyad Caliphate in terms of political structures, cultural influence, and advancement of Science and technology, how did this legacy shape subsequent Islamic civilizations and societies.	U	1
6	Explain the nature of administration evolve under the Umayyad Caliphate, and what key features characterized their administrative system?	U	1
7	Build a perspective on the position of women in Umayyad Caliphate, how did the role of women weave through the threads of societal norms, political landscapes, cultural shifts and historical patriarchal structures?	C	1
8	Appraise the Umayyad Caliphate contribution to the advancement of art and architecture, how did	E	1

	their artistic and architectural achievements influence subsequent periods in Islamic history?		
<b>*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)</b>			

## COURSE CONTENT

### Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1	<b>Rise and fall of the Umayyad Caliphate</b>			
	1.1	Sufyanid period	3	4
	1.2	Marwanid Period	2	4
	1.3	Al-Walid 1- Conquest and Expansion	3	4
	1.4	Umar Bin Abdul Aziz life and Contribution	2	4
	1.5	Decline of Umayyads	2	4
	1.6	Activity based Work	10	4
2	<b>Administration and Conquest</b>			
	2.1	Central and Provincial Administration	2	1, 6
	2.2	Revenue - Army - Navy	3	2, 6
	2.3	Conquest of North Africa	2	1
	2.4	Conquest of Trans Oxiana	1	1
	2.5	Conquest of Spain	2	1
	2.6	Conquest of Sindh.	2	1
	2.7	Activity based Work	7	1

<b>3</b>	<b>Society and Economy</b>			
	3.1	Nobility	2	3
	3.2	Position of women, Slaves, Mawali and Zimmis	3	7
	3.3	Agriculture and Irrigation	2	6
	3.4	Coinage	1	6
	3.5	Taxation	1	6
	3.6	Trade - Urbanism	1	6
	3.7	Activity based Work	6	
<b>4</b>	<b>Legacy of the Umayyad Caliphate</b>			
	4.1	Administrative reforms	2	5
	4.2	Religious Policies and Sectarian Divide	2	3
	4.3	Growth of Arabic Language	2	5
	4.4	Art & Architecture - Music - Painting - Calligraphy.	3	8
	4.5	Arabization and Islamization	2	3
	4.6	Activity based Work	7	5
<b>5</b>	5.1	Teacher specific content		

## Syllabus

<b>Teaching and Learning Approach</b>	<b>Classroom Procedure (Mode of transaction)</b>
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<b>Assessment Types</b>	<b>MODE OF ASSESSMENT</b> <b>A. Continuous Comprehensive Assessment (CCA) - Total 30 Marks</b>

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2. Ali, Ameer, *The spirit of Islam*, cosimo classics, New York, 2010.
3. Blankinship, Khalid Yahya, *The End of the Jihad State: The Reign of Hisham Ibn 'Abd al-Malik and the Collapse of the Umayyads*, State University of New York Press, Albany, 1994.
4. As-Suyuti ,Abu'l-Fadl 'Abd Ar-Rahman Jalal Ad-Din, *History of the Umayyad Caliphs*, Ta-Ha Publishers, London, 2015.
5. Crone, Patricia, *God's Caliph: Religious Authority in the First Centuries of Islam*, Cambridge University Press, Cambridge, 2003
6. Crone, Patricia, *Slaves on Horses: The Evolution of the Islamic Polity*, Cambridge University Press, Cambridge, 2003.
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17. Hoyland, Robert G. *In God's Path: The Arab Conquests and the Creation of an Islamic Empire*. Oxford University Press, Oxford, 2015.
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20. Menocal, Maria Rosa. *The Ornament of the World: How Muslims, Jews, and Christians Created a Culture of Tolerance in Medieval Spain*, Back Bay Books, New York, 2002.
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22. Robinson, Francis, (ed.) *Cambridge Illustrated History: Islamic World*, Cambridge University Press, Cambridge, 1996.
23. Smith, John A, *The Politics of the Umayyad Caliphate*, University of Chicago Press, Chicago, 2005.
24. Tabari, Michael Fishbein (Translator). *The History of al-Tabari Vol. 18: Between Civil Wars: The Caliphate of Mu'awiyah*, State University of New York Press, New York, 1991.
25. Wellhausen, Julius. *The Arab Kingdom and Its fall*, University of Calcutta, Calcutta, 1927.

MGU-UGP (HONOURS)

### SUGGESTED READINGS

1. K, A Ali, Study of Islamic History.
2. Syed Ameer Ali, A Short History of the Saracens.
3. Syed Ameer Ali, The Life and Teaching of Muhammad.
4. Irfan Faqih, Glimpses of Islamic History.
5. Humphreys R. S, Muawiyah Bin Abi Sufyan.
6. M. Hadi Hussain, Umar Bin Abd Al Aziz
7. S.A.Q Hussain, Arab Administration.
8. S.M Imamuddin, Arab Muslim Administration (622-1258).
9. Ali, Riyasat, The Tarikh I Andalus, vol I.
10. Renault Dozy, Spanish Islam.
11. S.M Imamuddin, A Political History of Muslim Spain.
12. S.M Imamuddin, Muslim Spain: A Sociological Study.



13. S.M Imamuddin, Some Aspects of the socio-economic & Cultural history of Muslim Spain.
14. S Lane Pole, The Moorish Spain.
15. Sir Thomas Arnold, (Ed): The Legacy of Islam.
16. Louis Bernard, The History of Spain.
17. Bernard F, Reilly, The Medieval Spain.
18. S.P, Scott, History of Moorish Empire in Europe.
19. M.W, Watt, A History of Islamic Spain.
20. M.W, Watt, The Majesty that was Islam.
21. Syed Azizur, Rahman, The Story of Islamic Spain.
22. A.A, Din, The Umayyah Caliphate.
23. Habib Hourani, History of The Arabs.
24. Lewis. B ,The Arabs in History.
25. Mazarul- ul- Haq. History of Islam.
26. S.W. Muir. The Caliphate ,Its Rise, Decline and Fall.
27. T.W Arnold, The Caliphate.
28. Ameer. S S Ali. The Spirit of Islam.
29. Ameer. S S Ali , A Short History of the Saracens
30. Amin, Ahmed, Fajar al Islam
31. Din, A A, The Umayyad caliphate
32. Faruqi I R & faruqi L L, The Cultural Atlas of Islam
33. H A R Gibb, H A R, Studies in Islamic Civilization and Culture
34. Albert Hourani, History of Islamic People.
35. Robinson, Chase F., The New Cambridge History of Islam.

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**MGU-UGP (HONOURS)**

## Syllabus



# Mahatma Gandhi University Kottayam

<b>Programme</b>	BA(Hons)Islamic History				
<b>Course Name</b>	HISTORY AND CULTURE OF THE ABBASIDS				
<b>Type of Course</b>	DSC A				
<b>Course Code</b>	MG4DSCISH201				
<b>Course Level</b>	200-299				
<b>Course Summary</b>	This comprehensive course is designed with the explicit intention of acquainting students with the profound and illustrious civilization of the Abbasids, a remarkable epoch that once captivated the attention of the entire world. By delving into the rich tapestry of Abbasid history, culture, and intellectual achievements, students will gain a profound understanding of the splendour and significance of this influential Islamic dynasty.				
<b>Semester</b>	4	Credits		4	
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practical	Total Hours
		3		1	
<b>Pre-requisites, if any</b>					

### COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Students can understand the significance of the political history of the major administrators of Abbasid dynasty.	U	1



2	Awareness about the intellectual and cultural explosions encouraged by a dynasty in the very early Middle Ages.	U	1
3	Reviewing main rulers of Abbasid Caliphate	K	1
4	To Analyse Literary and Scientific Progress	An	1
5	To Evaluate Abbasid Society and Administrative Set up	E	1
<i>*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)</i>			

## COURSE CONTENT

### Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
<b>1</b>	<b>Establishment of Abbasid Dynasty</b>			
	1.1	Abbasid Propaganda led by Abu Muslim Qurasani and Abul Abbas Saffah.	2	1, 3
	1.2	Al Mansur as the Real Founder.	3	1, 3
	1.3	Foundation of Baghdad.	2	1, 3
	1.4	Harun Al Rashid and the Splendor of Baghdad.	2	1, 3
	1.5	The Barmakids and Civil War.	2	1, 3
	1.6	Al Amin, Mamun, and the influence of Mutazilites.	3	1, 3
	1.7	Persianization of the Empire	1	1, 3
	1.8	Activity based Work	8	1, 3
<b>2</b>	<b>Later Abbasids and the Decline of the Empire</b>			
	2.1	Al Mustasim and Turkish Legionaries.	3	2, 3

	2.2	Al Mutawakkil and the Restoration of Orthodoxy.	2	2, 3
	2.3	Causes of the decline and Mangol Invasion by Hulagu.	3	2
	2.4	Activity based Work	6	2
<b>3</b>	<b>Abbasid Society and Administrative Set up</b>			
	3.1	Society, Elegance, and Luxury.	2	5
	3.2	Court Life and Marriage.	1	5
	3.3	Position of Women and Zimmis.	2	5
	3.4	Slavery System and Economic Life.	2	5
	3.5	Industry and Agriculture.	2	5
	3.6	Central and Provincial Administration, including Diwanul Aziz, The Wazir, Diwan al Kharaj, Diwan al Ziman, Diwan al Shurtah, Sahib al Barid.	3	5
	3.7	Judiciary and Military Organization.	1	5
	3.8	Activity based Work	8	5
<b>4</b>	<b>Literary and Scientific Progress</b>			
	4.1	Intellectual Life.	2	4
	4.2	Age of Translations and Bait-ul-Hikma.	2	4
	4.3	Progress in Mathematics, Medicine, Astronomy, Geography, and Natural Science.	2	4

	4.4	Historiography and Development of Ilmul Kalam and Scholasticism.	2	4
	4.5	Six Canonical Collections and Four Schools of Jurisprudence.	1	4
	4.6	Activity based Work	8	4
5	5.1	Teacher specific content		

<b>Teaching and Learning Approach</b>	<b>Classroom Procedure (Mode of transaction)</b>  Classroom Procedure (Mode of transaction) Direct Instruction: Brain storming lecture, Explicit Teaching, E-learning, interactive Instruction:, Active co-operative learning, Seminar, Group Assignments Authentic learning, , Library work and Group discussion, Presentation by individual student/ Group representative
<b>Assessment Types</b>	<b>MODE OF ASSESSMENT</b>  <b>A. Continuous Comprehensive Assessment (CCA) - Total 30 Marks</b> Teacher Specific Content Field work/Small report/Quiz/Debate/presentation/test paper/book review/ film review/exhibitions/album making etc. Other modules 1. Internal Test – MCQ based/ extended answer type. 2. Book review – Students should review a seminal work on the related topic and submit a report. 3. Seminar Presentation – a theme is to be discussed and identified to prepare a paper and present in the seminar. (Or any other tasks to suit the course)
	<b>B. End Semester Examination (ESE) - Total 70 Marks</b>  Written Examination: 2 Hours

Type	No. of Questions	Mark	Total Marks
Part A - Short Answer	8/12	2	16
Part B - Short Essay	6/10	5	30
Part C - Essay	2/4	12	24
Total			70

## References

1. Ibn Khaldun, Abd al-Rahman. The Muqaddimah: An Introduction to History. Translated by Franz Rosenthal, Princeton UP, 1967.
2. Kennedy, Hugh. When Baghdad Ruled the Muslim World: The Rise and Fall of Islam's Greatest Dynasty. Da Capo Press, 2005.
3. Al-Tabari, Ibn Jarir. The History of al-Tabari: The Abbasid Caliphate. Translated by Hugh Kennedy, SUNY Press, 1985.
4. Robinson, Chase F. Islamic Historiography. Cambridge University Press, 2003.
5. Lapidus, Ira M. Islamic Societies to the Nineteenth Century: A Global History. Cambridge University Press, 2012.
6. Hitti, Philip K. History of the Arabs. Palgrave Macmillan, 2002.
7. Mottahedeh, Roy P. The Mantle of the Prophet: Religion and Politics in Iran. Oneworld Publications, 2015.
8. Finkel, Caroline. Osman's Dream: The History of the Ottoman Empire. Basic Books, 2005.
9. Kennedy, Hugh. The Prophet and the Age of the Caliphates: The Islamic Near East from the 6th to the 11th Century. Pearson, 2004.
10. Al-Hassan, Ahmad Y., and Donald R. Hill. Islamic Technology: An Illustrated History. Cambridge University Press, 1986.

## SUGGESTED READINGS

1. History of the Arabs : Philip K Hitti
2. A History of the Arab Peoples : Albert Hourani
3. A literary History of the Arabs : R A Nicholson
4. The Science and the Civilization : N S Hossein
5. History of the Islamic Civilization : Jurji Zaidan

6. The Empire of the Arabs : Khuda Bhaksh  
7. History of the Islamic Peoples : Carl Brockelman  
8. A Short History of Islam : Syed Amir Ali  
9. Al Baladuri : Futuh al Buldan  
10. Turkistan Down to the Mongol Invasion : W Bart hold  
11. The Arabs : Antony Nutting  
12. A Short History of Islam : William Montgomery.



**MGU-UGP (HONOURS)**

# Syllabus



# Mahatma Gandhi University Kottayam

<b>Programme</b>	BA (Hons) Islamic History				
<b>Course Name</b>	MUSLIM PERSONAL LAW: AN INDIAN EXPERIENCE				
<b>Type of Course</b>	DSE				
<b>Course Code</b>	MG4DSEISH200				
<b>Course Level</b>	200-299				
<b>Course Summary</b>	Understanding the development of personal law of Muslims. -Importance of individual in the collective consciousness of religion based on the legal framework of Indian Constitution- Knowledge of the Key, core, and sole of the constitution -Evaluate the transformation of community centered social relations to statist discourse. Creation of new paradigms in familial and societal norms of Indian Muslims				
<b>Semester</b>	4	Credits		4	
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practical	Total Hours
		4			
<b>Pre-requisites, if any</b>					
					60

### COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Develop an insight to the foundations of Muslim Law and how it applies to the Muslim population in India.	U	1, 7

2	Create an awareness of the important concepts in Muslim law such as marriage, divorce, maintenance etc	K	1
3	Understanding constitutional interference in the personal of Muslims	U	1
4	Acknowledging the importance of individual under the constitutional framework of India	An	1, 7
5	Exploring the interplay between religious beliefs and constitutional values in India	A	1
<i>*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)</i>			

## COURSE CONTENT

### Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1	<b>Personal laws: Concept and History</b>			
	1.1	Public and Personal laws	3	1, 2
	1.2	Personal laws Concept	2	1, 2
	1.3	Different Personal laws in India, Hindu law, Muslim Law, Christian Law, Parsi Law, and Jewish Law	4	1, 2
	1.4	Administration of Personal Laws- Ancient period	2	1, 2
	1.5	Administration of Personal Laws- Medieval period	2	1, 2
	1.6	Administration of Personal Laws-Modern period	2	1, 2
2	<b>Muslim customary practices related to private affairs -before 1937</b>			
	2.1	Introduction to customary Muslim Personal law in India	2	2, 3
	2.2	Concept of Marriage	2	2, 3
	2.3	Concept Talaq	2	2, 3
	2.4	Concept Iddah	2	2, 3



	2.5	Concept Succession	2	2, 3
	2.6	Concept Will	1	2, 3
	2.7	Special property: Mahr	2	2, 3
	2.8	Region wise differences in application of Muslim Personal Law	2	2, 3
<b>3</b>	<b>Legislative Interferences and Constitutional interface</b>			
	3.1	Deferent customary practices of tradition	2	3, 4
	3.2	Introduction of the Muslim Personal Law (Shariat) Application Act 1937	2	3, 4
	3.3	Introduction of the Dissolution of Muslim Marriage Act (DMMA) 1939	2	3, 4
	3.4	Introduction to Constitution	3	3, 4
	3.5	Nature and salient features and concept of UCC in Constitution	3	3, 4
	3.6	Fundamental rights related to Muslim Personal Law	3	3, 4
<b>4</b>	<b>Juridical and legislative Interferences in Personal Law and after effect</b>			
	4.1	The Shah Bano case of 1978	3	3, 4, 5
	4.2	The Muslim Women Protection Rights on Divorce Act, 1986	3	3, 4, 5
	4.3	Shayara Bano case of 2017	2	3, 4, 5
	4.4	The Muslim Women (Protection of Rights on Marriage) Bill	3	3, 4, 5
	4.5	The dichotomy between UCC and Progressive Islamic family law	4	3, 4, 5
<b>5</b>	5.1	Teacher specific content		

<b>Teaching and Learning Approach</b>	<p><b>Classroom Procedure (Mode of transaction)</b></p> <p>Classroom Procedure (Mode of transaction)</p> <p>Direct Instruction: Brain storming lecture, Explicit Teaching, E-learning, interactive Instruction:, Active co-operative learning, Seminar, Group Assignments Authentic learning, , Library work and Group discussion, Presentation by individual student/ Group representative</p>																				
<b>Assessment Types</b>	<p><b>MODE OF ASSESSMENT</b></p> <p><b>A. Continuous Comprehensive Assessment (CCA) - Total 30 Marks</b></p> <p>Teacher Specific Content</p> <p>Field work/Small report/Quiz/Debate/presentation/test paper/book review/ film review/exhibitions/album making etc.</p> <p>Other modules</p> <ol style="list-style-type: none"> <li>1. Internal Test – MCQ based/ extended answer type.</li> <li>2. Book review – Students should review a seminal work on the related topic and submit a report.</li> <li>3. Seminar Presentation – a theme is to be discussed and identified to prepare a paper and present in the seminar.</li> </ol> <p>(Or any other tasks to suit the course)</p>																				
	<p><b>B. End Semester Examination (ESE) - Total 70 Marks</b></p> <p>Written Examination: 2 Hours</p> <table border="1" data-bbox="432 1431 1428 1668"> <thead> <tr> <th>Type</th> <th>No. of Questions</th> <th>Mark</th> <th>Total Marks</th> </tr> </thead> <tbody> <tr> <td>Part A - Short Answer</td> <td>8/12</td> <td>2</td> <td>16</td> </tr> <tr> <td>Part B – Short Essay</td> <td>6/10</td> <td>5</td> <td>30</td> </tr> <tr> <td>Part C – Essay</td> <td>2/4</td> <td>12</td> <td>24</td> </tr> <tr> <td colspan="3" style="text-align: right;">Total</td> <td>70</td> </tr> </tbody> </table>	Type	No. of Questions	Mark	Total Marks	Part A - Short Answer	8/12	2	16	Part B – Short Essay	6/10	5	30	Part C – Essay	2/4	12	24	Total			70
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### References

1. Muslim Law in India and Abroad by Tahir Mahmood
2. Mulla's Principles of Mahomedan Law by Sir Dinshah Fardunji Mulla
3. Mohammedan Law by Ameer Ali
4. Muslim Law of Marriage and Succession by Tahir Mahmood

5. Introduction to Islamic Law by Tahir Mahmood
6. Islamic Law in Indian Courts since Independence: Fifty Years of Judicial Interpretation by Hilary Lim and Rohit De
7. Modern Perspectives on Islamic Law edited by Anver M. Emon, Rume Ahmed, and David R. Vishanoff
8. Muslim Law in India: History and Practice by Tahir Mahmood

### Suggested readings

1. Constitution of India - V. N Shukla
2. Law of constitution - D.D Basu
3. Constitutional law of India - M.P Jain
4. Constitutional law of India - J. H Pandey
4. Muhammedan Law - Mulla
5. Muslim law in India - Thahir Muhammed
6. Narendra Subramanian - Legal Change and Gender Inequality: Changes in Muslim Family Law in India.
7. Indian constitutional law - G.C. V Subba Rao.
8. Sharf - Law of marriage and divorce
9. Dr. S Paras Diwan - family Law
10. Fyzee Asaf A. A - Outlines of Muhammadan Law

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Syllabus



# Mahatma Gandhi University Kottayam

<b>Programme</b>	BA (Hons) Islamic History					
<b>Course Name</b>	THE MYSTICAL DIMENSIONS OF ISLAM					
<b>Type of Course</b>	DSE					
<b>Course Code</b>	MG4DSEISH201					
<b>Course Level</b>	200-299					
<b>Course Summary</b>	This course provides a comprehensive exploration of Sufism, the mystical dimension of Islam, delving into its philosophy, practices, and cultural significance. Through a combination of scholarly inquiry and experiential learning, students embark on a journey to understand the rich tapestry of Sufi spirituality and its relevance in contemporary contexts.					
<b>Semester</b>	4	Credits			4	Total Hours
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practical	Others	
<b>Pre-requisites, if any</b>	<b>Syllabus</b>					
		4				60

### COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1.	Understand the mystical dimension of Islam by studying the definition and basic philosophy of Sufism	U	1,8

2.	Analyse the emergence of speculative thought and different perspectives in Sufism in the medieval era.	U	1
3.	Evaluate the logic behind the rituals and practices of Sufism in general and in Indian Sufism in particular	E	1,8
4.	Analyse the Sufism in the contemporary contexts by assessing its socio-political involvement, cultural contribution and inter-faith dialogue	An	1,6,8
5.	Appreciate the cultural contribution of Sufism including its influence on art, literature, music, social institutions, and its role in promoting tolerance and peaceful coexistence.	Ap	1,6,8
6.	Create an insight into the nature of the self, the Unity of Divinity, and the human mind to attain positive transformation and spiritual growth.	C	1,8
<i>*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)</i>			

## COURSE CONTENT

### Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1	<b>Islamic Mysticism: An introduction</b>			
	1.1	Mystical and spiritual dimensions of religion	2	1, 6
	1.2	Tasawwuf- Islamic Mysticism, Definition	2	1
	1.3	Origin- Sources	3	1
	1.4	Basic philosophy of Sufism- Wahdat al Wujud, Ishq, Tariqah, Tazkiyah, Ma'rifat.	5	1,6
2	<b>Evolution and Development of Sufism</b>			
	2.1	Evolution of Sufism- Emergence of Speculative thought	2	2

	2.1	Theosophy and Pantheism	4	2
	2.3	Emergence of Sufi Orders	4	2
	2.4	Sufism in India- development of Sufi Orders	4	2, 3
<b>3</b>	<b>Rituals and Practices</b>			
	3.1	Rituals and practices of Sufism- Analysis	2	3, 6
	3.2	Dhikr, Samaa', Muraqaba	4	3, 6
	3.3	Qawwali, Whirling dance	4	3, 6
	3.4	Visiting shrines and pilgrimage	3	3, 6
<b>4</b>	<b>Sufism in the modern era</b>			
	4.1	Sufism in contemporary contexts	2	4, 5, 6
	4.2	Sufi sheikhs, pirs, Sufi centres	4	4, 5, 6
	4.3	Interfaith dialogue and peaceful coexistence under Sufism	5	4, 5, 6
	4.4	Social involvement, educational development and Cultural preservation under Sufism	5	4, 5, 6
	4.5	Sufism in the modern era- Assessment	5	4, 5, 6
<b>5</b>	5.1	Teacher specific content	5	4, 5, 6

<b>Teaching and Learning Approach</b>	<b>Classroom Procedure (Mode of transaction)</b>
	Classroom Procedure (Mode of transaction) Direct Instruction: Brain storming lecture, Explicit Teaching, E-learning, interactive Instruction:, Active co-operative learning, Seminar, Group Assignments Authentic learning, , Library work and Group discussion, Presentation by individual student/ Group representative



<b>Assessment Types</b>	<b>MODE OF ASSESSMENT</b>  <b>A. Continuous Comprehensive Assessment (CCA) - Total 30 Marks</b>  Teacher Specific Content  Field work/Small report/Quiz/Debate/presentation/test paper/book review/ film review/exhibitions/album making etc.  Other modules 1. Internal Test - MCQ based/ extended answer type.  2. Book review - Students should review a seminal work on the related topic and submit a report.  3. Seminar Presentation - a theme is to be discussed and identified to prepare a paper and present in the seminar.  (Or any other tasks to suit the course)																						
	<b>B. End Semester Examination (ESE) - Total 70 Marks</b>  Written Examination: 2 Hours <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th>Type</th> <th>No. of Questions</th> <th>Mark</th> <th>Total Marks</th> </tr> </thead> <tbody> <tr> <td>Part A - Short Answer</td> <td>8/12</td> <td>2</td> <td>16</td> </tr> <tr> <td>Part B - Short Essay</td> <td>6/10</td> <td>5</td> <td>30</td> </tr> <tr> <td>Part C - Essay</td> <td>2/4</td> <td>12</td> <td>24</td> </tr> <tr> <td colspan="3">Total</td> <td>70</td> </tr> </tbody> </table>				Type	No. of Questions	Mark	Total Marks	Part A - Short Answer	8/12	2	16	Part B - Short Essay	6/10	5	30	Part C - Essay	2/4	12	24	Total		
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## References

1. Qamar, Mohammad Rehan. "The Role of Sufism in Promoting Interfaith Dialogue: A Case Study of Rumi's Poetry." *Journal of Islamic Studies* 29, no. 2 (2018): 127-144.
2. Ernst, Carl W. "Sufism and the Qur'an: Reflections on Some Recent Issues." *Studia Islamica* 89, no. 2 (1999): 5-25.
3. Schimmel, Annemarie. "The Place of Sufism in the Islamic Tradition." *Journal of the American Oriental Society* 108, no. 3 (1988): 511-524.
4. Nasr, Seyyed Hossein. "Sufism and Islamic Intellectual Tradition." *Islamic Studies* 44, no. 3 (2005): 287-301.
5. Sedgwick, Mark. "Western Sufism: From the Abbasids to the New Age." *History of Religions* 42, no. 4 (2003): 321-356.



## SUGGESTED READINGS

1. Nasr, Seyyed Hossein. The Essential Seyyed Hossein Nasr. Edited by William C. Chittick and Eric L. Ormsby. Bloomington: World Wisdom, 2007.
2. Schimmel, Annemarie. Mystical Dimensions of Islam. Chapel Hill: University of North Carolina Press, 1975.
3. Ernst, Carl W. The Shambhala Guide to Sufism. Boston: Shambhala Publications, 1997.
4. Lings, Martin. What is Sufism?. Berkeley: University of California Press, 1975.
5. Al-Ghazali, Abu Hamid. The Alchemy of Happiness. Translated by Claud Field. Lahore: ASI Publishers, 2007.
6. Chodkiewicz, Michel. An Ocean Without Shore: Ibn 'Arabi, the Book, and the Law. Albany: State University of New York Press, 1993.
7. Ernst, Carl W. The Eternal Garden: Mysticism, History, and Politics at a South Asian Sufi Center. Albany: State University of New York Press, 1992.
8. Lings, Martin. Sufi Poems: A Mediaeval Anthology. London: Allen & Unwin, 1976.
9. Schimmel, Annemarie. Mystical Islam: An Introduction to Sufism. London: Shambhala Publications, 2011.
10. Trimingham, J. Spencer. The Sufi Orders in Islam. Oxford: Oxford University Press, 1971.

**Syllabus**  
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# Mahatma Gandhi University Kottayam

<b>Programme</b>	BA (Hons) Islamic History				
<b>Course Name</b>	KERALA-GULF MIGRATION AND DIASPORA				
<b>Type of Course</b>	DSC C				
<b>Course Code</b>	MG4DSCISH202				
<b>Course Level</b>	200-299				
<b>Course Summary</b>	This course explores the historical, social, economic, and cultural dimensions of Kerala-Gulf migration and its impact on the diaspora communities. It examines the reasons behind the migration, patterns of migration, the experiences of migrants in the Gulf countries, and the consequences for both Kerala and the Gulf region. Additionally, it analyses the oil politics in Gulf and the political and economic aspects of Indo-Gulf relations.				
<b>Semester</b>	4	Credits		4	
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practical	Total Hours
		3		1	
<b>Pre-requisites, if any</b>					

### COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Examine the oil politics in Gulf and study on its global implication.	U	1

2	Understand the Indo- Gulf relations with special emphasis on the economic significances and future prospects.	U	1, 9
3	Analyse the historical, social, economic significance of Kerala- Gulf Migration.	An	1, 9
4	To evaluate the cultural, social, and economic contributions of the Kerala diaspora to both Kerala and the Gulf countries.	E	1, 9
5	To integrate the transnational linkages and networks between Kerala and the Gulf region	C	1, 9
<i>*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)</i>			

## COURSE CONTENT

### Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1	<b>Oil Politics in the Gulf</b>			
	1.1	Oil Politics in the Gulf- Introduction	2	1, 2
	1.2	Oil Resources and revenue dependency in Gulf	3	1, 2
	1.3	Dominance of OPEC	2	1, 2
	1.4	Oil Diplomacy and strategic alliances	3	1, 2
	1.5	Global Market Dynamics	3	1, 2
	1.6	Activity Based- Review of related articles and documentaries	7	1, 2, 5
2	<b>Indo- Gulf Relations</b>			
	2.1	Indo- Gulf Relations- Introduction	2	2

	2.1	India's Foreign policy with Gulf	2	2
	2.3	Significance of India's ties with the Gulf- Economic aspects	3	2
	2.4	Challenges and prospects	3	2
	2.5	Activity Based- Review of related articles and documentaries	7	2, 5
<b>3</b>	<b>Kerala-Gulf Migration</b>			
	3.1	Introduction to Kerala-Gulf Migration	2	3, 4
	3.2	Historical context and drivers of migration	3	3, 4
	3.3	Patterns and trends of migration	3	3, 4
	3.4	Economic and social factors influencing migration	3	3, 4
	3.5	Activity Based- Review of related articles and documentaries	8	3, 4, 5
<b>4</b>	<b>Kerala- Gulf Diaspora (HONOURS)</b>			
	4.1	Kerala Migrants in the Gulf: Experiences and Challenges	2	4
	4.2	Living and working conditions of migrants	2	4
	4.3	Legal frameworks and rights of migrants	2	4
	4.4	Cultural Exchanges	2	4
	4.5	Economic impact of migration- for both Kerala and the Gulf region	3	4

	4.6	Activity Based- Review of related articles and documentaries	8	4, 5
5	5.1	Teacher specific content		

<b>Teaching and Learning Approach</b>	<p><b>Classroom Procedure (Mode of transaction)</b></p> <p>Classroom Procedure (Mode of transaction)</p> <p>Direct Instruction: Brain storming lecture, Explicit Teaching, E-learning, interactive Instruction:, Active co-operative learning, Seminar, Group Assignments Authentic learning, , Library work and Group discussion, Presentation by individual student/ Group representative</p>																							
<b>Assessment Types</b>	<p><b>MODE OF ASSESSMENT</b></p> <p><b>A. Continuous Comprehensive Assessment (CCA) - Total 30 Marks</b></p> <p>Teacher Specific Content</p> <p>Field work/Small report/Quiz/Debate/presentation/test paper/book review/ film review/exhibitions/album making etc.</p> <p>Other modules</p> <ol style="list-style-type: none"> <li>1. Internal Test – MCQ based/ extended answer type.</li> <li>2. Book review – Students should review a seminal work on the related topic and submit a report.</li> <li>3. Seminar Presentation – a theme is to be discussed and identified to prepare a paper and present in the seminar.</li> </ol> <p>(Or any other tasks to suit the course)</p>																							
	<p><b>B. End Semester Examination (ESE) - Total 70 Marks</b></p> <p>Written Examination: 2 Hours</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th>Type</th> <th>No. of Questions</th> <th>Mark</th> <th>Total Marks</th> </tr> </thead> <tbody> <tr> <td>Part A - Short Answer</td> <td>8/12</td> <td>2</td> <td>16</td> </tr> <tr> <td>Part B – Short Essay</td> <td>6/10</td> <td>5</td> <td>30</td> </tr> <tr> <td>Part C – Essay</td> <td>2/4</td> <td>12</td> <td>24</td> </tr> <tr> <td colspan="3">Total</td> <td>70</td> </tr> </tbody> </table>				Type	No. of Questions	Mark	Total Marks	Part A - Short Answer	8/12	2	16	Part B – Short Essay	6/10	5	30	Part C – Essay	2/4	12	24	Total			70
Type	No. of Questions	Mark	Total Marks																					
Part A - Short Answer	8/12	2	16																					
Part B – Short Essay	6/10	5	30																					
Part C – Essay	2/4	12	24																					
Total			70																					

#### References

1. Tobias Borck " Seeking stability amidst disorder; The Foreign policies of Saudi Arabia, The UAE and Qatar,2010-20"
2. Sam George & T.V Thomas " Malayali Diaspora: from Kerala to the ends of the Indian world", 2021.
3. Abdulla, Anwar A., and Girijesh Pant, eds. India and the Gulf: What Next? New Delhi: Academic Foundation, 2006.
4. Deshmukh, Sanjay V. India in the Persian Gulf: An Indian Perspective. New Delhi: Vij Books India, 2014.
5. Des Roches, David. India's Gulf Moment: A Vision for Security and Prosperity. Washington, D.C.: Georgetown University Press, 2019.
6. Rajan, S. Irudaya. Keralites and the Gulf: A Historical Perspective. Thiruvananthapuram: Centre for Development Studies, 2003.
7. Radhakrishnan, P. The Malayalee Diaspora: A Study of the 20th Century Migration from Kerala, India. New Delhi: Manohar Publishers, 2010

#### **SUGGESTED READINGS**

1. "Gulf Migration and Indian Economic Development" : Brij V. Lal
2. "The International Migration of Health Workers" edited by John Connell
3. "Kerala Gulf Nexus: Symbiotic Relations" : S. Irudaya Rajan
4. "Diaspora and Development: Perspectives on South Asia" edited : Brij Maharaj and Linden F. Lewis.
5. The Prize: The Epic Quest for Oil, Money, and Power" : Daniel Yergin.
6. The Politics of the Global Oil Industry: An Introduction" : Toyin Falola and Ann Genova.
7. India in the Persian Gulf: An Indian Perspective" : Sanjay V. Deshmukh
8. India's Gulf Engagement: An Analytical Overview" : Asma Masood.
9. The Malayalee Diaspora: A Study of the 20th Century Migration from Kerala, India" : P. Radhakrishnan
10. Keralites and the Gulf: Creating Identities within a Globalized World" : M.P. Joseph.
11. Keralites and the Gulf: A Historical Perspective : S. Irudaya Rajan.

12. Documentary films on Kerala-Gulf migration
13. Academic journals such as International Migration and Population, Space and Place
14. Reports and publications from organizations like the Center for Development Studies (CDS) and the Gulf Research Center.

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**MGU-UGP (HONOURS)**

# Syllabus





# Mahatma Gandhi University Kottayam

<b>Programme</b>						
<b>Course Name</b>	<b>DIGITAL HISTORY: THEORY AND PRACTICE</b>					
<b>Type of Course</b>	SEC					
<b>Course Code</b>	MG4SECISH200					
<b>Course Level</b>	200-299					
<b>Course Summary</b>	The Course “Digital History: Theory and Practice” explores the intersection of history and digital technology, offering students a comprehensive understanding of how digital tools and methodologies are transforming the study and practice of history. This course delves into various theoretical frameworks, and ethical considerations associated with digital history projects.					
<b>Semester</b>	4	Credits		3	Total Hours	
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practical		Others
		3				45
<b>Pre-requisites, if any</b>						

## Syllabus

### COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Understand the fundamentals of digital History.	U	1
2	Explicate the digitization and documentation of data	U	1

3	Introduce the methods and techniques of digital mapping.	U	1
4	Identify the methods of digital documentation to different streams of historical study as the need	A	1
5	Construct an idea on the process and skill of digital documentation of data to a fresher student.	S	1
<i>*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)</i>			

## COURSE CONTENT

### Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1	<b>Fundamentals of Digital History</b>			
	1.1	What is Digital History	3	1, 4, 5
	1.2	Online sources and its use	4	1, 4, 5
	1.3	Archival collections online	4	1, 4, 5
	1.4	Cataloguing techniques	4	1, 4, 5
2	<b>Digitization and Documentation</b>			
	2.1	Digitization of Memories	4	2, 4, 5
	2.2	People's History Museums	3	2, 4, 5
	2.3	Oral History Interviews and Recording Techniques	4	2, 4, 5
	2.4	Local History Documentation through Oral History Collection	4	2, 4, 5
3	<b>Methods and techniques</b>			
	3.1	GIS Technology and History-HGIS	3	3, 4, 5

	3.2	Rubber Sheeting and Map Making	3	3, 4, 5
	3.3	Reconstruction of Environmental History through HGIS	3	3, 4, 5
	3.4	Techniques and Softwares	3	3, 4, 5
	3.5	Use of Artificial Intelligence in History	3	3, 4, 5
<b>4</b>	4.1	Teacher specific content		

<b>Teaching and Learning Approach</b>	<p><b>Classroom Procedure (Mode of transaction)</b></p> <p>Classroom Procedure (Mode of transaction)</p> <p>Direct Instruction: Brain storming lecture, Explicit Teaching, E-learning, interactive Instruction:, Active co-operative learning, Seminar, Group Assignments Authentic learning, , Library work and Group discussion, Presentation by individual student/ Group representative</p>
<b>Assessment Types</b>	<p><b>MODE OF ASSESSMENT</b></p> <p><b>A. Continuous Comprehensive Assessment (CCA) - Total 25 Marks</b></p> <p>Teacher Specific Content</p> <p>Field work/Small report/Quiz/Debate/presentation/test paper/book review/ film review/exhibitions/album making etc.</p> <p>Other modules</p> <ol style="list-style-type: none"> <li>1. Internal Test - MCQ based/ extended answer type.</li> <li>2. Book review - Students should review a seminal work on the related topic and submit a report.</li> <li>3. Seminar Presentation - a theme is to be discussed and identified to prepare a paper and present in the seminar.</li> </ol> <p>(Or any other tasks to suit the course)</p>
	<p><b>B. End Semester Examination (ESE) - Total 50 Marks</b></p> <p>Written Examination: 1.5 Hours</p>

Type	No. of Questions	Mark	Total Marks
Part A - Short Answer	5/8	2	10
Part B - Short Essay	5/8	5	25
Part C - Essay	1/2	15	15
Total			50

## References

1. Kraak, M. J., and Ormeling, F. Cartography: Visualization of Spatial Data. Guilford Press, 2010.
2. Slocum, T. A., McMaster, R. B., Kessler, F. C., and Howard, H. H. Thematic Cartography and Geovisualization. Prentice Hall, 2009.
3. DeMers, M. N. Fundamentals of Geographic Information Systems. John Wiley & Sons, 2015.
4. Krygier, J., and Wood, D. Making Maps: A Visual Guide to Map Design for GIS. Guilford Press, 2011.
5. Jensen, J. R. Remote Sensing of the Environment: An Earth Resource Perspective. Prentice Hall, 2007.
6. Haklay, M., and Weber, P. "OpenStreetMap: User-generated street maps." IEEE Pervasive Computing 7, no. 4 (2008): 12-18.
7. Dent, B. D., and Torguson, J. S. Cartography: Thematic Map Design. McGraw-Hill, 2004.
8. Crampton, J. W., and Krygier, J. "An introduction to critical cartography." ACME: An International E-Journal for Critical Geographies 4, no. 1 (2006): 11-33.

## SUGGESTED READINGS

1. "Digital History: A Guide to Gathering, Preserving, and Presenting the Past on the Web": Daniel J. Cohen and Roy Rosenzweig.
2. "Writing History in the Digital Age": Editors: Jack Dougherty and Kristen Nawrotzki.
3. "Digital History: From Innovation to Adoption": Paul J. LaChance and Michael S. Schadewald.
4. History in the Digital Age": Editors: Toni Weller, Claire Warwick, and Melissa Terras.
5. "Digital Public History: New Technologies for Historical Research, Presentation, and Teaching": Editors: edited by Jessica Knapp, Harald E. L. Prins.
6. "The History Manifesto": Jo Guldi and David Armitage.
7. GIS Fundamentals: A First Text on Geographic Information Systems": Paul Bolstad.
8. "Making Maps: A Visual Guide to Map Design for GIS": John Krygier and Denis Wood.
9. "GIS Tutorial 1: Basic Workbook": Wilpen L. Gorr and Kristen S. Kurland.
10. Doing Oral History": Donald A. Ritchie.



# Mahatma Gandhi University Kottayam

<b>Programme</b>						
<b>Course Name</b>	<b>WOMEN, GENDER AND ISLAM</b>					
<b>Type of Course</b>	VAC					
<b>Course Code</b>	MG4VACISH200					
<b>Course Level</b>	200-299					
<b>Course Summary</b>	This course explores the intersection of gender and Islam, examining historical, cultural, and theological perspectives on gender roles, relations, and identities within Muslim communities. Through critical analysis of religious texts, scholarly interpretations, and contemporary debates such as Islamic Feminism and LGBTQ status, students will gain insight into the complexities of gender dynamics in Islam.					
<b>Semester</b>	<b>4</b>	<b>Credits</b>			<b>3</b>	<b>Total Hours</b>
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practical	Others	
		<b>3</b>				<b>45</b>
<b>Pre-requisites, if any</b>						

## COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Distinguish the basic concepts, history and dimensions of gender in general.	U	1, 7
2	Observe the Islamic perspective on gender through Islamic texts and understand the gender roles and rights of women in Islam	U	1,8
3	Analyse the contemporary dimensions of gender in Islam with special focus on Islamic Feminism	An	1,7,8
4	Understand the intersectionality and LGBTQ+ identities in Islamic contexts	U	7
5	Apply their understanding of women, gender, and Islam to real-world contexts, exploring practical implications for social change, policy development, and community engagement initiatives aimed at promoting gender equality and women's empowerment	A	7, 8,10
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

## COURSE CONTENT

### Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1	<b>Basic concepts, history and dimensions of gender</b>			
	1.1	Definitions and concepts: gender, sex, patriarchy, feminism	4	1
	1.2	Importance and history of Gender studies	3	1
	1.3	History of Gender studies	3	1



	1.4	Dimensions of Gender studies	3	1
	1.5	Gender sensitization	2	1
2	<b>Women and Gender in Islam</b>			
	2.1	Islamic view of Women-Gender justice in Islam	2	2, 5
	2.2	Al-Nisa- Chapter in Quran-Gender equality and equity in the Quran	4	2, 5
	2.3	Last sermon of Prophet Muhammed and women	2	2, 5
	2.4	Traditional Islamic view of gender roles and complimentary responsibilities	3	2, 5
	2.5	Rights of women in Islam-Marriage, Divorce, Inheritance	4	2, 5
3	<b>The Contemporary dimensions and Islamic Feminism</b>			
	3.1	Debates on gender justice in Islam- The Contemporary dimensions	3	3, 5
	3.2	Reinterpretation of religious texts to promote gender equality	3	3, 5
	3.3	Rise of Islamic Feminism	3	3, 5
	3.4	Contributions of Amina Wadud, Fatima Mernissi and Qasim Amin	3	3, 5
	3.5	Intersectionality and LGBTQ+ identities in Islamic contexts	3	4
4	4.1	Teacher specific content		



<b>Teaching and Learning Approach</b>	<p><b>Classroom Procedure (Mode of transaction)</b></p> <p>Classroom Procedure (Mode of transaction)</p> <p>Direct Instruction: Brain storming lecture, Explicit Teaching, E-learning, interactive Instruction:, Active co-operative learning, Seminar, Group Assignments Authentic learning, , Library work and Group discussion, Presentation by individual student/ Group representative</p>																				
<b>Assessment Types</b>	<p><b>MODE OF ASSESSMENT</b></p> <p><b>A. Continuous Comprehensive Assessment (CCA) - Total 25 Marks</b></p> <p>Teacher Specific Content</p> <p>Field work/Small report/Quiz/Debate/presentation/test paper/book review/ film review/exhibitions/album making etc.</p> <p>Other modules</p> <ol style="list-style-type: none"> <li>1. Internal Test – MCQ based/ extended answer type.</li> <li>2. Book review – Students should review a seminal work on the related topic and submit a report.</li> <li>3. Seminar Presentation – a theme is to be discussed and identified to prepare a paper and present in the seminar.</li> </ol> <p>(Or any other tasks to suit the course)</p>																				
	<p><b>B. End Semester Examination (ESE) - Total 50 Marks</b></p> <p>Written Examination: 1.5 Hours</p> <table border="1" data-bbox="432 1431 1430 1671"> <thead> <tr> <th>Type</th> <th>No. of Questions</th> <th>Mark</th> <th>Total Marks</th> </tr> </thead> <tbody> <tr> <td>Part A - Short Answer</td> <td>5/8</td> <td>2</td> <td>10</td> </tr> <tr> <td>Part B - Short Essay</td> <td>5/8</td> <td>5</td> <td>25</td> </tr> <tr> <td>Part C - Essay</td> <td>1/2</td> <td>15</td> <td>15</td> </tr> <tr> <td colspan="3" style="text-align: right;">Total</td> <td>50</td> </tr> </tbody> </table>	Type	No. of Questions	Mark	Total Marks	Part A - Short Answer	5/8	2	10	Part B - Short Essay	5/8	5	25	Part C - Essay	1/2	15	15	Total			50
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Part C - Essay	1/2	15	15																		
Total			50																		

## References

1. Ahmed, Leila. Women and Gender in Islam: Historical Roots of a Modern Debate. New Haven: Yale University Press, 1992.
2. Badran, Margot. Feminism in Islam: Secular and Religious Convergences. Oxford: Oneworld Publications, 2009.

3. Moghissi, Haideh. *Feminism and Islamic Fundamentalism: The Limits of Postmodern Analysis*. London: Zed Books, 1999.
4. Mir-Hosseini, Ziba. *Islam and Gender: The Religious Debate in Contemporary Iran*. Princeton: Princeton University Press, 1999.
5. Roded, Ruth. *Women in Islam and the Middle East: A Reader*. London: I.B. Tauris, 2004.
6. Ahmed, Leila. "Women and the Advent of Islam." *Signs* 11, no. 4 (1986): 665-691.
7. Mernissi, Fatima. *The Veil and the Male Elite: A Feminist Interpretation of Women's Rights in Islam*. New York: Basic Books, 1991.
8. Wadud, Amina. *Qur'an and Woman: Rereading the Sacred Text from a Woman's Perspective*. New York: Oxford University Press, 1999
9. Ali, Kecia, et al., eds. *Sexual Ethics and Islam: Feminist Reflections on Qur'an, Hadith, and Jurisprudence*. Oxford: Oneworld Publications, 2006.
10. Wadud, Amina. *Inside the Gender Jihad: Women's Reform in Islam*. Oxford: Oneworld Publications, 2006

### SUGGESTED READINGS

1. Women in Islamic Law :- Safiya Iqbal
2. Purdah and status of women in Islam :- SayyidAbdulA'la Mawdudi
3. Islamic Law of Inheritance-anew approach:- Muhammed Mustafa Khan
4. Islam forbids free mixing of men and women:- Muhammed Iqbal siddiqi
5. Women between Islam and western society:- Maulana wahiduin Khan
6. Women in Muslim society :- N.M.Shaikh
7. Women in Islam :- M.Mazeruddin siddiqi
8. Women and social Justice in Islam : Dr,Anis Ahmed
9. The status of women in Islam :- Dr.Jamal A Badawi
10. The Muslim law of Marriage :- Al Haj Muhammeddullab
11. Women the weaker sex-Relocating Man :- Vijay K Chopra
12. The Gender power :- KathyDavis Monique Leijenaar

13. Women and society-The developmental perspective:-Amit Kumar Gupta
14. The second sex :- Simon de Beau
15. Dimensions of Gender Problems politics and Perspective:-Deepak Bishoyi
16. Gender and women development issues:- V .Ramachandran
17. Women Studies :- N .Jayapalan
18. Islam and Gender :- Ziba- Mir-Hosseini
19. The Muslim law of Inheritance :- Al Haj Muhammedullah
20. Islam a Challenge to Religion :- C.A.Parwez
21. Daughter of Arabia :- Jean Sasson.
22. "The Veil and the Male Elite: A Feminist Interpretation of Women's Rights in Islam" by Fatima Mernissi
23. "Qur'an and Woman: Rereading the Sacred Text from a Woman's Perspective" by Amina Wadud
24. "Sexual Ethics and Islam: Feminist Reflections on Qur'an, Hadith, and Jurisprudence" edited by Kecia Ali, et al.
25. "Inside the Gender Jihad: Women's Reform in Islam" by Amina Wadud.



**MGU-UGP (HONOURS)**

# Syllabus



# Semester-V

MGU-UGP (HONOURS)

## Syllabus



# Mahatma Gandhi University Kottayam

<b>Programme</b>	BA (Hons) Islamic History					
<b>Course Name</b>	ISLAM IN EUROPE AND AFRICA					
<b>Type of Course</b>	DSC A					
<b>Course Code</b>	MG5DSCISH300					
<b>Course Level</b>	300-399					
<b>Course Summary</b>	The "Islam in Europe and Africa" course offers a comprehensive exploration of the multifaceted relationship between Islam and these diverse continents. Delving into the intricate dynamics of Islamic societies in Europe and Africa, the course illuminates the unique social and cultural dimensions that shape the experiences of Muslims in these regions. By highlighting the interplay between religious tendencies within Islam and the broader religious landscape, the course seeks to unravel the intricate tapestry of influences that define the Islamic presence in Europe and Africa.					
<b>Semester</b>	5	Credits			4	Total Hours
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practical	Others	
		3		1		75
<b>Pre-requisites, if any</b>						

## COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Understand the historical context of Europe and Africa during the time Muslim conquest of Spain and Africa and genesis and spread of Islam in Africa and Spain its impact on the socio-cultural and political history of the regions.	U	1
2	Find the political and cultural history of Muslim Spain and Africa with special focus on the intellectual contributions of Muslim rule in Africa and Spain.	A	1
3	Assess the causes of decline and fall of Muslim rule in Spain and features of various dynasties in Spain and Africa.	Ap	1
4	Appraise the different kinds of administrative models and experiments of Muslim rulers in Spain and Africa.	A	1
5	Evaluate the overall impact of Muslim rule in the transformation of the world.	U	1
<i>*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)</i>			

## COURSE CONTENT

### Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1	<b>Islam in Spain: Umayyad Rule</b>			
	1.1	Arab conquest in Spain	2	1
	1.2	Abdul Rahman I: Spain's consolidation, dynasty foundation	2	1
	1.3	Al Hakkam and Cordova's revolt	1	1

	1.4	Abdul Rahman II's prosperous reign	2	1
	1.5	Abdul Rahman III's achievements and character	2	1
	1.6	Hisham II, Hajib Al Mansur, and abdication	2	1
	1.7	Activity Based Work	7	
2	<b>Muluk ul Tawaif and cultural contributions</b>			
	2.1	Decline of Umayyads in Spain- Causes	2	2
	2.2	The Murabits and Muwahids	2	2
	2.3	Nasrids and the fall of Al Hambra	2	2
	2.4	Intellectual contributions in language, literature, education, historiography, Geography, Astronomy, Mathematics, Botany, and Medicine	4	2
	2.5	Toledo as a center of translation to Europe	1	2
	2.6	Activity Based Work	8	
3	<b>Fatimids in Egypt</b>			
	3.1	Ismailism, Establishment- Ubadullah al Mahdi	2	3
	3.2	Al Muizz, Conquests, Commander Jawhar, Ibn Killis	2	3
	3.3	Al Aziz, religious policy	1	3
	3.4	Government and administration under Fatimids	2	3



	3.5	Intellectual awakening in language, literature, scientific progress, astronomy, astrology, medicine, philosophy, art, and architecture- Al Azhar.	3	3
	3.6	Decline of the Fatimids.	2	3
	3.7	Activity Based Work	8	
<b>4</b>	<b>Ayyubids and Mamluks</b>			
	4.1	Ayyubids dynasty, Salahuddin Ayyubi's character and achievements	2	4
	4.2	Third Crusade	2	4
	4.3	Crusades as a vehicle for transmitting Arab-Islamic culture to the West	3	4
	4.4	Mamluks: Bahri and Burgi Mamluks, cultural contributions	2	4
	4.5	Islam in Sicily, Sicilian Amirate, Arab-Norman culture.	2	4
	4.6	Activity Based Work	7	
<b>5</b>	5.1	Teacher specific content		

<b>Teaching and Learning Approach</b>	<b>Classroom Procedure (Mode of transaction)</b>
	Classroom Procedure (Mode of transaction) Direct Instruction: Brain storming lecture, Explicit Teaching, E-learning, interactive Instruction:, Active co-operative learning, Seminar, Group Assignments Authentic learning, , Library work and Group discussion, Presentation by individual student/ Group representative

<b>Assessment Types</b>	<p><b>MODE OF ASSESSMENT</b></p> <p><b>A. Continuous Comprehensive Assessment (CCA) - Total 30 Marks</b></p> <p>Teacher Specific Content</p> <p>Field work/Small report/Quiz/Debate/presentation/test paper/book review/ film review/exhibitions/album making etc.</p> <p>Other modules</p> <ol style="list-style-type: none"> <li>1. Internal Test - MCQ based/ extended answer type.</li> <li>2. Book review - Students should review a seminal work on the related topic and submit a report.</li> <li>3. Seminar Presentation - a theme is to be discussed and identified to prepare a paper and present in the seminar.</li> </ol> <p>(Or any other tasks to suit the course)</p>																			
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- Abraham, Ronald L. Islam and the Future of Africa. Palgrave Macmillan, 2016.
- Bayat, Asef. Post-Islamism: The Changing Faces of Political Islam. Oxford University Press, 2013.
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- Esposito, John L. The Future of Islam. Oxford University Press, 2010.
- Lewis, Bernard. Islam in History. University of Chicago Press, 2002.
- Ramadan, Tariq. Islam and the Arab Spring. Oxford University Press, 2012.
- Roy, Olivier. Islam and Europe: A History. Oxford University Press, 2015.
- Saint-Blancat, Charles. Islam in France: From Integration to Confrontation. Princeton University Press, 2015.

## SUGGESTED READINGS

1. The Middle East in World Affairs : George Lenczowski
2. A Short History of the Saracens : Amir Ali
3. The Moorish Empire : Budget Meakin
4. Spanish Islam : Dozy.R
5. History of the Arabs : Philip.K.Hitti
6. The Empire of the Arabs : Khuda Baksh



MGU-UGP (HONOURS)

# Syllabus



# Mahatma Gandhi University Kottayam

<b>Programme</b>	BA (Hons) Islamic History					
<b>Course Name</b>	FUNDAMENTALS OF ISLAMIC ECONOMICS					
<b>Type of Course</b>	DSC A					
<b>Course Code</b>	MG5DSCISH301					
<b>Course Level</b>	300-399					
<b>Course Summary</b>	Islamic economic system is unique and distinguishes from the mainstream economic systems of the World. The paradigm Sharia principles of Islamic economic system encompasses welfare of the society, socio-economic justice and development of the whole nation and world. The realm of Zakat covers with individual, socio-economic and nations' developments. Prohibition of interest and establishment of a prosperous welfare society free from exploitation is are the main motto of Islamic economic system					
<b>Semester</b>	5	Credits		4	Total Hours	
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practical		Others
		3		1		75
<b>Pre-requisites, if any</b>						

### COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Illustrate the different objectives of the Islamic economic order	U	1

2	Analyse the Unamended sources of Islamic Economic system	A	1
3	Differentiate the Islamic Economic system from Capitalism and Socialism	Ap	1
4	Critically examine theory of scarcity with utilitarian rationality of human behavior	A	1
5	Demonstrates the problem and impact of interest-based economy in the society	A	1
6	Comprehends the different philosophies and theories of Islamic economic system	U	1
7	Generalize that practical implementation of the Islamic economic norms is essential for the equity distribution of wealth	C	1
8	Appraise the systematic state management of the institutions of Zakat and Waqf in the Arab World	E	1
9	Categorize the different monetary authorities of Islam	C	1
10	Operates the Contract between the individuals and society on Islamic contractual laws	A	1
<i>*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)</i>			

**COURSE CONTENT** **MGU-UGP (HONOURS)**  
**Content for Classroom transaction (Units)**

Module	Units	Course description	Hrs	CO No.
1	<b>Introduction to Islamic System</b>			
	1.1	Familiarizing Islamic Economic System and Definition	2	1, 2
	1.2	Objectives-Features-Principles and Theories	2	1
	1.3	Economic views of Ibn Khaldun and ibn Thaimiya and Al Ghazzali	3	1

	1.4	Sources of law-Sharia-Ijithihad	2	1
	1.5	Islamic economics Contradict with Capitalism and Socialism	2	1
	1.6	Activity Based work	7	1
2	<b>Economic Philosophy of Islam</b>			
	2.1	Historical context of Islamic economic thought	2	6, 7
	2.2	Implications of Agent Trustee Relationship	1	6
	2.3	Economic functions and state	2	7
	2.4	Investment principles in Islam	2	7
	2.5	Circulation of wealth	2	7
	2.6	Social Obligations and Economic Rationality	2	6
	2.7	Activity Based work	8	6, 7
3	<b>Public finance and monetary authorities of Islamic Economics</b>			
	3.1	Baithul Mal	1	9, 10
	3.2	Different Taxes- Zakat- Jizya-Khums-Ushr-Fai- Kharaj	2	8, 9
	3.3	Waqf	1	8
	3.4	Contract laws of Islam	2	10
	3.5	Elements and Classifications	2	9

	3.6	Different types of Commercial contracts in Islam	2	9
	3.7	Contract law and Imam Bukhari	2	10
	3.8	Activity Based work	8	8, 9, 10
4	<b>Institution of Zakat and Elimination of Riba</b>			
	4.1	Socio economic relevance of Zakat	2	5, 8
	4.2	Collection and Distribution of Zakat	2	8
	4.3	Zakat Islamic way for poverty alleviation and development	2	5, 8
	4.4	Zakat implementations in contemporary era	2	8
	4.5	Prohibition of Riba	2	5
	4.6	Riba as a social evil practice	2	5
	4.7	Activity Based work	7	5
5	5.1	Teacher specific content		5, 8

## Syllabus

<b>Teaching and Learning Approach</b>	<b>Classroom Procedure (Mode of transaction)</b>
	Classroom Procedure (Mode of transaction) Direct Instruction: Brain storming lecture, Explicit Teaching, E-learning, interactive Instruction:, Active co-operative learning, Seminar, Group Assignments Authentic learning, , Library work and Group discussion, Presentation by individual student/ Group representative
<b>Assessment Types</b>	<b>MODE OF ASSESSMENT</b>  <b>A. Continuous Comprehensive Assessment (CCA) - Total 30 Marks</b>



	<p>Teacher Specific Content</p> <p>Field work/Small report/Quiz/Debate/presentation/test paper/book review/ film review/exhibitions/album making etc.</p> <p>Other modules</p> <ol style="list-style-type: none"> <li>1. Internal Test – MCQ based/ extended answer type.</li> <li>2. Book review – Students should review a seminal work on the related topic and submit a report.</li> <li>3. Seminar Presentation – a theme is to be discussed and identified to prepare a paper and present in the seminar.</li> </ol> <p>(Or any other tasks to suit the course)</p>																				
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## References

1. Mannan, M. A. *Islamic Economics: Theory and Practice*, Sh. Muammad Ashraf, 1970.
2. Mawdudi, M. A. A. (1989) *Economic Problems of Man and Its Islamic Solution*, Delhi.
3. Muslehuddin, Mohammad (1982) *Economics and Islam*, Islamic Book Trust, Delhi
4. Siddiqi, Muhamamd Nejatullah (n. d.) *Banking Without Interest*.

## SUGGESTED READINGS

1. Abù-Yüsùf, *Book of Kharàj, Kitàb al-Kharàj*, trans. Ali, Abid Ahmad & A. H. Siddiqui, Islamic Book Centre, 1979.
2. Ahmad, I., "Ibn Taimiyah on Islamic Economics", *Voice of Islam*, Karachi, August, 1961.
3. Ahmed, Khurdish (1976) *Studies in Islamic Economics*, Leicester, UK
4. Al-Ghazàli, Abdel-Hamid, *Man is the Basis of the Islamic Strategy for Economic Development*, IRTI, Islamic Development Bank. 1994

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7. Chapra, M. Umar, *The Future of Economics: an Islamic Perspective*, Islamic Foundation: England, 2000
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11. Muslehuddin, Mohammad (1982) *Economics and Islam*, Islamic Book Trust, Delhi
12. Muslehuddin, Mohammad (1982) *Economics and Islam*, Islamic Book Trust, Delhi.
13. Naqvi, S., *Ethics and Economics: an Islamic Thesis*, Islamic Foundation, 1981.
14. Rahman, Afzalur, *Economic Doctorines of Islam: Banking and Insurance*, The Muslim Schools Trust, London, 1979.
15. Siddiqi, Muhamamd Nejatullah (n. d.) *Banking Without Interest*.
16. Siddiqi, Muhamamd Nejatullah (n. d.) *Banking Without Interest*.
17. Siddiqi, Muoeammad, N., "Muslim Economic Thinking: a Survey of
18. Suha Taji-Farouki and Basheer M. Nafi, (eds.) *Islamic Thought in the Twentieth Century*, I. B. Tauris, London, 2004.



**MGU-UGP (HONOURS)**

# Syllabus



# Mahatma Gandhi University Kottayam

<b>Programme</b>	BA (Hons) Islamic History					
<b>Course Name</b>	ISLAMIC ETHICS & CULTURE					
<b>Type of Course</b>	DSE					
<b>Course Code</b>	MG5DSEISH300					
<b>Course Level</b>	300-399					
<b>Course Summary</b>	The Course "Islamic Ethics & Culture" aims to present an overview on the concept of ethics & Culture in Islam. It focusses on the importance of humanity, brotherhood, peace and harmony as a sustenance to a peaceful society.					
<b>Semester</b>	5	Credits			4	Total Hours
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practical	Others	
<b>Pre-requisites, if any</b>						60

### COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Evaluate the teachings of Islam in ethics & culture by highlighting Prophet Mohammed's initiatives.	E	1

2	Analyze the inclusive approach of human rights in Islam	An	1, 7
3	Develop skills to lead a society in a peaceful manner	S	1, 6
4	Understand Foundations of Islamic Ethics & Values	U	1, 8
5	Evaluate the ethical aspects of Islam in socio-political, economic and environmental perspectives and identify its significance	A	8
6	Analyze Scope of Islamic Ethics and Culture in Contemporary World	An	1, 8
<i>*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)</i>			

## COURSE CONTENT

### Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1	<b>Foundation of Islamic Ethics &amp; Values</b>			
	1.1	Basic Values for All Mankind. Protection & Respect of Humanity	3	1, 4
	1.2	Sources of cultural and Ethical Teachings (Quran & Hadith)	4	4
	1.3	Prophet as a Role Model	3	1, 4
2	<b>Responsibility-based ethics and culture in daily life</b>			
	2.1	Rights and Duties (towards parents, neighbors, poor etc.)	4	1, 6
	2.2	Duties towards society & state	4	3

		Culture in daily life - Righteousness- Frugality- Peace and Forgiveness- Social Justice.	4	3
<b>3</b>	<b>Ethical Principles in Islamic Thought</b>			
	3.1	Ethical Principles in Islamic Thought- An introduction	2	5
	3.2	Justice in Islam- Importance	3	5
	3.3	Compassion and its role in ethical behaviour	2	5
	3.4	Ethical aspects in Islamic economic principles- An introduction	5	5
	3.5	Ethical considerations in governance and leadership	5	5
	3.6	Environmental ethics in Islam	5	5
<b>4</b>	<b>Scope of Islamic Ethics and Culture in Contemporary World</b>			
	4.1	Significance of Islamic ethics in contemporary world -Individual Behaviour- Societal Norms- International Relations- Cultural expression- Dialogue and Engagement.	8	6
	4.2	Lessons from Islam to Contemporary Challenges of Humanity- Justice and Equity- Compassion and Solidarity- Environmental Stewardship- Interfaith Harmony.	8	1, 6
<b>5</b>	5.1	Teacher specific content		

<b>Teaching and Learning Approach</b>	<b>Classroom Procedure (Mode of transaction)</b>  Classroom Procedure (Mode of transaction)  Direct Instruction: Brain storming lecture, Explicit Teaching, E-learning, interactive Instruction:, Active co-operative learning, Seminar, Group Assignments Authentic learning, , Library work and Group discussion, Presentation by individual student/ Group representative																				
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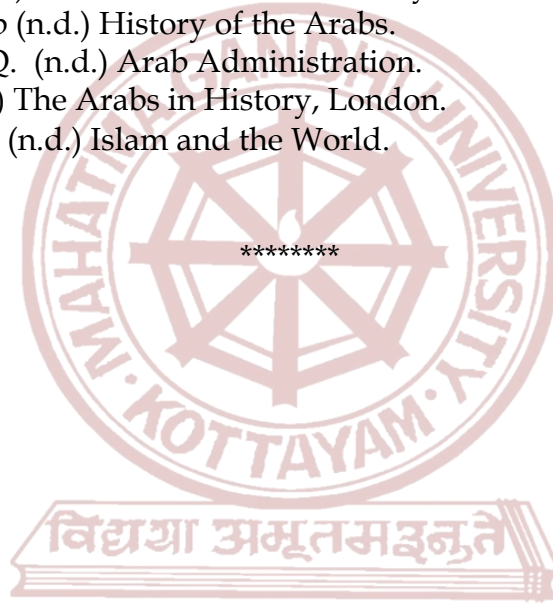
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1. Aryn Sajoo, *A Companion to Muslim Ethics*, Bloomsbury Publishing, ISBN: 9780857723314, 0857723316- 2012
2. Aryn Sajoo, *A Companion to Muslim Cultures*, Bloomsbury Publishing, - 2011
3. Mariam al-Attar, *Islamic Ethics Divine Command Theory in Arabo-Islamic Thought*, Taylor & Francis, 2010
4. David R. Vishanoff, *Islamic Law and Ethics*, International Institute of Islamic Thought, 2020
5. Majid Fakhry, *Ethical theories in Islam*, [E.J. Brill](#), 1991



## SUGGESTED READINGS

1. "Revival of the Religious Sciences" by Imam Al-Ghazali.
2. "Islamic Ethics: Divine Command Theory in Arabo-Islamic Thought" by David B. Burrell.
3. "Islamic Ethics: An Introduction" by M. Hashim Kamali.
4. "Islam: A Short History" by Karen Armstrong.
5. Gibb, H. A. R. (1962) Studies on the civilization of Islam (ed) Boston.
6. Hitti, P. K. (1949) The Arabs: A Short History, Princeton.
7. Hourani, Habib (n.d.) History of the Arabs.
8. Hussaini, S.A.Q. (n.d.) Arab Administration.
9. Lewis, B. (1960) The Arabs in History, London.
10. Lewis, Bernard (n.d.) Islam and the World.



**MGU-UGP (HONOURS)**

# Syllabus





# Mahatma Gandhi University Kottayam

<b>Programme</b>	BA (Hons) Islamic History					
<b>Course Name</b>	HISTORY OF OTTOMAN EMPIRE					
<b>Type of Course</b>	DSE					
<b>Course Code</b>	MG5DSEISH301					
<b>Course Level</b>	300-399					
<b>Course Summary</b>	The Course "History of Ottoman Empire," aims to provide an idea of its geopolitical position, at the crossroads of the Asian , European ,and African continent. It also emphasize Empire's origin, and its governance, military strategies, socio-cultural structures, interactions with neighboring countries decline and its important role in the World history ..					
<b>Semester</b>	5	Credits			4	Total Hours
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practical	Others	
<b>Pre-requisites, if any</b>						60

### COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Illustrate Ottoman Empire's origin as it existed from 1299 to 1922.Centered in Antolia, it became a	K, U	1

	transcontinental empire. The empire was known for its diverse and tolerant administration.		
2	Create an outlook about the importance of Ottoman empire in World history as Ottomans controlled key trade routes between Europe and Asia, influencing global trade and diplomacy.	C	1
3	Elucidate the Empire's attempts for the protection and maintain its position as a dominant power.	E	1
4	Analyze the Empire's political organization, governance, and administrative systems that sustained the Empire and examine the diverse culture ,r eligious and social aspect with in the Empire over centuries diverse culture and military prowess shaped the geopolitics of its time.	An	1
5	Understand the reasons for collapse of Ottoman Empire	U	1
<i>*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)</i>			

## COURSE CONTENT

### Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1	<b>Origin and History of Turks, Decline of Seljukes</b>			
	1.1	Gokturk Empire, Gazi State, Formation and rise	2	1, 5
	1.2	Osman I,Orhan, Expansion into Europe, black death	3	1, 5
	1.3	Murad I, janissaries, Administration	2	1
	1.4	Bayezid I, Thunderbolt, Tamerlane's invasion	4	1
	1.5	Succession of war, Revolt of Dervishes, Ottoman Interregnum	4	1

2	<b>Restoration of Empire: Muhammed I, solidification of Ottoman Empire in Balkans</b>			
	2.1	Muhammed II, The conqueror, conquest of Constantinople, its reconstruction	4	2
	2.2	Expansion into Balkans, capture of Serbia, Expansion into Mediterranean	4	2
	2.3	Bayezid II, Civil war between Bayezid and Cem	3	2
	2.4	His diplomacy, Economic reforms	2	2
	2.5	Salim I, A Worldwide Empire, his military Campaigns	2	2, 3
	3	<b>Apogee of Ottoman power, Sulaiman the Magnificent, Royal family</b>		
3.1		Campaign against Christian Europe, capture of Aden, capture of Red sea.	3	3, 5
3.2		Legal reforms, economic, political and social reforms, splendor of culture	4	3, 5
3.3		Koprullu Era, War of Holy league, Peace of Karlowitz, economic and social development	5	3, 5
3.4		Salim III, Programme of westernization, military and administrative reforms, Russo Turkish war	4	3, 5
3.5		Mahmud II, A Revolutionary figure, the auspicious incident, Tanzimat reforms	4	3, 5
4		<b>Ottoman Institutions</b>		
	4.1	Central and provincial administration,	3	4, 5

	4.2	Architecture, society, culture, language, music, cuisine and lifestyle	3	4, 5
	4.3	Decline of Empire, external and internal factors	4	4, 5
5	5.1	Teacher specific content		

<b>Teaching and Learning Approach</b>	<p><b>Classroom Procedure (Mode of transaction)</b></p> <p>Classroom Procedure (Mode of transaction)</p> <p>Direct Instruction: Brain storming lecture, Explicit Teaching, E-learning, interactive Instruction:, Active co-operative learning, Seminar, Group Assignments Authentic learning, , Library work and Group discussion, Presentation by individual student/ Group representative</p>
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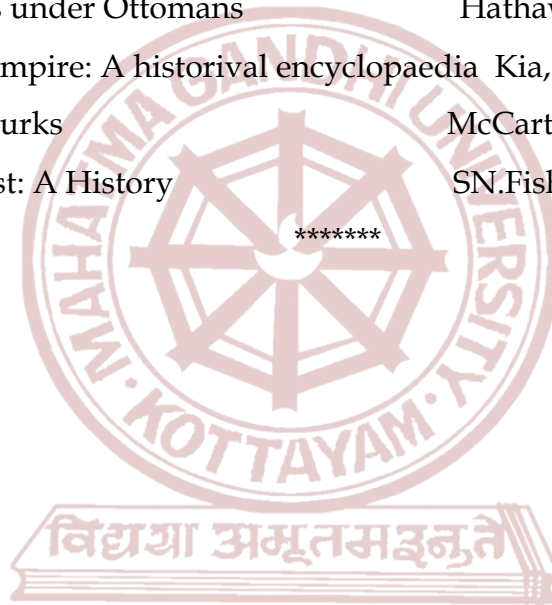
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3. Quataert, Donald. The Ottoman Empire, 1700-1922. 2nd ed. Cambridge: Cambridge University Press, 2005.
4. Faroqhi, Suraiya. The Ottoman Empire and the World Around It. London: I.B. Tauris, 2004.
5. Ahmad, Feroz. The Young Turks: The Committee of Union and Progress in Turkish Politics, 1908-1914. Oxford: Clarendon Press, 1969.

### SUGGESTED READINGS

1. A history of Ottoman Empire Douglas A Howard
2. The Ottoman Empire The Classical age Halil Inalcik
3. The Ottomans in Comparative perspective Karen Barkey
4. The Ottomans, Khans, Caesars, and caliphs Marc David
5. History of Ottoman Empire William Deans
6. The rise and fall of the Sultans The rise and fall of Ottoman rulers  
Jem Dudcu
7. Lords of Horizons: A history of
8. Ottoman Empire Jasons Goodwin
9. The history of the Ottoman Empire Caroline Finkel
10. Ottoman Warfare Rhoads Murphey
11. The Ottoman Empire and Early Europe Daniel Goffman
12. Constantinople Philip M ansel

- |  |                              |
|--|------------------------------|
| 13. An Economic And Social history of the Ottoman Empire | Volume Halil Inalcik         |
| 14. Sulaiman the Magnificent                             | Bridge Antony                |
| 15. Encyclopaedia of Ottoman empire                      | Gabor Agoston, Bruce Alan    |
| 16. History of the Ottoman empire                        | J, Shaw, Stanford            |
| 17. New Views on Ottoman History                         | Woodhead, Christine          |
| 18. The decline and fall of Ottoman empire               | Palmer, Alan                 |
| 19. The Cambridge history of Turkey                      | Vol, Vol II, Vol III, Vol IV |
| 20. The Arab lands under Ottomans                        | Hathaway, Jane               |
| 21. The Ottoman Empire: A historical encyclopaedia       | Kia, Mehrdad                 |
| 22. The Ottoman Turks                                    | McCarthy                     |
| 23. The Middle East: A History                           | SN. Fisher                   |



**MGU-UGP (HONOURS)**

## Syllabus





# Mahatma Gandhi University Kottayam

<b>Programme</b>	BA (Hons) Islamic History					
<b>Course Name</b>	ISLAMIC HISTORY: MARITIME PERSPECTIVE					
<b>Type of Course</b>	DSE					
<b>Course Code</b>	MG5DSEISH302					
<b>Course Level</b>	300-399					
<b>Course Summary</b>	<p>The Course Islamic History- Maritime Perspective intends to create an awareness about the maritime influence of Islam in a wide spectrum of the world. It further tries to explore Different aspects and perspectives of maritime victory, expansion to Europe and Africa. This course especially tries to identify the different trade routes ancient and early modern which has been influenced the Europe as well.</p>					
<b>Semester</b>	5	Credits			4	Total Hours
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practical	Others	
<b>Pre-requisites, if any</b>						60

### COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Understand the Islamic navigation history and analyse its impacts	U, An	1



2	Exploring the Key trade routes in the early days of Islam and its flourishing period. Remembering the major victories and expansions.	Ap, E	1
3	Analyse the different perspectives- Social, Cultural and economic Dimensions of Trade and navigation. Understand different theories.	An, U	1
4	Appreciate different aspects of influence in the cultural arena of Islam and a critical evaluation of the cultural symbiosis.	Ap, E	1
5	Evaluate different aspects of the impact of Arab navigation in the Mediterranean	E	1
6	Formulate an understanding of the naval impacts in the great victories of Muslims in Ottoman and Mamluke empires.	U	1
<i>*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)</i>			

## COURSE CONTENT

### Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1	<b>Introduction to Islamic seafaring</b>			
	1.1	History of early Islamic maritime activities	3	1
	1.2	Key trade routes - Silk route, Spice Route, Trans-Saharan Trade	3	2
	1.3	Development of navigation during the Umayyads and Abbasids	4	2
	1.4	Expansion of the Islamic Empire and Contribution of Naval force	5	1, 3
2	<b>Introduction to Indian Ocean Studies</b>			
	2.1	Trade and Civilization in the Indian Ocean:	3	2
	2.2	Social, Cultural, economic, and temporal dimensions	4	3

	2.3	The Indian Ocean as a cohesive space; the Braudelian Perspective; Longue Duree Approach	4	3
	2.4	The Maritime history of Islam in the Indian ocean	4	1
<b>3</b>	<b>Expansion and Transformation of Islam in the Indian Ocean World</b>			
	3.1	Islamization and Afro-Asianization	3	3
	3.2	Arabia and Muslims Beyond the Peninsula	3	4
	3.3	Merchants, Laws and Custom	2	3
	3.4	Sufis, Ulema and Society	3	3
	3.5	Islam in South India - Ponnani, Calicut, Malabar	4	1
<b>4</b>	<b>Islamic navigation influence and the Mediterranean</b>			
	4.1	The impacts in the Mediterranean region	4	5
	4.2	Naval powerhouses in Islamic history	4	3
	4.3	Ottoman and Mamluke navies	3	6
	4.4	Decline of Islamic Maritime power	4	6
<b>5</b>	5.1	Teacher specific content		

<b>Teaching and Learning Approach</b>	<b>Classroom Procedure (Mode of transaction)</b>
	Classroom Procedure (Mode of transaction) Direct Instruction: Brain storming lecture, Explicit Teaching, E-learning, interactive Instruction:, Active co-operative learning, Seminar, Group Assignments Authentic learning, , Library work and Group discussion, Presentation by individual student/ Group representative

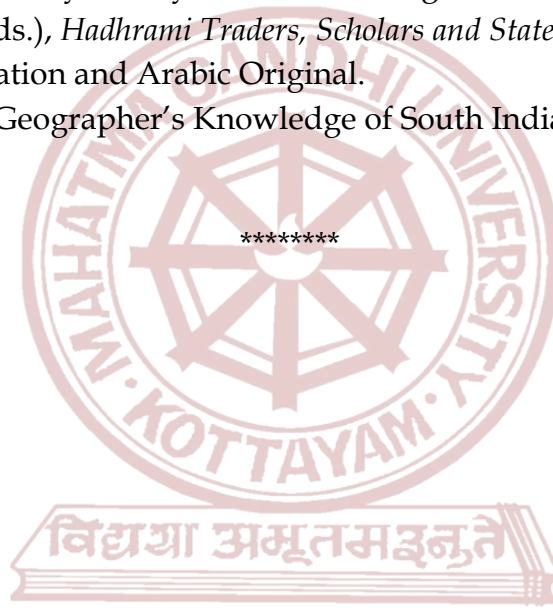
<b>Assessment Types</b>	<p><b>MODE OF ASSESSMENT</b></p> <p><b>A. Continuous Comprehensive Assessment (CCA) - Total 30 Marks</b></p> <p>Teacher Specific Content</p> <p>Field work/Small report/Quiz/Debate/presentation/test paper/book review/ film review/exhibitions/album making etc.</p> <p>Other modules</p> <ol style="list-style-type: none"> <li>1. Internal Test - MCQ based/ extended answer type.</li> <li>2. Book review - Students should review a seminal work on the related topic and submit a report.</li> <li>3. Seminar Presentation - a theme is to be discussed and identified to prepare a paper and present in the seminar.</li> </ol> <p>(Or any other tasks to suit the course)</p>																			
	<p><b>B. End Semester Examination (ESE) - Total 70 Marks</b></p> <p>Written Examination: 2 Hours</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Type</th> <th style="text-align: center;">No. of Questions</th> <th style="text-align: center;">Mark</th> <th style="text-align: center;">Total Marks</th> </tr> </thead> <tbody> <tr> <td>Part A - Short Answer</td> <td style="text-align: center;">8/12</td> <td style="text-align: center;">2</td> <td style="text-align: center;">16</td> </tr> <tr> <td>Part B - Short Essay</td> <td style="text-align: center;">6/10</td> <td style="text-align: center;">5</td> <td style="text-align: center;">30</td> </tr> <tr> <td>Part C - Essay</td> <td style="text-align: center;">2/4</td> <td style="text-align: center;">12</td> <td style="text-align: center;">24</td> </tr> <tr> <td colspan="3" style="text-align: right;"><b>Total</b></td> <td style="text-align: center;"><b>70</b></td> </tr> </tbody> </table>	Type	No. of Questions	Mark	Total Marks	Part A - Short Answer	8/12	2	16	Part B - Short Essay	6/10	5	30	Part C - Essay	2/4	12	24	<b>Total</b>		
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### References

1. Ibn Majid, Ahmad. Islamic Seafaring in the Indian Ocean: A Study in the Islamic Expansion in the Indian Ocean 7th-16th Centuries. Translated by G. R. Tibbetts. London: XYZ Publishers, 2011.
2. Wink, André. Muslim Sea Power in the Indian Ocean: The Making of a Mediterranean Capitalist World-Economy. New York: ABC Press, 2022.
3. Khalilieh, Hassan S. Islamic Maritime Law: An Introduction. Chicago: University of Chicago Press, 2012.
4. Paine, Lincoln. The Sea and Civilization: A Maritime History of the World. New York: Random House, 2013.
5. Power, Timothy. The Red Sea from Byzantium to the Caliphate: AD 500-1000. Princeton: Princeton University Press, 2022.

### Suggested reading

1. Deep Structure; *The Indian Ocean*; Michael Pearson
2. Sugata Bose, *A Hundred Horizon*
3. Edward A. Alpers, *Indian Ocean Studies: How Did We Get Here And Where Are We Going? A historian's Perspective*; *Journal of Indian Ocean World Studies*,
4. KN Chuadhuri; *Trade and Civilization in the Indian Ocean; An Economic History from the Rise of Islam to 1750*,
5. Omar H. Ali; *Islam in the Indian Ocean*
6. Patricia Risso, *Trade and Faith in the Indian Ocean*
7. Michael Pearson; *The Indian Ocean*
8. W. C . Smith, "Hadhramaut and Hadhrami diaspora in the Modern Colonial Era: An Introductory Survey' in Ulrike Frietag
9. W. C. Smith (Eds.), *Hadhrami Traders, Scholars and Statesmen in the Indian Ocean*
10. Nainar's translation and Arabic Original.
11. Nainar's Arab Geographer's Knowledge of South India.



MGU-UGP (HONOURS)

## Syllabus



# Mahatma Gandhi University Kottayam

<b>Programme</b>	BA (Hons) Islamic History				
<b>Course Name</b>	DIGITAL HISTORICAL MAPPING & ARCHIVING IN ISLAMIC HISTORY				
<b>Type of Course</b>	SEC				
<b>Course Code</b>	MG5SECISH300				
<b>Course Level</b>	300-399				
<b>Course Summary</b>	This course explores the intersection of digital technology, historical mapping, and archival methods within the context of Islamic history. Students will examine how digital tools and methodologies can enhance the study, preservation, and dissemination of historical knowledge related to Islamic civilization. Through theoretical discussions, students will gain insights into the opportunities and challenges of utilizing digital platforms for mapping historical narratives and archiving cultural heritage.				
<b>Semester</b>	5	Credits		3	
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practical	Total Hours
		3			
					45
<b>Pre-requisites, if any</b>					

### COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Understand the fundamentals of digital History.	U	1

2	Explicate the digitization and documentation of data	U	1
3	Identify the methods of digital documentation to different streams of historical study as the need	A	1
4	Construct an idea on the different methods of Digital documentation in Islamic History.	S	1
5	Construct an idea on the process and skill of digital documentation of data to a fresher student.	S	1, 2
<i>*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)</i>			

## COURSE CONTENT

### Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1	<b>Fundamentals of Digital History</b>			
	1.1	What is Digital History	3	1, 4, 5
	1.2	Online sources and its use	4	1, 4, 5
	1.3	Archival collections online	4	1, 4, 5
	1.4	Cataloguing techniques	4	1, 4, 5
2	<b>Digitization and Documentation</b>			
	2.1	Digitization of Memories	4	2, 4, 5
	2.2	People's History Museums	3	2, 4, 5
	2.3	Oral History Interviews and Recording Techniques	4	2, 4, 5
	2.4	Local History Documentation through Oral History Collection	4	2, 4, 5



3	<b>Digital documentation in Islamic History Methods and techniques</b>				
	3.1	Digitization of Islamic Manuscripts and historical documents.	4	4	
	3.2	Online Archives and Databases	3	4	
	3.3	Virtual Reconstructions of historical Islamic structures and cities.	4	4	
	3.4	Digital Preservation of deteriorating historical materials.	4	4	
4	4.1	Teacher specific content			

<b>Teaching and Learning Approach</b>	<p><b>Classroom Procedure (Mode of transaction)</b></p> <p>Classroom Procedure (Mode of transaction)</p> <p>Direct Instruction: Brain storming lecture, Explicit Teaching, E-learning, interactive Instruction:, Active co-operative learning, Seminar, Group Assignments Authentic learning, , Library work and Group discussion, Presentation by individual student/ Group representative</p>
<b>Assessment Types</b>	<p><b>MODE OF ASSESSMENT</b></p> <p><b>A. Continuous Comprehensive Assessment (CCA) - Total 25 Marks</b></p> <p>Teacher Specific Content</p> <p>Field work/Small report/Quiz/Debate/presentation/test paper/book review/ film review/exhibitions/album making etc.</p> <p>Other modules</p> <ol style="list-style-type: none"> <li>1. Internal Test – MCQ based/ extended answer type.</li> <li>2. Book review – Students should review a seminal work on the related topic and submit a report.</li> <li>3. Seminar Presentation – a theme is to be discussed and identified to prepare a paper and present in the seminar.</li> </ol> <p>(Or any other tasks to suit the course)</p>



<b>B. End Semester Examination (ESE) - Total 50 Marks</b>			
Written Examination: 1.5 Hours			
Type	No. of Questions	Mark	Total Marks
Part A - Short Answer	5/8	2	10
Part B - Short Essay	5/8	5	25
Part C - Essay	1/2	15	15
Total			50

## References

1. Kraak, M. J., and Ormeling, F. Cartography: Visualization of Spatial Data. Guilford Press, 2010.
2. Slocum, T. A., McMaster, R. B., Kessler, F. C., and Howard, H. H. Thematic Cartography and Geovisualization. Prentice Hall, 2009.
3. DeMers, M. N. Fundamentals of Geographic Information Systems. John Wiley & Sons, 2015.
4. Krygier, J., and Wood, D. Making Maps: A Visual Guide to Map Design for GIS. Guilford Press, 2011.
5. Jensen, J. R. Remote Sensing of the Environment: An Earth Resource Perspective. Prentice Hall, 2007.
6. Haklay, M., and Weber, P. "OpenStreetMap: User-generated street maps." IEEE Pervasive Computing 7, no. 4 (2008): 12-18.
7. Dent, B. D., and Torguson, J. S. Cartography: Thematic Map Design. McGraw-Hill, 2004.
8. Crampton, J. W., and Krygier, J. "An introduction to critical cartography." ACME: An International E-Journal for Critical Geographies 4, no. 1 (2006): 11-33.

## SUGGESTED READINGS

1. "Digital History: A Guide to Gathering, Preserving, and Presenting the Past on the Web": Daniel J. Cohen and Roy Rosenzweig.
2. "Writing History in the Digital Age": Editors: Jack Dougherty and Kristen Nawrotzki.
3. "Digital History: From Innovation to Adoption": Paul J. LaChance and Michael S. Schadewald.
4. History in the Digital Age": Editors: Toni Weller, Claire Warwick, and Melissa Terras.
5. "Digital Public History: New Technologies for Historical Research, Presentation, and Teaching": Editors: edited by Jessica Knapp, Harald E. L. Prins.
6. "The History Manifesto": Jo Guldi and David Armitage.
7. GIS Fundamentals: A First Text on Geographic Information Systems": Paul Bolstad.

8. "Making Maps: A Visual Guide to Map Design for GIS": John Krygier and Denis Wood.
9. "GIS Tutorial 1: Basic Workbook": Wilpen L. Gorr and Kristen S. Kurland.
10. "Doing Oral History": Donald A. Ritchie.
11. "Digital Humanities and Islamic & Middle East Studies" edited by Elias Muhanna.
12. "Digital Libraries and Archives: Preservation and Access" by Jinfang Niu and Yin Zhang.
13. "Digital Cultural Heritage: Concepts, Methodologies, Tools, and Applications" edited by Patricia Ordoñana Guillamón
14. "Islamic Manuscripts in the Digital Age" edited by Georgios Boudalis and Dietrich Boschung.



**MGU-UGP (HONOURS)**

# Syllabus



# Semester-VI

MGU-UGP (HONOURS)

## Syllabus



# Mahatma Gandhi University Kottayam

<b>Programme</b>	BA (Hons) Islamic History					
<b>Course Name</b>	ROLE OF MUSLIMS IN INDIAN NATIONAL MOVEMENT					
<b>Type of Course</b>	DSC A					
<b>Course Code</b>	MG6DSCISH300					
<b>Course Level</b>	300-399					
<b>Course Summary</b>	The Course "Role of Muslims in Indian National Movement" aims to present an overview on the evolution of various national movements during the course of the freedom struggle in India with special emphasis on the role of Muslims in it. It also attempts on the socio- political circumstances involved with the political stand of Indian Muslims in particular.					
<b>Semester</b>	6	Credits			4	Total Hours
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practical	Others	
		3		1		75
<b>Pre-requisites, if any</b>	<i>Syllabus</i>					

### COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Understand the evolution of various movements during the course of the freedom struggle in India.	U	1

2	Analyze the role played by different Muslim intellectuals for the regeneration of Indian Muslims.	An	1
3	Analyze the relationship between Indian National Congress and the All-India Muslim League at various stages of the freedom movement.	An	1
4	Evaluate the role Muslims in the freedom struggle.	E	1
5	Identify and appraise the various Muslim leaders in the freedom struggle.	U, Ap	1
<i>*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)</i>			

## COURSE CONTENT

### Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1	<b>Muslim resistance to British ascendancy</b>			
	1.1	Nawab Siraj-ud-Dawla of Bengal	2	1, 4
	1.2	Rohollas of Doab	1	1, 4
	1.3	Sayyid Ahmad Shahid	1	1, 4
	1.4	Failure of 1857 Revolt and British attempt of Muslim genocide	4	1, 4
	1.5	British reconciliation with Muslims	3	1, 4
	1.6	Activity based Work	7	1, 4
2	<b>The Political involvement of Muslims</b>			
	2.1	Foundation of Indian National Congress	2	1, 3
	2.2	Urdu Defense Society	2	1, 3
	2.3	Muslim Education Congress	2	1, 3

	2.4	Birth of Muslim League	2	1, 3
	2.5	Role of Agha Khan III	2	1, 3
	2.6	Silk letter conspiracy	2	1, 3
	2.7	Activity based Work	7	1, 3
3	<b>The role of nationalist Muslim leaders-1</b>			
	3.1	Badr ud din Tyabji	2	4, 5
	3.2	Maulana Shaukat Ali	2	4, 5
	3.3	Maulana Muhammed Ali	2	4, 5
	3.4	Hakeem Ajmal Khan	2	4, 5
	3.5	Maulana Hasrat Mohani	2	4, 5
	3.6	Abdul Karim Jilani	1	4, 5
	3.7	Activity based Work	8	4, 5
4	<b>The role of nationalist Muslim leaders-2</b>			
	4.1	Sir Syed Ahmed Khan	2	4, 5
	4.2	Maulana Shibli Nomani	2	4, 5
	4.3	Khan Abdul Ghaffer Khan	2	4, 5
	4.4	Dr. M.A. Ansari	2	4, 5
	4.5	Rafi Ahmad Kidwai	1	4, 5
	4.6	Zakir Hussain	2	4, 5

	4.7	Activity based Work	8	4, 5
5	5.1	Teacher specific content		

<b>Teaching and Learning Approach</b>	<b>Classroom Procedure (Mode of transaction)</b>  Classroom Procedure (Mode of transaction)  Direct Instruction: Brain storming lecture, Explicit Teaching, E-learning, interactive Instruction:, Active co-operative learning, Seminar, Group Assignments Authentic learning, , Library work and Group discussion, Presentation by individual student/ Group representative																				
<b>Assessment Types</b>	<b>MODE OF ASSESSMENT</b>  <b>A. Continuous Comprehensive Assessment (CCA) - Total 30 Marks</b>  Teacher Specific Content Field work/Small report/Quiz/Debate/presentation/test paper/book review/ film review/exhibitions/album making etc.  Other modules 1. Internal Test – MCQ based/ extended answer type. 2. Book review – Students should review a seminal work on the related topic and submit a report. 3. Seminar Presentation – a theme is to be discussed and identified to prepare a paper and present in the seminar.  (Or any other tasks to suit the course)																				
	<b>B. End Semester Examination (ESE) - Total 70 Marks</b>  Written Examination: 2 Hours  <table border="1" data-bbox="432 1682 1430 1921"> <thead> <tr> <th>Type</th> <th>No. of Questions</th> <th>Mark</th> <th>Total Marks</th> </tr> </thead> <tbody> <tr> <td>Part A - Short Answer</td> <td>8/12</td> <td>2</td> <td>16</td> </tr> <tr> <td>Part B - Short Essay</td> <td>6/10</td> <td>5</td> <td>30</td> </tr> <tr> <td>Part C - Essay</td> <td>2/4</td> <td>12</td> <td>24</td> </tr> <tr> <td colspan="3" style="text-align: right;">Total</td> <td>70</td> </tr> </tbody> </table>	Type	No. of Questions	Mark	Total Marks	Part A - Short Answer	8/12	2	16	Part B - Short Essay	6/10	5	30	Part C - Essay	2/4	12	24	Total			70
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## REFERENCES



1. Azad, Maulana Abul Kalam. India Wins Freedom. New Delhi: Orient Longman, 1988.
2. Engineer, Asghar Ali. "Muslims in the Indian National Movement: An Overview." In Muslims and Indian Nationalism: Reflections on Maulana Azad, edited by Mushirul Hasan, 41-56. New Delhi: Oxford University Press, 2003.
3. National Archives of India. "Role of Muslims in India's Freedom Struggle." National Archives of India. <https://www.nationalarchives.nic.in/role-muslims-indias-freedom-struggle>. Accessed December 23, 2023.

### **SUGGESTED READINGS**

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

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# Mahatma Gandhi University Kottayam

<b>Programme</b>	BA (Hons) Islamic History					
<b>Course Name</b>	REFORMIST AND REVIVALIST MOVEMENTS IN ISLAM					
<b>Type of Course</b>	DSC A					
<b>Course Code</b>	MG6DSCISH301					
<b>Course Level</b>	300-399					
<b>Course Summary</b>	The Course "Reformist and Revivalist Movements in Islam" aims to understand the historical, social, and religious factors that led to the resurgence of Islamic values and practices. And how these movements sought to address contemporary challenges, and reinterpret traditional teachings and revitalize Islamic principles in response to changing social contexts.					
<b>Semester</b>	6	Credits			4	Total Hours
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practical	Others	
		3		1		75
<b>Pre-requisites, if any</b>	<i>Syllabus</i>					

### COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Define Reform and Revivalist movement	K, U	1
2	Understand the impact of Rationalism on Islam.	U,	1

3	Describe the early Islamic Fundamentalist, Reformist and Revivalist movements.	U	1
4	Analyze how did these movements reinterpret and reapply Islamic principles	An	1
5	Elucidate that these movements have the capacity of social transform and students will critically think that every ideology must be changed according to the need of time.	AP,C	1
<i>*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)</i>			

## COURSE CONTENT

### Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1	<b>Meaning and concept of Reform and Revivalist movement</b>			
	1.1	Beginning of Rationalism	1	1
	1.2	Impact of Western colonialism	2	1
	1.3	Dismantling of traditional institutions and the introduction of Western governance	2	1
	1.4	Efforts to blend Western ideas with Islamic principles,	3	1
	1.5	Secularism Vs. political Islam	2	1
	1.6	Activity based Work	7	
2	<b>Early Revivalist movement in Islam</b>			
	2.1	Wahhabism, Muhammed ibn Abd al Wahab,- Islamic religious movement	2	3

	2.2	Sanusi movement- Muhammed ibn Ali - Sufi tradition	3	3
	2.3	Muslim brotherhood- Hassan al Banna	2	3, 5
	2.4	Pan Islamism and Jamal al Din Afghani	3	3, 4
	2.5	Muhammed Abdu -Rashid ul Ridda	2	4, 5
	2.6	Activity based Work	8	
<b>3</b>	<b>Islamic Revivalist movements in India</b>			
	3.1	Shah Waliullah, -Al Hadith movement, Deoband movement, Barelwi movement, Faraizi movement	4	3, 5
	3.2	Maulana Abul Kalam Azad- freedom struggle- Inter faith harmony	2	3, 5
	3.3	Sir Syed Ahamed Khan, Aligarh movement -	2	3, 5
	3.4	Abu Ala Maududi, jamaat- Islami, Islamic revivalism	2	3, 5
	3.5	Khilafat Movement and Ali brothers, Muhammed Ali Jinna- Two nation theory	3	3, 5
	3.6	Activity based Work	8	
	<b>4</b>	<b>Islamic Revivalist Movement in Turkey and Iran</b>		
4.1		Abdul Rehman Kawakibi, Pan Turanism, Zia Gokalap,	3	4, 5
4.2		Young Turk movement, Nursi movement	4	4, 5
4.3		Islamic Revolution, Ayatollah Ruhollah Khomeini.	3	4, 5
4.4		Activity based Work	7	

5	5.1	Teacher specific content		
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<b>Teaching and Learning Approach</b>	<p><b>Classroom Procedure (Mode of transaction)</b></p> <p>Classroom Procedure (Mode of transaction)</p> <p>Direct Instruction: Brain storming lecture, Explicit Teaching, E-learning, interactive Instruction:, Active co-operative learning, Seminar, Group Assignments Authentic learning, , Library work and Group discussion, Presentation by individual student/ Group representative</p>																				
<b>Assessment Types</b>	<p><b>MODE OF ASSESSMENT</b></p> <p><b>A. Continuous Comprehensive Assessment (CCA) - Total 30 Marks</b></p> <p>Teacher Specific Content</p> <p>Field work/Small report/Quiz/Debate/presentation/test paper/book review/ film review/exhibitions/album making etc.</p> <p>Other modules</p> <ol style="list-style-type: none"> <li>1. Internal Test - MCQ based/ extended answer type.</li> <li>2. Book review - Students should review a seminal work on the related topic and submit a report.</li> <li>3. Seminar Presentation - a theme is to be discussed and identified to prepare a paper and present in the seminar.</li> </ol> <p>(Or any other tasks to suit the course)</p>																				
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Part B - Short Essay	6/10	5	30																		
Part C - Essay	2/4	12	24																		
Total			70																		

## References

1. Kepel, Gilles. Jihad: The Trail of Political Islam. Cambridge, MA: Harvard University Press, 2002.

2. Voll, John O. Islam: Continuity and Change in the Modern World. Syracuse, NY: Syracuse University Press, 1994.
3. Esposito, John L. and John O. Voll. Makers of Contemporary Islam. Oxford: Oxford University Press, 2001.
4. Haykel, Bernard. "Revival and Reform in Islam." The Cambridge History of Islam. Vol. 2A. Ed. P. M. Holt et al. Cambridge: Cambridge University Press, 1977. 671-96.
5. Wickham, Carrie Rosefsky. Mobilizing Islam: Religion, Activism, and Political Change in Egypt. New York: Columbia University Press, 2002.
6. Khaled, A. (2019). "Muslim Reform Movements in Southeast Asia: A Comparative Perspective." Journal of Islamic Studies, 30(2), 227-249.

### SUGGESTED READINGS

- |   |                  |
|---|------------------|
| 1. Islamic Fundamentalism in India:-                      | M.S Agwani       |
| 2. Studies in Islamic Culture in Indian Environment:-     | Aziz Ahmad       |
| 3. The Wahabi Movement in India:-                         | Qeyamuddin Ahmed |
| 4. My Life A Fragment:-                                   | Ali Muhammad     |
| 5. The Reforms and Religious Ideas of Sir syed Ahmed Khan | J.M.S..Baljon    |
| 6. Religious Thought of Syed Ahmed Khan:                  | Dar.B.A          |
| 7. Islam The straight Path:-                              | J.L.Esposito     |
| 8. Oxford Dictionary of Islam:-                           | J.L.Esposito     |
| 9. Modern Trends in Islam:-                               | H.A.R.Gibb       |
| 10. History of the Arabs:-                                | Philip K Hitti   |
| 11. Modern Muslim India and Birth of Pakistan:            | S.M.Ikram        |
| 12. A History of Faraidi Movement in Bengal:-             | M.A.Khan         |
| 13. The evolution of Indo-Muslim Thought after 1857:-     | L.S.May          |
| 14. Indian Muslims:-                                      | Muhanned Mujeeb  |
| 15. In the Shade of Quran:-                               | Sayyid Qutb      |
| 16. The Breakdown of Traditional society:-                | S.A.A.Razvi      |
| 17. Separatism among Indian Muslims:-                     | F.Robinson       |
| 18. The Feature of Muslim Civilisation:-                  | Ziauddin Sardar  |
| 19. Memoirs of Hassan al Banna Shaheed:-                  | M.N. Shaikh      |
| 20. Iranian Revolution: A Profile:-                       | W.Zama           |

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# Mahatma Gandhi University Kottayam

<b>Programme</b>	BA (Hons) Islamic History				
<b>Course Name</b>	MUSLIM HISTORIOGRAPHY				
<b>Type of Course</b>	DSE				
<b>Course Code</b>	MG6DSEISH300				
<b>Course Level</b>	300-399				
<b>Course Summary</b>	The Course "Muslim Historiography" aims to provide knowledge of the contributions of Muslims in the field of the writing of history by introducing the new trends and sources in the writings of History and analysing the development of medieval Indian Historiography.				
<b>Semester</b>	6	Credits		4	
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practical	Total Hours
		4			
<b>Pre-requisites, if any</b>	<i>Syllabus</i>				

### COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Discover the sources of the writing of history	U	1
2	Develop the idea about the methods of historical writings	A	1



3	Appraise the attempts of Muslim Historiographers	Ap	1
4	Distinguish the contributions in historiography by Muslims and others	An	1
5	Validate the relevance of Historiography	E	1
<b>*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)</b>			

## COURSE CONTENT

### Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1	<b>History and Historiography: An overview</b>			
	1.1	History : Definition, Concept, Meaning, Character, Scope and Nature	2	1, 2
	1.2	History : Relation with other subjects, Geography, Archaeology, Politics, Sociology	3	1, 2
	1.3	Ancient historiography : Rome and Greek. Herodotus, Thucydides Medieval Historiography : Church and Arab. St Augustine and Ibn Khaldun Modern Historiography : Ranke, Karl Marx, Marc Bloch, Lucien Febvre	2	1, 2, 5
	1.4	Karl Marx : Dialectical and Historical materialism.	4	1, 2, 5
	1.5	Annales school of History : Origin, Development and Contributions	2	1, 2, 5
	1.6	Structuralism in History : Origin, Development and Contributions	2	1, 2, 5

2	<b>New trends and sources in the writings of History</b>			
	2.1	Oral History and its possibilities	3	1, 2
	2.2	Subaltern History and Antonio Gramsci	3	1, 2
	2.3	Total History : The interdisciplinary approach	3	1, 2
	2.4	Intentions in historical writings : Objectivity, Subjectivity and Biased	3	1, 2
	2.5	New dimensions in the writing of history: Dream, imagination, memory	3	1, 2
3	<b>Arab and Muslim consciousness in Historiography</b>			
	3.1	Sources of history and its authenticity: Jahiliya poetry, seven muallaqat, ayyam al Arab, Jewish and Christian textual sources	3	3, 5
	3.2	Inscriptions, Marib Dam, calendar system of pre-Islamic Arabs	3	3, 5
	3.3	Sources in Islamic era and Authenticity : Revelation, Prophecy and Muhammad, Quran, Hadith	3	3, 5
	3.4	Basic forms of Muslim historiography and historians: Khabar history, Dynastic history, Tabaqat divisions.	4	3, 4, 5
	3.5	Magazi literature : Muhammad ibn Ishaq, ibn Hisham, al Waqidi, al Qutaiba, al Tabari, al Masudi	3	3, 4, 5
	3.6	Travel Accounts : al Beruni and ibn Battuta	2	3, 4, 5
4	<b>Medieval historiography in India</b>			

	4.1	Nature and Character of history writings in Medieval India.	3	3, 4, 5
	4.2	Historians in Delhi Sultanate : Amir Khusrau, Yahya ibn Sirhindi, Ziauddin al Barani.	4	3, 4, 5
	4.3	Mughal Hisoriography : Abul Fazl, Tsusuki Babri, Akbar Namah, Abdul Khadir Badouni, Gulbadan Beegum, Tsusuki Jahangiri	5	3, 4, 5
<b>5</b>	5.1	Teacher specific content		

<p><b>Teaching and Learning Approach</b></p>	<p><b>Classroom Procedure (Mode of transaction)</b></p> <p>Classroom Procedure (Mode of transaction)</p> <p>Direct Instruction: Brain storming lecture, Explicit Teaching, E-learning, interactive Instruction:, Active co-operative learning, Seminar, Group Assignments Authentic learning, , Library work and Group discussion, Presentation by individual student/ Group representative</p>
<p><b>Assessment Types</b></p>	<p><b>MODE OF ASSESSMENT</b></p> <p><b>A. Continuous Comprehensive Assessment (CCA) - Total 30 Marks</b></p> <p>Teacher Specific Content</p> <p>Field work/Small report/Quiz/Debate/presentation/test paper/book review/ film review/exhibitions/album making etc.</p> <p>Other modules</p> <ol style="list-style-type: none"> <li>1. Internal Test - MCQ based/ extended answer type.</li> <li>2. Book review - Students should review a seminal work on the related topic and submit a report.</li> <li>3. Seminar Presentation - a theme is to be discussed and identified to prepare a paper and present in the seminar.</li> </ol> <p>(Or any other tasks to suit the course)</p>
	<p><b>B. End Semester Examination (ESE) - Total 70 Marks</b></p> <p>Written Examination: 2 Hours</p>

Type	No. of Questions	Mark	Total Marks
Part A - Short Answer	8/12	2	16
Part B - Short Essay	6/10	5	30
Part C - Essay	2/4	12	24
Total			70

## References

1. B. Sheik Ali, History its theory and Method, Lexmi publications, 2022
2. Ibn Khaldun, Muqqadima, Prinston University Press.
3. Nizar Ahmed Farooqi, Early Muslim Historiography
4. Harbans Mukhiya, Historians and Historiographers during the reign of Akbar
5. Ashu J Nair and Srotoswini Borah, History and Historiography from ancient to modern world
6. Tej Ram Sharma, Historiography : A history of historical writing, Concept publishing company, 2005
7. C I David Joy and Ebenezer Shinekumar, Subaltern Historiography : A Reader, Indian society for promoting Christian knowledge, 2021

## SUGGESTED READINGS

- a. The future in the past - Romila Thapar
- b. Marxism oru kaippusthskam - prof. K N Gangadharan
- c. The historian's craft - Marc Bloch
- d. Problems of maxist historiography - Irfan Habib
- e. Essays on Modern India Historiography - Sumir Sharma
- f. A subaltern studies reader 1896-1995 - Ranajith Guha
- g. Arab history and the nation-state: A study in modern Arab historiography 1820-1980- Yousuf M Choueiri
- h. First Muslim : The story of Muhammad - Lesley Hazleton
- i. Arabia and the Arabs : From the bronze age to the coming of Islam - Robert G Hoyland
- j. Gramsci's Historicism : A realist interpretation - Esteve Morera

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# Mahatma Gandhi University Kottayam

<b>Programme</b>	BA (Hons) Islamic History				
<b>Course Name</b>	WEST ASIA POST WORLD WAR I				
<b>Type of Course</b>	DSE				
<b>Course Code</b>	MG6DSEISH301				
<b>Course Level</b>	300-399				
<b>Course Summary</b>	The paper "West Asia in Post World War I" aims to provide an overview on the penetration of western imperialism in West Asia during and after World War I with special emphasis on the imperialist strategy and the resistance of Muslim world.				
<b>Semester</b>	6	Credits		4	Total Hours
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practical	
<b>Pre-requisites, if any</b>	<i>Syllabus</i>				60

### COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Identify the causes for the alliance of Turkey with Central powers in the First World War	An	1
2	Interpret the Multi-dimensional impact of the First World War in the Arab World	E	1

3	Criticize the Balfour Declaration of the Imperial powers as implantation of the tension in the Arab Land	E	1
4	Recognize the Oil discovery and the international status of the Arabs	C	1
5	Demonstrate the Anti-Imperial segments emerged in the Arab land	Ap	1
6	Estimate the internal power politics of the Arab rulers culminated after the First World War	U	1
7	Distinguish the Literature conflict of Orientalism and Occidentalism	An	1
8	Prepare mandate atlas of the Arab world and Other Muslim world after the First World War	Ap	1
9	Categories the different reformative movement emerged in the Arab World against the Western imperialism	C	1
10	Comprehend the strategic position of the Arab land the competition of the western hegemonies	U	1
11	Relates different secret and public treaties formed by the Allied powers pertaining to the Arab land	An	1
<i>*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)</i>			

## MGU-UGP (HONOURS)

### COURSE CONTENT

#### Content for Classroom transaction (Units)

## Syllabus

Module	Units	Course description	Hrs	CO No.
<b>1</b>	<b>First World War and the Arab World</b>			
	1.1	Ottoman Entry to First World War	2	1
	1.2	Hussain Mc Mohan Correspondences and Sykes Picot Agreements	2	1
	1.3	Balfour Declaration of 1917- the seed for the unending Arab-Israel conflict	2	3



	1.4	Jewish Mass Migration to Palestine	2	3
	1.5	Mudros Armistice and Turkish Capitulations to the Allied Powers	2	1
	1.6	Post war political Chaos in Turkey	2	1
	1.7	Mustafa Kemal Pasha and Republican Turkey	3	1
	1.8	End of the Sultanate and End of the Khilafat	2	1
<b>2</b>	<b>Arab World and Mandate strategy of the Western Powers</b>			
	2.1	Post war peace settlement	2	10
	2.2	Versailles treaty and League of Nations	1	6
	2.3	Fertile Crescent and Secret treaties of the Allied Powers	2	6, 8, 11
	2.4	Treaty of Severs	2	11
	2.5	Treaty of Lausanne	1	11
	2.6	San-Remo Agreement	2	11
	2.7	Formation of the British Mandate	2	1, 6, 8
	2.8	Formation of the French Mandate	2	1, 6, 8
	2.9	Political changes of the Other Muslim World after First World War	2	1, 11
<b>3</b>	<b>Emergence of Anti-Imperialist Segments in the Muslim World</b>			
	3.1	End of Khilafat - Political and leadership chaos of the Arab World	1	1, 2



	3.2	Pan Islamism and Muslim resurgences	3	6, 9, 11
	3.3	Arab Nationalism and Kawakibi	2	6, 9
	3.4	Islamization of the political economic and religious sector	2	1, 6
	3.5	Democratic and Liberal glimpses in administration	2	1, 5, 6
	3.6	Zionist usurpation in the Arab land	3	3
<b>4</b>	<b>Arab World and International relationship between the Two World War Era</b>			
	4.1	Oil as Power of the Arab World in international realm	2	1, 4
	4.2	Western education and Technologies in the Arab land	2	1, 5, 6
	4.3	Literature dimensions of Orientalism and Occidentalism	2	7
	4.4	Arab relationship with-Non-Alignment Countries	2	11
	4.5	The Arabs and the Eastern world	2	1, 11
	4.6	Nationalism and Independence movements	4	5, 6
<b>5</b>	5.1	Teacher specific content		

<b>Teaching and Learning Approach</b>	<b>Classroom Procedure (Mode of transaction)</b>
	Classroom Procedure (Mode of transaction) Direct Instruction: Brain storming lecture, Explicit Teaching, E-learning, interactive Instruction:, Active co-operative learning, Seminar, Group Assignments Authentic learning, , Library work and Group discussion, Presentation by individual student/ Group representative

<b>Assessment Types</b>	<p><b>MODE OF ASSESSMENT</b></p> <p><b>A. Continuous Comprehensive Assessment (CCA) - Total 30 Marks</b></p> <p>Teacher Specific Content</p> <p>Field work/Small report/Quiz/Debate/presentation/test paper/book review/ film review/exhibitions/album making etc.</p> <p>Other modules</p> <ol style="list-style-type: none"> <li>1. Internal Test - MCQ based/ extended answer type.</li> <li>2. Book review - Students should review a seminal work on the related topic and submit a report.</li> <li>3. Seminar Presentation - a theme is to be discussed and identified to prepare a paper and present in the seminar.</li> </ol> <p>(Or any other tasks to suit the course)</p>																			
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<b>Total</b>			<b>70</b>																	

### References

1. Bernard Lewis - The Emergence of Modern Turkey
2. Don Peretz - The Middle East Today

### SUGGESTED READINGS

1. Amin Saikal - The Rise and Fall of the Shah
2. Anwar Moazzam - Jamaluddin Afghani
3. Aziz Ahmad - Islamic Modernism in India and Pakistan
4. Charles C. Adams - Modernism in Egypt
6. Dr. I.H.Quraishi - Muslim community in India and Pakistan
8. Dr. Mahmoodul Haque - Mohammad Abduh
9. Dr. Safia Amir - Muslim Nationhood in India
10. Iqbal Ansari - The Arab League
12. J.Esposito. - The Oxford Encyclopaedia of the Modern Islamic World

13. M Durger. - The Arab World Today  
14. M.Philip(ed) - A History of Turkey-From Empire to Republic  
16. Res,At Kasaba (Edited) - The Cambridge History Of Turkey, Volume 4,  
Turkey In The Modern World,  
19. Sir Reader Bullard(ed.) - The Middle East  
20. W. C. Smith - Islam in Modern History  
21. W.R.Polk (ed.) - Beginnings of Modernization in the Middle East  
22. William Yale. - The Near East- A Modern History

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**MGU-UGP (HONOURS)**

# Syllabus



# Mahatma Gandhi University Kottayam

<b>Programme</b>	BA (Hons) Islamic History					
<b>Course Name</b>	RESEARCH METHODS AND ACADEMIC WRITING					
<b>Type of Course</b>	SEC					
<b>Course Code</b>	MG6SECISH300					
<b>Course Level</b>	300-399					
<b>Course Summary</b>	The course " Research Methods and Academic Writing" aims to provide general idea research and research methodology in Social science. The course also focused to give a clear picture on the method of academic writings- its steps- mode of data collection- analysis and documentation. In addition, the course intends to make the students capable to write research thesis.					
<b>Semester</b>	6	Credits			3	Total Hours
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practical	Others	
<b>Pre-requisites, if any</b>						60

### COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Identifies the meaning and definition of research	U	1
2	Analyse the types of research in social Science	A	1

3	Elucidates method of the data collection.	Ap	1
4	Critically examines the features of qualitative and quantitative research methods	A	1
5	Describes the Primary sources of data in social science research	U	1
6	Understand the secondary sources of social science research	U	1
7	Build up an idea of the format of a research thesis and papers	C	1, 10
8	Appraise the documentation method in Social Science research	E	1
<i>*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)</i>			

## COURSE CONTENT

### Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1	<b>Research in Social Science</b>			
	1.1	Research- Definition- Research theories in social science-Types of research - exploratory- descriptive- experimental-correlation	4	1, 5
	1.2	Research Problem and its identification and selection- Synopsis- Research Hypothesis-deductive and inductive reasoning or approaches in social sciences-Literature Review	6	5, 6
	1.3	Activity Based Work	10	6
2	<b>Research Methods and Methodology in Social Science</b>			

	2.1	Definition of research methods and methodology- Different types of methods- Qualitative research methods- observation and immersion-interviews-open ended surveys- focus groups-content analysis of visual and textual materials-oral history and oral tradition	3	1, 2
	2.2	Quantitative research- correlational-experimental- Quasi experimental- Surveys- Sampling- Questionnaire	2	2
	2.4	Primary Sources -Historical documents- Data and research Results-Original work of Art- Video and photographs- Interview transcript- Eye witness accounts- newspapers- autobiographies	3	3, 6
	2.5	Secondary Sources- Biographies- journal articles- review of books and work of arts.	2	3, 6
	2.6	Activity Based Work	10	2, 3, 6
3	<b>Academic Writings and Documentation</b>		4.5	
	3.1	The Format of academic writing or thesis in social science- style of research writing- Modern Language Association(MLA) American psychological Association (APA) Chicago Manual Style (CMOS)-	5	4

	3.2	Documentations- footnotes- End notes- Citations - Bibliography	5	7, 8
	3.3	Activity Based Work	10	4, 7, 8
<b>4</b>	4.1	Teacher specific content		

<b>Teaching and Learning Approach</b>	<p><b>Classroom Procedure (Mode of transaction)</b></p> <p>Classroom Procedure (Mode of transaction)</p> <p>Direct Instruction: Brain storming lecture, Explicit Teaching, E-learning, interactive Instruction:, Active co-operative learning, Seminar, Group Assignments Authentic learning, , Library work and Group discussion, Presentation by individual student/ Group representative</p>
<b>Assessment Types</b>	<p><b>MODE OF ASSESSMENT</b></p> <p><b>A. Continuous Comprehensive Assessment (CCA) - Total 25 Marks</b></p> <p>Teacher Specific Content</p> <p>Field work/Small report/Quiz/Debate/presentation/test paper/book review/ film review/exhibitions/album making etc.</p> <p>Other modules</p> <ol style="list-style-type: none"> <li>1. Internal Test – MCQ based/ extended answer type.</li> <li>2. Book review – Students should review a seminal work on the related topic and submit a report.</li> <li>3. Seminar Presentation – a theme is to be discussed and identified to prepare a paper and present in the seminar.</li> </ol> <p>(Or any other tasks to suit the course)</p>
	<p><b>B. End Semester Examination (ESE) - Total 50 Marks</b></p> <p>Written Examination: 1.5 Hours</p>



Type	No. of Questions	Mark	Total Marks
Part A - Short Answer	5/8	2	10
Part B - Short Essay	5/8	5	25
Part C - Essay	1/2	15	15
Total			50

### References:

1. C.R . Kothari and Gaurav Garg, Research methodology, Methods and techniques, New age international publications
2. R. N Prasad, Research Methodology in Social Science,
3. O.R Krishnaswami and M Ranganatham, Methodology of research in Social Sciences, Himamalaya Publishing House
4. P S.undara Pandiyan, S MuthuLakshmi and. T VijayaKumar, Research Mehodology&Applications of SPSS in Social Science Rrsearch, Sultan Chand and sons.

### Suggested readings

1. Rajesh Ekka, Research Methodology and Data Analysis in Humanities & Social Science.
2. Deepak Kumar Gaujurel, Research Methodology in social science A practical guide Social Research with examples
3. D.C Sharma, Research methodology in Social Sciences
4. Arvind Kumar, Research methodology in Social Sciences
5. Thomas R Black, Understanding Social Science Research.

Syllabus

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# Mahatma Gandhi University Kottayam

<b>Programme</b>	BA (Hons) Islamic History				
<b>Course Name</b>	INTELLECTUAL ANTIQUITY IN ISLAM				
<b>Type of Course</b>	VAC				
<b>Course Code</b>	MG6VACISH300				
<b>Course Level</b>	300-399				
<b>Course Summary</b>	The Course “Intellectual antiquity of Islam” aims to provide an idea on the cultural history of Islam in general view point by giving the major contributions of Umayyad, Abbasid and Spain.				
<b>Semester</b>	6	<b>Credits</b>		3	
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practical	Total Hours
		3			
<b>Pre-requisites, if any</b>					

## Syllabus

### COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Illustrate the contribution of Muslims in various eras.	U	1
2	Analyse the Cultural contributions of Umayyads and Abbasids	A	1

3	Elucidate the transmission of Culture through Sicily	Ap	1
4	Evaluate the major medical contributions of Muslims	E	1
5	Describe the contributions of historians, Philosophers and mathematicians etc	U	1
<i>*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)</i>			

## COURSE CONTENT

### Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1	<b>Cultural History: Brief Description- Developments in various fields in Syria, Baghdad, Spain and Sicily</b>			
	1.1	Syria (Umayyads): Arabic Grammar and Abu Aswad al Du'ali	1	1, 2
	1.2	Religious Tradition: Quran-hadith-fiqh: Hasan al Basari, Ibn Shihab al Zuhri, Abdullah Ibn Masud	4	1, 2
	1.3	History Writing: Abid Ibn Sharyah, Wahb Ibn Munabbih	2	2, 5
	1.4	Poetry: Umer Ibn Abi Rabi'ah, Jamil al Udhri, Qays Ibn al Mulawwah, farazdaq, Akhthal and Jareer	5	1, 2
	1.5	Alchemy: Khalid Ibn Yezid	2	1, 2
	1.6	Education: Badiyah and al Kamil	1	1
2	<b>Baghdad (Abbasids)</b>			
	2.1	Medicine: main themes of Al Hawi and al Qanun Fi al Tibb	4	4

	2.2	Philosophy: main ideologies of Al Kindi, Al Farabi and Ibn Sina	3	5
	2.3	Astronomy: Al Battani mathematics: Al Khawarizmi	2	2, 5
	2.4	Alchemy: Jabir Ibn Hayyan	1	1, 2
	2.5	Historiography: Tariq al Tabari, Muruj of Al Masudi and Al Kamil fi al Tariq of Ibn al Athir	4	5
	2.6	Education: Elementary Education and Higher Education	1	1
<b>3</b>	<b>Spain (Cordova and Granada)</b>			
	3.1	Language and Literature Poetry: Muwashshah, Zajal	2	1
	3.2	Philosophy: main ideologies of Ben Gabriol, Ibn Bajjah and Ibn Rushd	3	5
	3.3	Historiography: Ibn al Qutiyah, Ibn al Faradhi and Ibn al Kathib	3	5
	3.4	Astronomy and Mathematics: Al Majriti, Al Zaraqali and Ibn Aflah	3	5
	3.5	Medicine (Al Zahrawi, Ibn Zuhr) and Botany: Ibn al Baythar	2	4
	3.6	Education: Primary and Higher Education -Libraries and Books	2	1
<b>4</b>	4.1	Teacher specific content		

<b>Teaching and Learning Approach</b>	<b>Classroom Procedure (Mode of transaction)</b>
	Classroom Procedure (Mode of transaction) Direct Instruction: Brain storming lecture, Explicit Teaching, E-learning, interactive Instruction:, Active co-operative learning, Seminar, Group

	Assignments Authentic learning, , Library work and Group discussion, Presentation by individual student/ Group representative																				
<b>Assessment Types</b>	<p><b>MODE OF ASSESSMENT</b></p> <p><b>A. Continuous Comprehensive Assessment (CCA) - Total 25 Marks</b></p> <p>Teacher Specific Content</p> <p>Field work/Small report/Quiz/Debate/presentation/test paper/book review/ film review/exhibitions/album making etc.</p> <p>Other modules</p> <ol style="list-style-type: none"> <li>1. Internal Test - MCQ based/ extended answer type.</li> <li>2. Book review - Students should review a seminal work on the related topic and submit a report.</li> <li>3. Seminar Presentation - a theme is to be discussed and identified to prepare a paper and present in the seminar.</li> </ol> <p>(Or any other tasks to suit the course)</p>																				
	<p><b>B. End Semester Examination (ESE) - Total 50 Marks</b></p> <p>Written Examination: 1.5 Hours</p> <table border="1"> <thead> <tr> <th>Type</th> <th>No. of Questions</th> <th>Mark</th> <th>Total Marks</th> </tr> </thead> <tbody> <tr> <td>Part A - Short Answer</td> <td>5/8</td> <td>2</td> <td>10</td> </tr> <tr> <td>Part B - Short Essay</td> <td>5/8</td> <td>5</td> <td>25</td> </tr> <tr> <td>Part C - Essay</td> <td>1/2</td> <td>15</td> <td>15</td> </tr> <tr> <td colspan="3" style="text-align: right;">Total</td> <td>50</td> </tr> </tbody> </table>	Type	No. of Questions	Mark	Total Marks	Part A - Short Answer	5/8	2	10	Part B - Short Essay	5/8	5	25	Part C - Essay	1/2	15	15	Total			50
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Part B - Short Essay	5/8	5	25																		
Part C - Essay	1/2	15	15																		
Total			50																		

## References

1. Abdul Rahman Doi- "*Muslim Civilization: History, Contributions and Influences*"
2. Abdur Rahman- "*Muslim Contributions to Science and Culture*"
3. Basheer Amed etal. "*Muslim Contributions to World Civilization*"
4. Bernard Lewis- "*The Arabs in History*", New York 1960
5. Carl Brockelman- "*History of Islamic People*"
6. Dozy,R- "*Spanish Islam*"

7. Firas Alkhate- *"Lost History: Reclaiming Muslim Civilization from the Past"*
8. Hitti P.K- *"History of the Arabs"* ,London 1953
9. Imamuddin S.M- *" A Cultural History of Spain"*
10. Karen Armstrong- *"Islam : A Short History"*
11. Maria Rosa Menocal- *"The Ornament of the World: How Muslims, Jews and Christians Created a Culture of Tolerance in Medieval Spain"*
12. Nadwi R.A- *"Tarikhi Andalus"* , part 1, Azamgarh, 1950
13. Sayed Azizurrahman- *"The Story of Islamic Spain"*
14. Stanley Lane Pole- *"The Moors in Spain"* , Lahore 1953
15. Watt W.M, *"A History of Islamic Spain"* , Edinburgh 1967

### SUGGESTED READINGS

1. History of the Arabs- Habib Hourani
2. Arab Civilization- Joseph Hell
3. The Social Structure of Islam- Levy
4. The Cambridge History of Islam- Hitti P.K
5. Islam and the World- Bernard Lewis
6. Science in Medieval Islam: An Illustrated Introduction: Howard R. Turner
7. The Venture of Islam : Marshall G. S. Hodgson
8. Intellectual culture of Islam: Shahid Asraf
9. Islam, orientalism and intellectual history: Mohammad R. Salama
10. The idea of Muslim world: A global intellectual history: Cemil Aydin

MGU-UGP (HONOURS)

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Syllabus



# Semester-VII

MGU-UGP (HONOURS)

## Syllabus





# Mahatma Gandhi University Kottayam

<b>Programme</b>	BA (Hons) Islamic History					
<b>Course Name</b>	MUSLIMS IN INDIA: SOCIETY, STRUCTURE AND FORMATIONS					
<b>Type of Course</b>	DCC					
<b>Course Code</b>	MG7DCCISH400					
<b>Course Level</b>	400-499					
<b>Course Summary</b>	The Course “Muslims in India: Society, Structure and formations” aims to provide idea on the structure and of Indian Muslim s in general by pointing out their peculiar features in social and cultural perspectives. It also emphasize on the influence of religious tendencies of other religions in Indian Islam and vice versa.					
<b>Semester</b>	7	Credits			4	Total Hours
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practical	Others	
		3		1		75
<b>Pre-requisites, if any</b>	<i>Syllabus</i>					

### COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Illustrate the diversity and pluralism in India by pointing out the different dimensions of Muslims in India.	U	1

2	Analyze the factors behind the caste division among Indian Muslim by assessing their social structure.	U	1, 6
3	Appraise the attempts of cultural synthesis existed in India in social and cultural spheres.	Ap	1, 7
4	Distinguish the instances of syncretistic tendencies emerged among Indian Muslims by pointing out their customs, ceremonies and architecture.	An	1, 7
5	Provide context for the need for peaceful coexistence by highlighting comparable initiatives in Indian medieval society.	E	1, 7
<i>*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)</i>			

## COURSE CONTENT

### Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1	<b>Diversity and Pluralism in India</b>			
	1.1	Integration and identity of Indian Muslims	2	1, 5
	1.2	Cultural Diversity	2	1, 5
	1.3	Branches of Muslims- Sunni-Shia	2	1
	1.4	Bohras- Khojas	3	1
	1.5	Religious administration- Mufti Educational attainment	2	1
	1.6	Activity based Work	7	
2	<b>Caste system among Indian Muslims</b>			
	2.1	Historical context	1	2
	2.2	Ashraf - Ajilaf	2	2

	2.3	Occupational specialization	2	2
	2.4	Syed, Shaikh,	2	2
	2.5	Shaikhzada, Khanzada	2	2
	2.6	Pathan, Mughal and Malik	2	2
		Activity based Work	8	
<b>3</b>	<b>Cultural synthesis in medieval India</b>			
	3.1	Religious Syncretism- Concept	1	3, 5
	3.2	Linguistic Syncretism- Urdu	2	3, 5
	3.3	Syncretism in Mysticism, Music	4	3, 5
	3.4	Cultural symbiosis- role of Sufis	3	3, 5
	3.5	Literary efforts- Al Biruni- Amir Khusrau	2	3, 5
	3.6	Akbar- Dara Dhikoh	2	3, 5
		Activity based Work	8	
<b>4</b>	<b>Syncretism in Customs, ceremonies and architecture</b>			
	4.1	Customs- clothing, cuisine, wedding	3	4, 5
	4.2	Festivals- Urs, shared practices, shrines and temples, pilgrimage sites	3	4, 5
	4.3	Architecture- Indo-Saracenic fusion	3	4, 5
	4.4	Activity based Work	7	
<b>5</b>	5.1	Teacher specific content		

<b>Teaching and Learning Approach</b>	<p><b>Classroom Procedure (Mode of transaction)</b></p> <p>Classroom Procedure (Mode of transaction)</p> <p>Direct Instruction: Brain storming lecture, Explicit Teaching, E-learning, interactive Instruction:, Active co-operative learning, Seminar, Group Assignments Authentic learning, , Library work and Group discussion, Presentation by individual student/ Group representative</p>																				
<b>Assessment Types</b>	<p><b>MODE OF ASSESSMENT</b></p> <p><b>A. Continuous Comprehensive Assessment (CCA) - Total 30 Marks</b></p> <p>Teacher Specific Content</p> <p>Field work/Small report/Quiz/Debate/presentation/test paper/book review/ film review/exhibitions/album making etc.</p> <p>Other modules</p> <ol style="list-style-type: none"> <li>1. Internal Test – MCQ based/ extended answer type.</li> <li>2. Book review – Students should review a seminal work on the related topic and submit a report.</li> <li>3. Seminar Presentation – a theme is to be discussed and identified to prepare a paper and present in the seminar.</li> </ol> <p>(Or any other tasks to suit the course)</p>																				
	<p><b>B. End Semester Examination (ESE) - Total 70 Marks</b></p> <p>Written Examination: 2 Hours</p> <table border="1" data-bbox="432 1431 1430 1671"> <thead> <tr> <th>Type</th> <th>No. of Questions</th> <th>Mark</th> <th>Total Marks</th> </tr> </thead> <tbody> <tr> <td>Part A - Short Answer</td> <td>8/12</td> <td>2</td> <td>16</td> </tr> <tr> <td>Part B – Short Essay</td> <td>6/10</td> <td>5</td> <td>30</td> </tr> <tr> <td>Part C – Essay</td> <td>2/4</td> <td>12</td> <td>24</td> </tr> <tr> <td colspan="3" style="text-align: right;">Total</td> <td>70</td> </tr> </tbody> </table>	Type	No. of Questions	Mark	Total Marks	Part A - Short Answer	8/12	2	16	Part B – Short Essay	6/10	5	30	Part C – Essay	2/4	12	24	Total			70
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### References

1. Yoginder Sikand, *Islam, Caste and Muslim Relations in India*. Global Media Publications, 2004.
2. "[Syncretism](#)". *Encyclopaedia Britannica*. Vol. 26 (11th ed.). 1911
3. Azra Khanam. [Muslim Backward Classes: A Sociological Perspective](#). SAGE, 2013.

4. Robert W. Stern [Changing India: Bourgeois Revolution on the Subcontinent](#). Cambridge University Press, 2003.
5. Anand Singh, "Elements of Hinduism in India's 'Lived Islam': A Religio-Cultural Paradigm," *Islam and Muslim Societies*, Vol.1, No.1, 2005.
6. J. J. Roy Burman, "Hindu Muslim Syncretism in India," *Economic & Political Weekly*, Vol.31, No.20, May 18, 1996.
7. Momin, "Cultural Pluralism, National identity and Development: The Indian Case," in Baidyanath Saraswati (ed.), *Interface of Cultural Identity Development*, : IGNC, New Delhi, 1996.
8. N. K. Das (ed.), *Culture, Religion and Philosophy: Critical Studies in Syncretism and Inter-Faith Harmony*, Rawat Publications, Jaipur: 2003.
9. Rasheeduddin Khan (ed.), *Composite Culture of India and National Integration*, Indian Institute of Advanced Studies, Shimla, 1987.
10. M. Mujeeb, *Islamic Influence on Indian Society*, Meenakshi Prakashan Meerut, 1972.
11. Murray T. Titus, *Indian Islam: A Religious History of Islam in India*, Oriental Books, New Delhi: 1979.
12. Dr. Edward C. Sachau, *Al-Beruni's India*, Vol.I, S. Chand & Co., New Delhi, 1964.
13. Imtiaz Ahmed (May 13, 1967). "Ashraf and Ajlaf Categories in Indo-Muslim Society". *Economic and Political Weekly*. 2 (19): 887–891. [JSTOR 4357934](#)

#### SUGGESTED READINGS

1. The Indian Muslims :M. Mujeeb
2. Muslims in India : Abul Hasan Ali Hasani Nadwi
3. The History of India, as Told by Its Own Historians :Sir H. M. Elliot and John Dowson
4. The Making of Medieval India : Satish Chandra
5. Caste and Social Stratification Among Muslims in India : Imtiaz Ahmad
6. Glimpses of medieval Indian Culture : Yusuf Hussain Khan
7. Sufi cults and the evolution of medieval Indian Culture : Anup Taneja
8. Culture, religion and philosophy : Nava Kishore Das
9. Studies in Islamic Culture in the Indian Environment : Aziz Ahmad (Ed.)
10. Composite Culture of India and National Integration : Rasheeduddin Khan
11. Islamic Influence on Indian Society : M. Mujeeb
12. *Indian Islam: A Religious History of Islam in India* : Murray T. Titus
13. Influence of Islam on Indian Culture : Tara Chand
14. Hindu-Muslim Cultural Relations : Fathullah Mujtabai
15. A Cultural History of India : L. Basham

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# Mahatma Gandhi University Kottayam

<b>Programme</b>	BA (Hons) Islamic History					
<b>Course Name</b>	CONTEMPORARY WEST ASIA IN THE GLOBAL SCENARIO					
<b>Type of Course</b>	DCC					
<b>Course Code</b>	MG7DCCISH401					
<b>Course Level</b>	400-499					
<b>Course Summary</b>	This course, "Contemporary West Asia in the Global Scenario," provides a comprehensive exploration of the political, economic, and social dynamics that have shaped West Asia (the Middle East) since the end of World War II. The syllabus is organized into four modules, each focusing on key aspects such as political developments, economic challenges, regional conflicts, and recent geopolitical shifts in the region.					
<b>Semester</b>	7	Credits		4	Total Hours	
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practical		Others
		4				60
<b>Pre-requisites, if any</b>						

### COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Develop a comprehensive understanding of West Asia's post-World War II dynamics, including the	U	1



	end of colonialism, Arab nationalism, and the rise of political Islam.		
2	Acquire critical analytical skills to assess major regional conflicts, understanding international perspectives and peace efforts.	An	1, 2
3	Analyze economic dynamics in West Asia, focusing on oil economies, economic diversification, and the impact of globalization on Muslim-majority countries.	An	1
4	Assess recent geopolitical developments, including post-Saddam Iraq, sectarian divisions, responses from the U.S. and the international community, the Arab Spring, and nuclear movements.	E	1
5	Develop an interdisciplinary perspective by integrating political, economic, and social factors, and communicate analyses effectively, both orally and in writing.	S, E	1
<i>*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)</i>			

## COURSE CONTENT

### Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1	<b>Contemporary Muslim World: Post-World War II developments</b>			
	1.1	End of Colonialism	3	1
	1.2	Arab Nationalism and independent republics	3	1
	1.3	Cold War rivalry between the United States and the Soviet Union	2	1
	1.4	Political Movements and Activism- Rise of political Islam.	3	1
	1.5	West Asia as a fulcrum of world politics	4	1



2	<b>Economic Development and Challenges</b>			
	2.1	Economic Development and Challenges - Oil economies.	4	3
	2.2	Global importance of the region	4	1
	2.3	Economic diversification efforts.	2	1
	2.4	Globalization and Trade - Impact of globalization on Muslim-majority countries.	3	3, 5
	2.5	Trade partnerships and economic alliances.	2	3
3	<b>Regional Conflicts</b>			
	3.1	Israeli-Palestinian Conflict – International perspectives and peace efforts.	3	2, 5
	3.2	Syrian Civil War and Refugee Crisis - Causes and consequences.	3	2
	3.3	Iranian Revolution and its consequences.	2	1
	3.4	Gulf War (1990-1991)	3	2
	3.5	Iran-Iraq war.	2	2
	3.6	New Middle East Cold war	2	1
4	<b>Recent developments</b>			
	4.1	Post-Saddam Political Landscape of Iraq	3	1
	4.2	Sectarian divisions and power struggles.	3	3
	4.3	U.S. and international responses.	2	4
	4.4	Arab Spring and its consequences	4	4

	4.5	Nuclear movements in West Asia	3	1, 5
5	5.1	Teacher specific content		

<b>Teaching and Learning Approach</b>	<p><b>Classroom Procedure (Mode of transaction)</b></p> <p>Classroom Procedure (Mode of transaction)</p> <p>Direct Instruction: Brain storming lecture, Explicit Teaching, E-learning, interactive Instruction:, Active co-operative learning, Seminar, Group Assignments Authentic learning, , Library work and Group discussion, Presentation by individual student/ Group representative</p>																				
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## References

1. Paul Amar, Vijay Prashad, *Dispatches from the Arab Spring: Understanding the New Middle East*. Journal of Middle East Studies, 2020.
2. Fatima Ahmed, *Oil Economies and Economic Diversification in the Gulf: Challenges and Opportunities*, Gulf Economic Review, 2018.
3. Aisha Rahman, *The Syrian Civil War: Causes, Consequences, and International Responses*, International Affairs Quarterly, 2019.
4. Mohammad Ali, *Iran's Role in the New Middle East Cold War: A Strategic Analysis*, Middle East Policy Review, 2021.
5. Leila Abbas, *The Israeli-Palestinian Conflict: Contemporary Perspectives and Future Prospects*, Journal of International Relations, 2017.
6. Karim Hassan, *Globalization and Trade in Muslim-Majority Countries: A West Asian Perspective*, International Journal of Global Economics, 2022.
7. Ahmed Khalid, *Post-Saddam Iraq: Political Landscape and Sectarian Dynamics*, Iraq Studies Journal, 2016.
8. Sara Ahmad, *Nuclear Movements in West Asia: Challenges to Regional Security*, Arms Control Today, 2019.
9. Layla Abbas, *Arab Spring Revisited: Assessing the Impact on Regional Politics*, Middle East Quarterly, 2020.
10. Omar Farouk, *West Asia's Geopolitical Significance: A Global Perspective*, Global Affairs Review, 2018.

## Suggested Readings

1. A History of the Arab Peoples: Albert Hourani
2. The Modern Middle East: A History: James L. Gelvin
3. The Arab Uprisings: What Everyone Needs to Know: James L. Gelvin
4. The Crisis of Islam: Holy War and Unholy Terror: Bernard Lewis
5. From Babel to Dragomans: Interpreting the Middle East: Bernard Lewis
6. The Political Economy of the Middle East: Alan Richards and John Waterbury
7. The Oil Kings: How the U.S., Iran, and Saudi Arabia Changed the Balance of Power in the Middle East: Andrew Scott Cooper
8. Globalization and Its Discontents Revisited: Anti-Globalization in the Era of Trump" Joseph E. Stiglitz

9. The Lexus and the Olive Tree: Understanding Globalization: Thomas L. Friedman
10. Dining with Al-Qaeda: Three Decades Exploring the Many Worlds of the Middle East: Hugh Pope
11. The Israel-Arab Reader: A Documentary History of the Middle East Conflict:Walter Laqueur and Barry Rubin
12. Burning Country: Syrians in Revolution and War: Robin Yassin-Kassab and Leila Al-Shami
13. Iran: A Modern History: Abbas Amanat
14. The Gulf: The Making of an American Sea: Jack E. Davis
15. A History of the Modern Middle East: William L. Cleveland and Martin Bunton
16. The Occupation of Iraq: Winning the War, Losing the Peace: Ali A. Allawi
17. ISIS: Inside the Army of Terror: Michael Weiss and Hassan Hassan
18. The Arab Uprisings: The Unfinished Revolutions of the New Middle East: Marc Lynch
19. Black Wave: Saudi Arabia, Iran, and the Forty-Year Rivalry That Unraveled Culture, Religion, and Collective Memory in the Middle East: Kim Ghattas
20. The Iran Wars: Spy Games, Bank Battles, and the Secret Deals That Reshaped the Middle East: Jay Solomon

## Syllabus

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# Mahatma Gandhi University Kottayam

<b>Programme</b>	BA (Hons) Islamic History				
<b>Course Name</b>	ISLAMIC PHILOSOPHY AND JURISPRUDENCE				
<b>Type of Course</b>	DCC				
<b>Course Code</b>	MG7DCCISH402				
<b>Course Level</b>	400-499				
<b>Course Summary</b>	The Course "Islamic Philosophy and Jurisprudence" discusses origin, development and influences of philosophy and Jurisprudence in Muslim World. It gives detailed accounts of impact of Philosophy and Jurisprudence in Muslim Society.				
<b>Semester</b>	7	Credits		4	
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practical	Total Hours
		4			
<b>Pre-requisites, if any</b>	<i>Syllabus</i>				

### COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Appraise the efforts of Muslim Rulers and Scholars in the emergence of Muslim Philosophy.	Ap	1
2	Analyze the factors of philosophical discourses among Muslim Scholars	An	1

3	Evaluate influences of Muslim philosophers in golden age of Islam and their impact in the West.	E	1
4	Understand foundation of Islamic Jurisprudence	U	1
5	Provide context for the development of Islamic Jurisprudence in medieval period	E	1
6	Explain Literary Contributions of Four Schools of Jurisprudence	U	1
<i>*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)</i>			

## COURSE CONTENT

### Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1	<b>Emergency of Philosophy in Muslim World</b>			
	1.1	Historical Background: Impact of Greek, Persian and Indian Philosophy	5	1, 2
	1.2	Support of Abbasid Rulers.	3	1
	1.3	Translation Centers in golden ages	2	1, 3
	1.4	Major Translations, Interpretations and Works in Philosophy	5	1
2	<b>Major Muslim Philosophers &amp; Discourses in Philosophy &amp; Religion</b>			
	2.1	Ibn Sina or Avicenna (980-1037) - Shahab ad-Din al-Suhrawardi (1154-1191). Sadr ad-Din Muhammad Shirazi or Mulla Sadra 1572-1640.	4	3



	2.2	Discourses in the Works of Abu Hamid Al-Ghazzali (1058-1111) & Ibn Rushd (1126-1198)	4	2
	2.3	Influences of Muslim philosophers in golden age of Islam	4	3
	2.4	Impact of Muslim Philosophers in the West.	3	3
<b>3</b>	<b>Foundation of Islamic Jurisprudence</b>			
	3.1	Definition of Fiqh & Sharia	2	4
	3.2	Technical Terms: Faqih, Ijtihad, Mujtahid, Madh'hab	2	4
	3.3	Major Sources of Fiqh: Qur'an, Sunnah, Ijmaa, Qiyas	4	4, 5
	3.4	Importance of Fiqh in Muslim Life	3	3, 5
	3.5	Flexibility, Diversity and Applicability of Fiqh	4	5
<b>4</b>	<b>Development of Islamic Fiqh</b>			
	4.1	Imam Abu Hanifa Al-Noman (699-767 AD), His disciples and major works in Hanafi School of Jurisprudence	5	5, 6
	4.2	Imam Malek Ibn Anas (715-796 AD)- Major Works	3	5, 6
	4.3	Imam Mohamed Bin Idris Al-Shafi (766-820 AD). Major scholars and Works	5	5, 6
	4.4	Imam Ahmed Ibn Hanbal (699-767)	2	5, 6
<b>5</b>	5.1	Teacher specific content		



<b>Teaching and Learning Approach</b>	<p><b>Classroom Procedure (Mode of transaction)</b></p> <p>Classroom Procedure (Mode of transaction)</p> <p>Direct Instruction: Brain storming lecture, Explicit Teaching, E-learning, interactive Instruction:, Active co-operative learning, Seminar, Group Assignments Authentic learning, , Library work and Group discussion, Presentation by individual student/ Group representative</p>																				
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2. Islamic Jurisprudence According To The Four Sunni Schools Volume 1, Maktaba Islamia, 2017
3. The Schools of Islamic Jurisprudence: A Comparative Study,

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1. Arab Thought in Liberal Age                      Albert Hourani
2. The Spirit of Islam                                      Amir Ali
3. Studies on the civilization of Islam                H.A.R.Gibb
4. History of Muslim Philosophy                      M M Sharif
5. Modren Trends in Islam                              H A R Gibb
6. Encyclopaedia of Islam                                Latest Edition-Leiden
7. The Arab Heritage                                      Nabin Faris
8. The Literary History of the Arabs                R A Nichlolson
9. The History of the Arabs                              P.K.Hitti
10. Cambridge History of Islam                        P M Holt and others
11. History of philosophy in Islam                    T J de Boer
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14. Teaching of Hadrat Shah waliyullah            Edited and translated by GN Jalbani

**MGU-UGP (HONOURS)**

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**Syllabus**



# Mahatma Gandhi University Kottayam

<b>Programme</b>	BA (Hons) Islamic History					
<b>Course Name</b>	HUMAN RIGHTS & ITS ISLAMIC PERSPECTIVE					
<b>Type of Course</b>	DCE					
<b>Course Code</b>	MG7DCEISH400					
<b>Course Level</b>	400-499					
<b>Course Summary</b>	<p>Those with an interest in Islamic law and governance on the one hand as well as human rights laws on the other will find this module ideal as it critically assesses the compatibility of Islamic teaching and law with internationally accepted standards of human rights. This course will provide a theoretical and conceptual discourse to build a comparative study of human rights in Islamic Law and the secular communities, in particular the West. It also examines the practice of human rights in Muslim Counties based on new definitions of good governance and human security with regard to barriers, interpretations and other influential elements.</p>					
<b>Semester</b>	7	Credits			4	Total Hours
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practical	Others	
		4				60
<b>Pre-requisites, if any</b>						

## COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Illustrate the different dimensions of human rights in Islam as well as the west.	U	1
2	Analyzes the application of human in a secular and democratic society.	A	1, 6
3	Elucidate the importance of Islamic human rights in the light of western human rights.	Ap	1
4	Build a perspective on the welfare of the entire humanity as a whole.	C	1, 7
5	Appraise the good initiatives and promote the humanistic values as a universal order.	E	1, 7
<i>*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)</i>			

## COURSE CONTENT

### Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1	<b>Introduction to Human Rights</b>			
	1.1	Meaning, concept, and evolution of human rights	2	1, 3
	1.2	History-Magna Carta, Petition of Rights, Bill of Rights	2	1, 4
	1.3	Universal Declaration of Human Rights, Cairo Declaration of Human Rights	2	1, 4
	1.4	Western and Islamic approach of Human Rights	2	1, 2
	1.5	An overview of Human Rights Commissions: International, National, and State	2	1, 5
2	<b>Human Rights and Society</b>			

	2.1	Value dimensions of Human Rights	2	2, 1
	2.2	UN Secretariat-the Economic and Social Council-the Security Council and Human Rights	3	2, 4
	2.3	Human Rights in Indian Constitution, Fundamental Rights, Directive Principles of State Policy and Human Rights	5	2, 3
	2.4	Human Rights of women, children, minorities, and prisoners	3	2, 3
	2.5	Science & Technology with Human Rights	2	2, 4
	2.6	Human Rights and ethics.	1	2, 5
<b>3</b>	<b>Human Rights in Islamic texts</b>			
	3.1	Bases of Islamic Law: The Quran, Hadith, Ijma, Qiyas, and Ijthihad	3	3, 2
	3.2	The Quran: fountain head of humanistic values, special attention of destitute, handicapped, downtrodden, orphan, women, children, prisoner, and environment	3	3, 4
	3.3	Zakat: a form of social security and eradication of poverty	3	3, 2
	3.4	Early Human Rights declarations in Islam: farewell ceremony and address of Prophet Muhammad,	2	3, 1
	3.5	Inaugural address of Abu Bakr the first Caliph of Islam	2	3, 4
	3.6	Concept of equality, Universalism and Humanism in Islam	2	3, 5
<b>4</b>	<b>Fundamental Human Rights in Islam</b>			

	4.1	Right to life and property, right to private life, individual freedom, equality, protection of honour	5	4, 3
	4.2	Right to basic necessities of life, prohibition of torture, security and justice	3	4, 2
	4.3	Socio-political rights in Islam: Right to protest against tyranny and abuse of power	2	4, 3
	4.4	freedom of expression and association, participation, protection of religious sentiments	3	4, 5
	4.5	Right to asylum, right to fair trial, right to social security, right of education	3	4, 5
	4.6	Rights of minorities, human rights at the times of war and peace	2	4, 4
	4.7	Equality before law	2	4, 5
5	5.1	Teacher specific content		

<p><b>Teaching and Learning Approach</b></p>	<p><b>Classroom Procedure (Mode of transaction)</b></p> <p>Classroom Procedure (Mode of transaction)</p> <p>Direct Instruction: Brain storming lecture, Explicit Teaching, E-learning, interactive Instruction:, Active co-operative learning, Seminar, Group Assignments Authentic learning, , Library work and Group discussion, Presentation by individual student/ Group representative</p>
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	<p>2. Book review – Students should review a seminal work on the related topic and submit a report.</p> <p>3. Seminar Presentation – a theme is to be discussed and identified to prepare a paper and present in the seminar.</p> <p>(Or any other tasks to suit the course)</p>																				
	<p><b>B. End Semester Examination (ESE) - Total 70 Marks</b></p> <p>Written Examination: 2 Hours</p> <table border="1"> <thead> <tr> <th>Type</th> <th>No. of Questions</th> <th>Mark</th> <th>Total Marks</th> </tr> </thead> <tbody> <tr> <td>Part A - Short Answer</td> <td>8/12</td> <td>2</td> <td>16</td> </tr> <tr> <td>Part B – Short Essay</td> <td>6/10</td> <td>5</td> <td>30</td> </tr> <tr> <td>Part C – Essay</td> <td>2/4</td> <td>12</td> <td>24</td> </tr> <tr> <td></td> <td></td> <td>Total</td> <td>70</td> </tr> </tbody> </table>	Type	No. of Questions	Mark	Total Marks	Part A - Short Answer	8/12	2	16	Part B – Short Essay	6/10	5	30	Part C – Essay	2/4	12	24			Total	70
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10. Sachedina, A.A (2009) Islam and the Challenge of Human Rights. Oxford Univ. Press.
11. Sait, Siraj & Lim Hilary (2006) Land, Law and Islam: Property and Human Rights in the Muslim World. Zed Books Ltd.

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2. Human Rights Tradition and Politics, Mayer, Ann Elizabeth.
3. Human Rights in Islam, Shaukat Ali, & Parveen.
4. The Human Rights Debate in the Middle East, Dwyer & Kevin.
5. A brief illustrated guide to Understand Islam, Ibrahim, I. A.
6. Islam, Liberation and Human Rights. Dalacoura, Katerina.
7. Classical Translations of Quran, Marmaduke Picktal, Abdul Kalam Azad & Abul Ala Maududi.
8. Islam and Environmental Conservation, Abdul Salam M.
9. Universal Human Rights in Theory and Practice, Jack Donnelly.
10. Human Rights in India Historical, Social, and Political Perspectives, Chiranjivi J Nirmal.
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**MGU-UGP (HONOURS)**

# Syllabus



# Mahatma Gandhi University Kottayam

<b>Programme</b>	BA (Hons) Islamic History				
<b>Course Name</b>	MUSLIM DYNASTIES OF SOUTH INDIA: POLITY, ECONOMY AND SOCIETY				
<b>Type of Course</b>	DCE				
<b>Course Code</b>	MG7DCEISH401				
<b>Course Level</b>	400-499				
<b>Course Summary</b>	This course explores the history and relevance of Muslim dynasties in South India, tracing their origins, rise to power, and impact on the region. The course delves into key dynasties such as the Bahmani Sultanate, Adil Shahi, Qutb Shahi, Nizam shahi, Imad Shahi, Barid Shahi later Nizam of Hyderabad and Mysore sultanate. Examining their political, cultural, and economic contributions.				
<b>Semester</b>	7	Credits		4	
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practical	Total Hours
		4			
<b>Pre-requisites, if any</b>					

### COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Illustrate The historical factors contributed to the emergence of the Bahmani Kingdom, and what	U	1

	role did it play in the political landscape of medieval south India.		
2	Analyse the multifaceted factors contributing to the decline of the Deccan Sultanates, including internal challenges, external pressures, and socio-economic dynamics, and how did these elements interplay to shape the ultimate downfall of the sultanate.	An	1
3	Elucidate the Bahmani Kingdom's conquests, diplomatic consultations, and relationships with the Vijayanagar Dynasty, how it shape the dynamics of power and cultural exchange in medieval south India, and later how the internal strife, external pressures, and economic challenges contribute to its decline.	Ap	1
4	Critically examine how Tipu Sultan's resistance against colonial exploitation contribute to his portrayal as a national hero, and in what ways did his actions and policies resonate with anti-colonial sentiments, both during his time and in later perceptions of Indian history.	An	1
5	Describe the key characteristics of the economic and political landscape under the Nizam's administration in Hyderabad.	U	1
6	Explain What were the primary economic activities that sustained the Deccan Sultanate, and how did the region's economic landscape evolve over time, influencing its trade patterns, agricultural practices, and overall economic prosperity.	U	1
7	Build a perspective On the interplay the of cultural dynamics and religious diversity, including the patronage of Sufism, contribute to the rich tapestry of social and cultural life within the Deccan Sultanate, and highlight specific instances where religious influences fostered a unique and vibrant cultural synthesis in the region.	C	1
8	Appraise how the process of consolidating power unfolded within the Deccan Sultanates, considering factors such as political strategies, military conquests, and diplomatic manoeuvres, and what were the long-term implications of this	E	1

	consolidation on the region's socio-political landscape.		
<i>*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)</i>			

## COURSE CONTENT

### Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1	<b>The Bahmani Kingdom</b>			
	1.1	Delhi sultanate and the Emergence	1	1
	1.2	Conquest and Consolidation - Relations with Vijayanagara	3	3
	1.3	Internal Factions - Afaqis and Dakhnis	3	3
	1.4	Nature of the State - Central and provincial administration	3	3
	1.5	Society, Economy, and Culture,	3	3
	1.6	Disintegration	2	3
2	<b>Deccan Sultanate</b>			
	2.1	Emergence and the Nature of Deccan sultanate	3	8
	2.2	Nizam Shahi of Ahamed Nagar	4	8
	2.3	Adil Shahi of Bijapur	4	8
	2.4	Qutb Shahi of Golconda	3	8
	2.5	Imad Shahi of Berar & Barid Shahi of Bidar	3	8

	2.6	Decline Mughal Consolidation	3	2
<b>3</b>	<b>Deccan Sultanate: Society Economy and Culture</b>			
	3.1	Indigenous and Foreign accounts	2	7
	3.2	Trade and Commerce	3	6
	3.3	Religion and Sufism	3	7
	3.4	Emergence of regional Language	2	7
	3.5	Art and Architecture	3	7
	3.6	Legacy	2	6 7
<b>4</b>	<b>Hyderabad and Mysore</b>			
	4.1	Late Mughals and emergence of Nizam	1	5
	4.2	Nature of the state	2	5
	4.3	Integration to Indian Union	1	5
	4.4	Hyder Ali and Mysore Sultanate	2	4
	4.5	Tipu Sultan - Malabar invasions	2	4
	4.6	Anglo Mysore Wars	2	4
<b>5</b>	5.1	Teacher specific content		

<b>Teaching and Learning Approach</b>	<b>Classroom Procedure (Mode of transaction)</b>  Classroom Procedure (Mode of transaction)  Direct Instruction: Brain storming lecture, Explicit Teaching, E-learning, interactive Instruction:, Active co-operative learning, Seminar, Group Assignments Authentic learning, , Library work and Group discussion, Presentation by individual student/ Group representative																				
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4. Syed Ubaidur Rahman, *Forgotten Muslim empires of South India*.
5. Anirudh Kani Setti, *Lords of the Deccan; Southern India from the Chalukyas to the Cholas*.

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14. Helen Philon, Gulbarga, Bidar, Bijapur.
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## Syllabus



# Mahatma Gandhi University Kottayam

<b>Programme</b>	BA (Hons) Islamic History					
<b>Course Name</b>	ISLAMIC BANKING AND FINANCE -AN ALTERNATIVE MECHANISM					
<b>Type of Course</b>	DCE					
<b>Course Code</b>	MG7DCEISH402					
<b>Course Level</b>	400-499					
<b>Course Summary</b>	Islamic finance and banking are contemporary relevant topics of discussion both by the West and the East after the two economic world crisis like 1997 78 and sub-prime crisis of 2007 as an alternative mechanisms for Interest free mechanism and Profit and Loss sharing notion are the core principles of Islamic banking.					
<b>Semester</b>	7	Credits			4	Total Hours
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practical	Others	
		4				60
<b>Pre-requisites, if any</b>	<i>Syllabus</i>					

### COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1.	Understand the Key concepts of Islamic Finance and Banking by analysing different concepts and methods on it	An	1

2.	Comprehend Islamic lending models and techniques of Islamic Bank	E	1
3.	Analyse the challenges and limitations of Islamic Banking Models in World View	A	1
4.	Evaluate the possibilities and limitations Islamic Banking in Indian context and assess its future prospects	Ap	1
5.	Generalize the alternative mechanisms of Islamic financial system for maintaining sustainable society	C	1
6.	Justifies the Islamic Banking techniques as best alternative for contemporary economic problems and issues	C	1, 6
<i>*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)</i>			

## COURSE CONTENT

### Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1	<b>Key concepts of Islamic Finance and Banking</b>			
	1.1	Scope and contemporary Islamic finance in Globalization era	2	1, 5
	1.2	Origin and evolution of Islamic Banking in the Arab World	2	1, 5
	1.3	Risk Sharing and PLS notion of Islamic Banking	2	1, 5
	1.4	Concept of Halal and Haram instruments	2	1, 5
	1.5	Comparison of Islamic Bank with Conventional Banks	3	1, 5

	1.6	Investment and fund generating mode of Islamic Banking	2	1, 5
	1.7	LIBOR and Islamic financial transactions	1	1, 5
<b>2</b>	<b>Islamic lending models and techniques of Islamic Bank</b>			
	2.1	Musharakha Principles and Contemporary Implications	2	2, 5
	2.2	Mubaraba Applications	2	2, 5
	2.3	Murabaha Contract with Islamic Bank	2	2, 5
	2.4	Ijarah Implementations	2	2, 5
	2.5	Istisnah as method of Islamic Bank	1	2, 5
	2.6	Salam as mode of Islamic financial product	2	2, 5
	2.7	Tawarruq and its conditions	1	2, 5
	2.8	Comparison of Islamic Bank with Conventional Banks	2	2, 5
	2.9	Islamic Sukuk and its practical implications	1	2, 5
	2.10	Takaful-Insurance system of Islamic finance	1	2, 5
<b>3</b>	<b>Islamic Banking Models in World View- Challenges and Limitations</b>			
	3.1	Islamic banking Models in the World-IDB, DIB, BIMB, Al Barakha-Faizal Islamic Bank-LARIBA in USA-	4	3, 5, 6
	3.2	Supporting Institutions of Islamic Bank	2	3, 5, 6

	3.3	Bank Accounting and Auditing Organization for Islamic Financial Institutions (AAOIFI), Islamic Financial Service Board, Sharia Advisory Board,	4	3, 5, 6
	3.4	Challenges and Liabilities of Islamic Banking	3	3, 5, 6
4	<b>Islamic Banking in Indian Context Possibilities and Limitations</b>			
	4.1	Raguram Rajan Committee Report of 2013-Hundred Small Steps	3	4, 5, 6
	4.2	Islamic Window operations and Islamic Micro financing possibilities in India	2	4, 5, 6
	4.3	Interest-Islamic Banking Verse with RBI Act, 1934 and Banking regulation Act, 1949	2	4, 5, 6
	4.4	Islamic Banking -Challenges and Problems in India	3	4, 5, 6
	4.5	Co-operative Societies Act 1961 and Islamic Financial Star-Ups in Kerala	2	4, 5, 6
	4.6	AICL in 2002, Collaboration of KSIDC with Al Barakha international financial group and Halal Option in KSFE Pravasi Chitti	2	4, 5, 6
	4.7	Challenges of Islamic window Operations in Kerala Context	3	4, 5, 6
5	5.1	Teacher specific content		

<b>Teaching and Learning Approach</b>	<b>Classroom Procedure (Mode of transaction)</b>
	Classroom Procedure (Mode of transaction) Direct Instruction: Brain storming lecture, Explicit Teaching, E-learning, interactive Instruction:, Active co-operative learning, Seminar, Group Assignments Authentic learning, , Library work and Group discussion, Presentation by individual student/ Group representative



<b>Assessment Types</b>	<b>MODE OF ASSESSMENT</b>																				
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2. Kettell Brian, Introduction to Islamic Banking and finance, WILEY Publications Uk.
3. Ahmad, Khurshid (1979) Economic Development in the Islamic Framework,
4. Leicester.
5. Chapra, M. Umar (1979) Objectives of Islamic Economic Order, Leicester.
6. Islamic Development Bank (n. d.) Islamic Banking: State of the Art, I. D. B.,Jeddah.
7. Islamic Development Bank (n. d.) Lessons in Islamic Economics, I. D. B., Jeddah.
8. Islamic Development Bank (n. d.) Principles of Islamic Financing, I. D. B., Jeddah.
9. Mannan, M. A. (n. d.) Financing Development in, I. D. B., Jeddah.
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11. Muslehuddin, Mohammad (1982) Economics and Islam, Islamic Book Trust, Delhi.



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14. trans. Fazulul- Karim, Vol. I, Book Lovers Bureau, Lahorediqi, Muhamamad
15. Nejatullah (n. d.) Banking Without Interest.

### SUGGESTED READINGS

1. Riba, Modern and Islamic Banking-A critic - Nafis Ahmad Siddiqui & Dr. Mohd. Zahir
2. An Introduction to Islamic Finance - Mufti Muhammad Taqi Usmani
3. Interest Free Commercial Banking - ALM Abdul Gafoor
4. Participatory Financing through Investment Banks and Commercial Banks- ALM Abdul Gafoor
5. Islamic Economic Institutions and the Elimination of Poverty -Munawar Iqbal
6. Islam and the Theory of Interest - Anwar Iqbal Qureshi
7. Banking and Islamic Law - Dr M Muslehuddin
8. Islamic Economics - Dr. Salahuddin Asmi
9. Islamic Finance in the Global Economy - Ibrahim Warde
10. Islamic Banking - Muhammad Palathu
11. Insurance and Islamic Law- Dr. M Muslehuddin
12. The U A E Financial Services Directory 2011
13. Banking without Interest / Dr. Najjathullah Siddiqui
14. Islamic Finance Progress and Constraints / Dr. Yaqoob
15. Distribution of Wealth in Islam / Mufti Muhammad Shafi
16. Economic Justice in Islam / S M Yusuf
17. Instruments of Regulation and control of Islamic banks by the central Banks / Ausaf Ahmad
18. Islamic Banking / KTM Kutty

MGU-UGP (HONOURS)

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# Syllabus



# Semester-VIII

MGU-UGP (HONOURS)

## Syllabus



# Mahatma Gandhi University Kottayam

<b>Programme</b>	BA (Hons) Islamic History					
<b>Course Name</b>	COMPARATIVE RELIGIONS AND INTERFAITH DIALOGUE					
<b>Type of Course</b>	DCC					
<b>Course Code</b>	MG8DCCISH400					
<b>Course Level</b>	400-499					
<b>Course Summary</b>	The Course “Comparative Religions and Interfaith Dialogue” aims to provide a comprehensive understanding of various religions in their diverse rituals, cultures and their engagement with contemporary issues. It encourages students for critical thinking, cross - cultural understanding and fosters an appreciation for religious diversity, pluralism and national integrity.					
<b>Semester</b>	8	Credits			4	Total Hours
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practical	Others	
		3		1		75
<b>Pre-requisites, if any</b>	<i>Syllabus</i>					

### COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Understand the spiritualities of various religions, comparing their core beliefs, practices and historical development.	U	1

2	Understand the principles of inter-religious harmony and solidarity for world peace, through create a commitment to openness in dialogue with and learning from different traditions.	U	1
3	Identify the cultural contexts and its diversity in different religions and encouragement of tolerance and pluralism.	Ap	1, 7
4	Bridge the gap between various religious communities and stem the growing mistrust between religious communities through sound knowledge of each other's rituals and traditions.	An	1, 7
5	Evaluate the historical interactions between each religions and exploring instances of conflicts, cooperation and mutual influence, and assessing their impact on contemporary global dynamics.	E	1, 7
<i>*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)</i>			

## COURSE CONTENT

### Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1	<b>Religion and dialogues: study of major world religions</b>			
	1.1	Religion, meaning and definition	1	1, 5
	1.2	Introduction to major world religions: Semitic religions	3	1, 5
	1.3	Aryan: Hinduism, Buddhism and Sikhism	3	1
	1.4	Religious classifications : Polytheism, Monotheism, Atheism and Animism	2	1
	1.5	The goal of religious life	2	1

	1.6	Activity based Work	8	1
<b>2</b>	<b>Comparative theology</b>			
	2.1	Theological concepts across major world religions : Concepts of God - religious texts	3	2
	2.2	Concepts of liberation in different doctrines: Salvation in Christianity, Al Najah in Islam and Moksha in Hinduism	3	2
	2.3	Mukti in Sikhism and Nirvana in Buddhism	2	2
	2.4	Concept of reward and punishment in different religions: Jannat and Jahannam. Yoni Dasha and Moksha	2	2
	2.5	The problem of Sin and forgetfulness in religions	2	2
	2.6	Activity based Work	8	2
	<b>3</b>	<b>Religious Practices and Rituals</b>		
3.1		The way of faith: Prayer in religions	2	3, 5
3.2		The way of devotion: Spirituality in religions	2	3, 5
3.3		Socialism in religions - Charity and social work in religions	2	3, 5
3.4		Cultural symbiosis- role of religious festivals	3	3, 5
3.5		Ritual sacrifice in the world religions	2	3, 5
3.6		Pilgrimage across religions	2	3, 5

		Activity based Work	8	3, 5
4	<b>Contemporary Issues in Religions</b>			
	4.1	Role of religions in modern social issues: Environmental ethics Social justice and gender equality in faiths	3	4, 5
	4.2	Religion and geopolitics	3	4, 5
	4.3	Impact of technology and globalization on religious practices and beliefs	3	4, 5
		Activity based Work	6	4, 5
5	5.1	Teacher specific content		

<b>Teaching and Learning Approach</b>	<p><b>Classroom Procedure (Mode of transaction)</b></p> <p>Classroom Procedure (Mode of transaction)</p> <p>Direct Instruction: Brain storming lecture, Explicit Teaching, E-learning, interactive Instruction:, Active co-operative learning, Seminar, Group Assignments Authentic learning, , Library work and Group discussion, Presentation by individual student/ Group representative</p>
<b>Assessment Types</b>	<p><b>MODE OF ASSESSMENT</b></p> <p><b>A. Continuous Comprehensive Assessment (CCA) - Total 30 Marks</b></p> <p>Teacher Specific Content</p> <p>Field work/Small report/Quiz/Debate/presentation/test paper/book review/ film review/exhibitions/album making etc.</p> <p>Other modules</p> <ol style="list-style-type: none"> <li>1. Internal Test - MCQ based/ extended answer type.</li> <li>2. Book review - Students should review a seminal work on the related topic and submit a report.</li> <li>3. Seminar Presentation - a theme is to be discussed and identified to prepare a paper and present in the seminar.</li> </ol>



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## References

1. Huston Smith "The World's Religions"
2. Hinnells, John R. (ed.) (1985) A Handbook of Living Religions. London: Penguin. Azra Khanam. [Muslim Backward Classes: A Sociological Perspective](#). SAGE, 2013.
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6. David P. Brash, (ed.) (2010) Approaches to Peace: A Reader in Peace Studies, 2<sup>nd</sup> ed. Oxford: Oxford Publications
7. Anand Singh, "Elements of Hinduism in India's 'Lived Islam': A Religio-Cultural Paradigm," *Islam and Muslim Societies*, Vol.1, No.1, 2005.
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13. Rasheeduddin Khan (ed.), *Composite Culture of India and National Integration*, Indian Institute of Advanced Studies, Shimla, 1987.



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15. John Bowker "History of Religions" .

### SUGGESTED READINGS

1. The Essential Kabbalah: The Heart of Jewish Mysticism :Daniel C. Matt
2. The Bhagavad Gita translated by :Eknath Easwaran
3. A History of God: The 4,000-Year Quest of Judaism, Christianity and Islam :  
by Karen
4. The verities of Religious Experience :William James
5. The Quran translated by :Abdullah Yusuf
6. Sufi cults and the evolution of medieval Indian Culture : Anup Taneja
7. The Heart of Christianity :Marcus J.
8. Studies in Islamic Culture in the Indian Environment : Aziz Ahmad (Ed.)
9. The Essential Vedanta : Eliot Deutsch
10. Islamic Influence on Indian Society : M. Mujeeb
11. Hindu-Muslim Cultural Relations : Fathullah Mujtabai



MGU-UGP (HONOURS)

## Syllabus



# Mahatma Gandhi University Kottayam

<b>Programme</b>	BA (Hons) Islamic History				
<b>Course Name</b>	ORIENTALISM AND POST-COLONIALISM				
<b>Type of Course</b>	DCC				
<b>Course Code</b>	MG8DCCISH401				
<b>Course Level</b>	400-499				
<b>Course Summary</b>	The course Orientalism and Post colonialism intends to disseminate a high level of understanding on the process of Orientalism which was evolved as a part of post colonialism. It also disseminates knowledge on the different aspects of post-colonial approaches that mainly focusing on the political intrusion to the internal affairs of the Arab states as well. This course again enters into an analytical study on one of the first and most famous authors Edward Said and his work "Orientalism".				
<b>Semester</b>	8	Credits		4	
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practical	Total Hours
		3		1	
<b>Pre-requisites, if any</b>					

### COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Understand and define the major concepts and theories related to orientalism, post- colonialism, anti-semiticism, Anti-Asian racism	U	1

2	Remember different aspects of post-colonial racist ideologues and evaluate their ideologies. Evaluate the orientalists' discourses about India.	K,E	1
3	Create an idea of the principles of solidarity and human nature of the prophetic traditions and critically evaluate the orientalists. Create awareness on different Types of orientalists and its discourses in India	C,E	1
4	Analyse the post-colonial theory and intellectual discourses. Create the skill of Reviewing a book on the topic.	An, S	1
5	Apply different views of the orientalists for the justification of imperialism	A	1
6	Apply the skills for reviewing the literary, political and and social aspects as defensive mechanisms against the orientalists	E,A	1
7	Critically evaluate the imperialism of the west	E	1
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

## COURSE CONTENT

### Content for Classroom transaction (Units)

## MGU-UGP (HONOURS)

Module	Units	Course description	Hrs	CO No.
1	Definitions and major concepts			
	1.1	Orientalism, post-colonialism	1	1
	1.2	Anti-semiticism, Anti-Asian Racism	1	1
	1.3	Imperialism of the west	2	1, 7
	1.4	Evolution and the history of orientalism	3	1

	1.5	Post-colonial racist ideologues, ideologies	3	1
	1.6	Activity Based Work	8	1
2	<b>Perspectives of Orientalism</b>			
	2.1	Orientalists and Prophet Muhammed	2	1, 3
	2.2	Islamic traditions and Orientalists	3	3
	2.3	Types of Orientalists	2	1
	2.4	Orientalists discourse about India	3	2
	2.5	Activity Based Work	7	2
3	<b>Post- colonial and Oriental discourses</b>			
	3.1	Post colonial theory	2	4
	3.2	History of Post colonialism	3	1,4
	3.3	American imperialism and its impact	3	1,7
	3.4	Edward Said's "Orientalism"	5	4
	3.5	Activity Based Work	8	4
4	<b>Colonial impact on Islamic societies and its Responses</b>			
	4.1	Economic social and political consequences	3	5
	4.2	Intellectual and cultural responses	3	6
	4.3	Islamophobia and diaspora communities	3	1, 6

	4.4	Post-colonial Islamic literature	3	4, 6
	4.5	Activity Based Work	7	6
5	5.1	Teacher specific content		

<b>Teaching and Learning Approach</b>	<p><b>Classroom Procedure (Mode of transaction)</b></p> <p>Classroom Procedure (Mode of transaction)</p> <p>Direct Instruction: Brain storming lecture, Explicit Teaching, E-learning, interactive Instruction:, Active co-operative learning, Seminar, Group Assignments Authentic learning, , Library work and Group discussion, Presentation by individual student/ Group representative</p>																				
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1. Said, Edward W. Orientalism. Vintage Books, 1979.
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4. Chakrabarty, Dipesh. Provincializing Europe: Postcolonial Thought and Historical Difference. Princeton University Press, 2000.
5. Irwin, Robert. Dangerous Knowledge: Orientalism and Its Discontents. Overlook Press, 2006.
6. Kabbani, Rana. Imperial Fictions: Europe's Myths of the Orient. Pandora Press, 1994.
7. Macfie, Alexander Lyon. Orientalism: A Reader. New York University Press, 2000.
8. Said, Edward W. Culture and Imperialism. Vintage Books, 1994.
9. Spivak, Gayatri Chakravorty. Outside in the Teaching Machine. Routledge, 1993.
10. Stewart, Desmond. Theodor Herzl. Doubleday, 1974.

## Suggested Readings

1. Bart Moore, Gilbert. 1996. The Literature of British India, ed.
2. Datta, D. M. (1956)- India's Debt to the West in Philosophy. Philosophy East and West. 6.,.
3. Said, Edward. 1978. Orientalism. United States of America:
4. Pantheon. Heehs, Peter (2003) Shades of Orientalism: Paradoxes and Problems in Indian Historiography. History and Theory.
5. Kopf, David. 1969 British Orientalism and the Bengal Renaissance (The Dynamics of Indian Modernization 1773-1835)
6. Firma K. L. Mukhopadhyay. Kaiwar, Vasant. What is Postcolonial Orientalism and How Does It Matter?
7. Perett, Roy W. 1998. Truth, Relativism and Western conceptions of Indian Philosophy, Asian Philosophy.

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**MGU-UGP (HONOURS)**

# Syllabus





# Mahatma Gandhi University Kottayam

<b>Programme</b>	BA (Hons) Islamic History					
<b>Course Name</b>	GENDER PERSPECTIVES IN ISLAM					
<b>Type of Course</b>	DCE					
<b>Course Code</b>	MG8DCEISH400					
<b>Course Level</b>	400-499					
<b>Course Summary</b>	<p>The course Gender Perspectives in Islam intends to explore the different perspectives of Gender in Islam and in general. It warranted the need to have a clear vision on the clear understanding of the gender issues as well. Some of the portions give an insight to the status of women in Islam. Some of the portions are totally reserved to get a clear understanding of gender and sexuality in general and in Islam in particular. Contemporary debates on Feminism, LGBTQ issues etc. have been discussing in detail to catch a better understanding of students with current social scenario.</p>					
<b>Semester</b>	8	Credits		4		
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practical	Others	Total Hours
		3		1		
<b>Pre-requisites, if any</b>						

## COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Understand different concepts and theories of gender, sex, feminism, Patriarchy.	U	1, 7, 8
2	Analyse the importance of gender studies in the academic level. Remember the names and works of early feminists	An	1
3	Evaluate the status of women in Islam and to appraise the elevation of women to the level of human being in the scriptures and traditions women in Islam	E, Ap	1, 7
4	Create knowledge of the reformist tendencies which elevate women from a chattel to a human being. Appreciate the contributions of Muslim women rulers in Pakistan and Bangladesh.	C, Ap	1, 7
5	Evaluate the range of Egyptian feminism. Analysis of Muslim women feminists and their contributions,	E	1
6	Debate the contemporary issues in Muslim feminism and the gender discourses	S	1, 7
7	Critically evaluate the texts and the contemporary debates	E	1
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

## Syllabus

### COURSE CONTENT

#### Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1	Definitions and major concepts			
	1.1	Definitions, different ages, gender, sex	1	1

	1.2	Patriarchy, Feminism, LGBTQ	1	1
	1.3	Gender theorists, Mary Wollstonecraft, Elizabeth Cady Stanton, Simon DE Bouvier	2	1, 5
	1.4	Evolution of Gender studies	3	2
	1.5	Significance and importance of gender studies	3	1, 2
	1.6	Activity Based Work	7	2
<b>2</b>	<b>Islamic perspectives on women</b>			
	2.1	Quranic Perspective, Sura Al-Nisa	2	3
	2.2	Hadith Literature on Women	2	3
	2.3	Women during Prophet	2	1, 3
	2.4	Rights of Women in Islam	3	3
	2.5	Women in Islamic law, family, marriage and inheritance	4	1, 3
	2.6	Activity Based Work	8	3
<b>3</b>	<b>Historical Perspectives of reform among Muslim Women</b>			
	3.1	Influential women at the time of Prophet Muhammed	1	1, 4
	3.2	During Umayyad Period	2	1
	3.3	Influential women in the Ottoman Empire - Roxelana, Mihrimah Fatima Aliya Hamim	2	1

	3.4	Muslim women rulers in Bangladesh, Pakistan, Benazir Bhutto and Sheikh Hazina.	2	4
	3.5	Egyptian feminism- Dimensions- Historical, political and legal	2	5
	3.6	Huda Sharawi, Nawad al Saadawi, Leila Ahamed	2	5
	3.7	Activity Based Work	8	4
<b>4</b>	<b>Contemporary discourses in gender perspectives of Islam</b>			
	4.1	Islamic Feminism	2	1
	4.2	Muslim feminists Fatima Mirnissi, Leila Ahamed, Amina Wadud, Asma Barias, Zaina Anwar, Sherin Khankan.	3	4, 7
	4.3	Reinterpretation of Religious Texts	2	7
	4.4	Political participation, Intersectionality	2	1, 6
	4.5	Socio- cultural Practices	2	1
	4.6	Activity Based Work	7	7
<b>5</b>	5.1	Teacher specific content		

<b>Teaching and Learning Approach</b>	<b>Classroom Procedure (Mode of transaction)</b>
	Classroom Procedure (Mode of transaction) Direct Instruction: Brain storming lecture, Explicit Teaching, E-learning, interactive Instruction:, Active co-operative learning, Seminar, Group Assignments Authentic learning, , Library work and Group discussion, Presentation by individual student/ Group representative
<b>Assessment Types</b>	<b>MODE OF ASSESSMENT</b>

	<p><b>A. Continuous Comprehensive Assessment (CCA) - Total 30 Marks</b></p> <p>Teacher Specific Content</p> <p>Field work/Small report/Quiz/Debate/presentation/test paper/book review/ film review/exhibitions/album making etc.</p> <p>Other modules</p> <ol style="list-style-type: none"> <li>1. Internal Test - MCQ based/ extended answer type.</li> <li>2. Book review - Students should review a seminal work on the related topic and submit a report.</li> <li>3. Seminar Presentation - a theme is to be discussed and identified to prepare a paper and present in the seminar.</li> </ol> <p>(Or any other tasks to suit the course)</p>																				
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### References

1. El Saadawi, Nawal. The Hidden Face of Eve: Women in the Arab World. Zed Books, 1980.
2. Lamrabet, Asma. Women in the Qur'an: An Emancipatory Reading. Palgrave Macmillan, 2016.
3. Jawad, Haifaa A. The Rights of Women in Islam: An Authentic Approach. Palgrave Macmillan, 1998.
4. Wadud, Amina. Qur'an and Woman: Rereading the Sacred Text from a Woman's Perspective. Oxford University Press, 1999.
5. Mir-Hosseini, Ziba. Islam and Gender: The Religious Debate in Contemporary Iran. Princeton University Press, 1999.
6. Noor, Noraini M. Muslim Women and the Challenge of Islamic Extremism. Oxford University Press, 2017.

### Suggested Readings

1. Women in Islamic Law:- Safiya Iqbal

2. Purdah and status of women in Islam:- Sayyid Abdul A'la Mawdudi
3. Islamic Law of Inheritance-anew approach:- Muhammed Mustafa Khan
4. Islam forbids free mixing of men and women:- Muhammed Iqbal siddiqi
5. Women between Islam and western society:- Maulana wahiduin Khan
6. Women in Muslim society:- N.M.Shaikh
7. Women in Islam:- M.Mazeruddin siddiqi
8. Women and social Justice in Islam: Dr,Anis Ahmed
9. The status of women in Islam:- Dr.Jamal A Badawi
10. The Muslim law of Marriage:- Al Haj Muhammeddullab
11. Women the weaker sex-Relocating Man:- Vijay K Chopra
12. The Gender power:-Kathy Davis Monique Leijenaar
13. Women and society-The developmental perspective:-Amit Kumar Gupta
14. Dimensions of Gender Problems politics and Perspective:-Deepak Bishoyi
15. Gender and women development issues:- V .Ramachandran
16. Women Studies:- N .Jayapalan
17. Islam and Gender:- Ziba- Mir-Hosseini
18. The Mulim law of Inheritance:- Al Haj Muhammedullah
19. Islam a Challenge to Religion:- C.A.Parwez
20. A true story of life behind the veil in Saudi Arabia Jean Sasson
21. Daughter of Arabia :- Jean Sasson
22. New visual culture of Modern Iran Graphic design, Illustration, Photography :  
Reza Abdeini.



**MGU-UGP (HONOURS)**

# Syllabus





# Mahatma Gandhi University Kottayam

<b>Programme</b>	BA (Hons) Islamic History					
<b>Course Name</b>	ISLAM AND ENVIRONMENTALISM					
<b>Type of Course</b>	DCE					
<b>Course Code</b>	MG8DCEISH401					
<b>Course Level</b>	400-499					
<b>Course Summary</b>	<p>The "Islam and Environmentalism" course explores how Islamic principles intersect with environmental awareness, guiding sustainable practices. It delves into the ecological perspective within Islamic beliefs, highlighting ethical responsibilities towards nature. The course emphasizes the interconnectedness of religious values and ecological stewardship, aiming to help individuals and communities integrate Islamic teachings with modern environmental challenges. By examining Islamic environmental ethics, students gain insights into Islam's potential role in promoting a sustainable and conscientious approach to the global ecosystem.</p>					
<b>Semester</b>	8	Credits			4	Total Hours
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practical	Others	
		3		1		75
<b>Pre-requisites, if any</b>						

## COURSE OUTCOMES (CO)



CO No.	Expected Course Outcome	Learning Domains *	PO No
1	To understand the basics of Environmental Science on a foundational basis.	U	1
2	To Analyse the environment and values in Islam by accessing Islamic scriptures.	An	6
3	To evaluate different dimensions of Islamic environmental consciousness	E	6
4	To understand sustainable practices for eco-responsibility in Islam.	U	1, 6
5	To Create the environmental perspectives of thoughts in Islam in general.	C	1
6	Gain an appreciation for Sufi Perspectives on Nature.	Ap	1
7	Built a perspective on Modern Islamic Environmental movements	C	6
<i>*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)</i>			



## COURSE CONTENT

### Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1	<b>Foundation of Environmental Studies</b>			
	1.1	Definitions, Ethics and general laws	2	1
	1.2	Role of International Agreements and Organizations	2	1
	1.3	Environmental Protection Act of 1986	2	1
	1.4	Environmental Pollution, Global Warming	2	1

	1.5	Millennium Development and Sustainable Development Goals	1	1
	1.6	Actions for the Preservation and protection of Environment	2	1
		Activity Based Work	7	1
<b>2</b>	<b>Islamic Environmental Values and Islamic scriptures</b>			
	2.1	Islamic Environmental Ethics and Responsibilities by Faith	2	2
	2.2	Concept of "Amanah" and Adab (Etiquette)	2	2
	2.3	Tawhid and the Interconnectedness of All Creation	2	2
	2.4	Environmental Stewardship	2	2
	2.5	Special Instructions in Quran on the Protection of Environment - (Surah Al-Baqara (204-205), Al Rum (41), Al-Qasara (25-27), Al-fajri (19-20), al An'am (141))	2	2
	2.6	Prophetic Teachings on environment preservation	2	2
			8	2
<b>3</b>	<b>Dimensions of Islamic environmental consciousness</b>			
	3.1	Development of Early Meteorological Instruments by Ibn Sina	2	3
	3.2	Impact of Deforestation on Rainfall Patterns by Al-Biruni	2	3
	3.3	Preserving Natural Ecosystem by Al-Jahiz	1	3
	3.4	Ibn Khaldun and the Influence of Human-Climate Interaction	4	3

	3.5	Sufi Perspectives on Nature	2	3, 6
	3.6	Modern Islamic Environmental movement- Seyyed Hussain Nasr	2	3, 7
		Activity Based Work	7	3
4	<b>Islamic Eco-Responsibility and Sustainable Practices</b>			
	4.1	Halal and Sustainable Agriculture	2	4
	4.2	Concept of Habitat Protection (Hifz al-Makan)	3	3, 4
	4.3	Islamic Perspective of Hima, ḥarīm (Inviolable Zones)	2	3, 4
	4.4	Revival of Undeveloped Land (ihya al-mawāt)	1	4
	4.5	Green Ramadan and Hajj Campaigns	1	4
		Activity Based Work	8	4
5	5.1	Teacher specific content		

<b>Teaching and Learning Approach</b>	<b>Classroom Procedure (Mode of transaction)</b>
	Classroom Procedure (Mode of transaction) Direct Instruction: Brain storming lecture, Explicit Teaching, E-learning, interactive Instruction:, Active co-operative learning, Seminar, Group Assignments Authentic learning, , Library work and Group discussion, Presentation by individual student/ Group representative
<b>Assessment Types</b>	<b>MODE OF ASSESSMENT</b>
	<b>A. Continuous Comprehensive Assessment (CCA) - Total 30 Marks</b> Teacher Specific Content Field work/Small report/Quiz/Debate/presentation/test paper/book review/ film review/exhibitions/album making etc.

	<p>Other modules</p> <ol style="list-style-type: none"> <li>1. Internal Test – MCQ based/ extended answer type.</li> <li>2. Book review – Students should review a seminal work on the related topic and submit a report.</li> <li>3. Seminar Presentation – a theme is to be discussed and identified to prepare a paper and present in the seminar.</li> </ol> <p>(Or any other tasks to suit the course)</p>																				
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## References

1. Carson, Rachel. *Silent Spring*. Houghton Mifflin, 1962.
2. Kolbert, Elizabeth. *The Sixth Extinction: An Unnatural History*. Henry Holt and Company, 2014.
3. Kimmerer, Robin Wall. *Braiding Sweetgrass: Indigenous Wisdom, Scientific Knowledge, and the Teachings of Plants*. Milkweed Editions, 2013.
4. Klein, Naomi. *This Changes Everything: Capitalism vs. The Climate*. Simon & Schuster, 2014.
5. Wohlleben, Peter. *The Hidden Life of Trees: What They Feel, How They Communicate – Discoveries from a Secret World*. Greystone Books, 2016.
6. Wallace-Wells, David. *The Uninhabitable Earth: Life After Warming*. Tim Duggan Books, 2019.

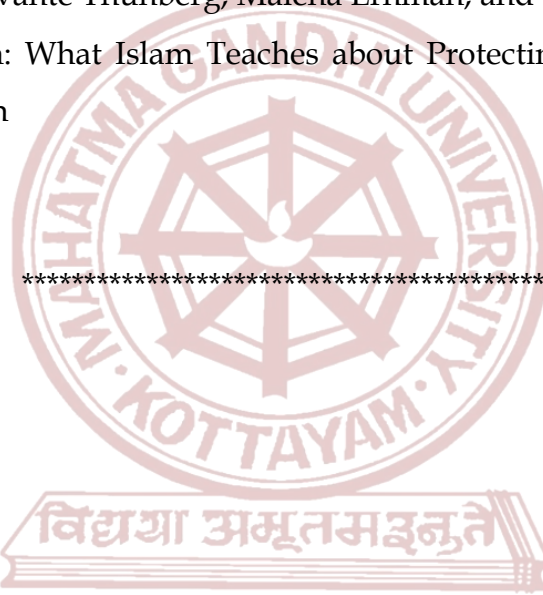
7. McKibben, Bill. *Eaarth: Making a Life on a Tough New Planet*. St. Martin's Griffin, 2010.
8. Powers, Richard. *The Overstory*. W. W. Norton & Company, 2018.
9. Goodell, Jeff. *The Water Will Come: Rising Seas, Sinking Cities, and the Remaking of the Civilized World*. Little, Brown and Company, 2017.
10. Thunberg, Greta, Thunberg, Svante, Ernman, Malena, & Ernman, Beata. *Our House is on Fire: Scenes of a Family and a Planet in Crisis*. Penguin Books, 2020.
11. Khalid, Fazlun. *Signs on the Earth: Essays on Islam, Nature, and Knowledge*. Oxford University Press, 2015.
12. Ozdemir, Ibrahim. *Islamic Environmentalism: Concepts and Principles*. Brill Publishers, 2010.
13. Nasr, Seyyed Hossein. *Islam and the Plight of Modern Man*. KAZI Publications, 1996.
14. Foltz, Richard. *Islam and Ecology: A Search for Balance*. Harvard University Press, 2003.
15. Abdellah, Mahmoud. *Islamic Environmental Ethics: A Compendium from the Sources*. Routledge.

## Syllabus

### **SUGGESTED READINGS**

1. *Signs on the Earth: Essays on Islam, Nature, and Knowledge* - Fazlun Khalid
2. *Islamic Environmentalism: Concepts and Principles* - Ibrahim Ozdemir
3. *Islam and the Plight of Modern Man* - Seyyed Hossein Nasr
4. *Islam and Ecology: A Search for Balance* - Richard Foltz
5. *Islamic Environmental Ethics: A Compendium from the Sources* - Mahmoud Abdellah

6. Islam and Sustainable Development: New Worldviews - Odeh Rashed Al-Jayyousi
7. Islam and Ecology: A Bestowed Trust - Richard Foltz, Frederick M. Denny, and Azizan Baharuddin
8. Environmental Protection in Islam - Mawil Izzi Dien
9. The Water Will Come: Rising Seas, Sinking Cities, and the Remaking of the Civilized World - Jeff Goodell
10. Our House is on Fire: Scenes of a Family and a Planet in Crisis - Greta Thunberg, Svante Thunberg, Malena Ernman, and Beata Ernman
11. Green Deen: What Islam Teaches about Protecting the Planet - Ibrahim Abdul-Matin



MGU-UGP (HONOURS)

# Syllabus



# Mahatma Gandhi University Kottayam

<b>Programme</b>	BA (Hons) Islamic History				
<b>Course Name</b>	POLITICAL THOUGHT IN ISLAM				
<b>Type of Course</b>	DCE				
<b>Course Code</b>	MG8DCEISH402				
<b>Course Level</b>	400-499				
<b>Course Summary</b>	The Course "Political Thought in Islam" aims to provide idea on the basic political principles addressed in Islam by assessing on the different tendencies and dimensions of thought. It also encompasses the evolution of Islamic political philosophy during the course of time..				
<b>Semester</b>	8	Credits		4	
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practical	Total Hours
		3		1	
<b>Pre-requisites, if any</b>	<i>Syllabus</i>				

### COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Identify the basic political principles addressed in Islam by assessing the concepts of state, citizenship, nationality and democracy in Islam.	U	7



2	Interpret the functions and objectives of Islamic State in a theoretical level and to assess the other dimensions of Islamic Political Thought.	An	1, 7
3	Examine the evolution of the classic expositions of thought on the political philosophy of thinkers and compare it on account of its applicability.	An	1
4	Introduce Muslim intellectual figures from various schools of contemporary political Islam.	U	1
5	Evaluate the influence of the socio-political aspects of an era in the evolution of political philosophy.	E	1, 6
6	Assess the new trends in the area to identify the prospects of Islamic political thought in future.	C	1
<i>*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)</i>			

## COURSE CONTENT

### Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1	<b>Basic Principles of Islamic Political thought</b>			
	1.1	Conservative and critical political thought	1	1
	1.2	Evolution of political thought in Islam	1	1
	1.3	Sovereignty of Allah	1	1
	1.4	Concept of Prophethood in Islam	2	1
	1.5	Theory of Khilafat	1	1
	1.6	Selection of rulers in Islam	2	1

		Activity Based Work	7	1
2	<b>Functions, Objectives and other dimensions</b>			
	2.1	Functions and objectives of Islamic State	3	2
	2.2	The principles of Government	1	2
	2.3	Concept of Citizenship and Nationalism	2	2
	2.4	Rights and Duties of citizens	2	2
	2.5	Concept of democracy in Islam	2	1, 2
	2.6	International policy	1	2
		Activity Based Work	8	2
3	<b>The classic expositions of Islamic Political thought</b>			
	3.1	Al-Farabi-His concept of Individual society and state-The ideal Ruler and Ideal state	4	3, 5
	3.2	Ibn Khaldun-His Method-Views on history- Effects of climate on Human Habits-Asabiyah	4	3, 5
	3.3	Ibn Taymiyah-concept of society, Imamat and state	3	3, 5
	3.4	Allamah Iqbal-The Theory of Ego(khudi)	3	3, 5
		Activity Based Work	8	3, 5
4	<b>Contemporary political thinkers in Islam</b>			
	4.1	Hassan al-Turabi	3	4
	4.2	Amina Wadud	3	4

	4.3	Yusuf al-Qaradawi	3	4
	4.4	Abdul Karim Soroush	3	4
		Activity Based Work	7	4
5	5.1	Teacher specific content		

<b>Teaching and Learning Approach</b>	<p><b>Classroom Procedure (Mode of transaction)</b></p> <p>Classroom Procedure (Mode of transaction)</p> <p>Direct Instruction: Brain storming lecture, Explicit Teaching, E-learning, interactive Instruction:, Active co-operative learning, Seminar, Group Assignments Authentic learning, , Library work and Group discussion, Presentation by individual student/ Group representative</p>
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Type	No. of Questions	Mark	Total Marks
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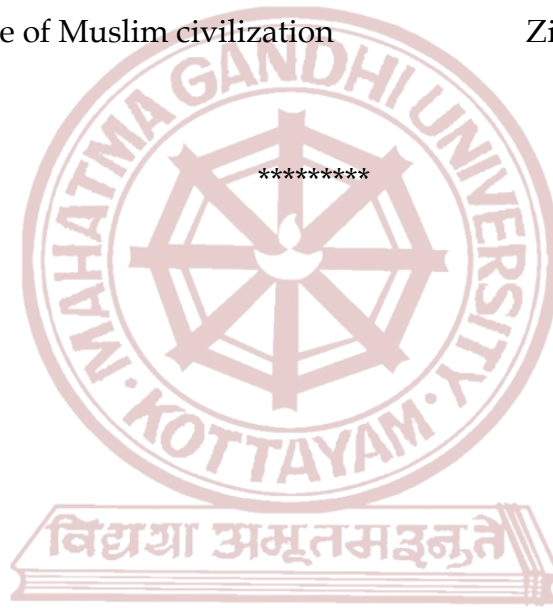
## References

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2. Reconstruction of Religious Thought in Islam. Oxford University Press, 1998. niversity Press, 2015.)
3. Lewis, Bernard. The Political Language of Islam. University of Chicago Press, 1988.
4. Volpi, Frederic, ed. Political Islam: A Critical Reader. Routledge, 2010.
5. An-Na'im, Abdullahi Ahmed. Islam and the Secular State: Negotiating the Future of Shari'a. Harvard University Press, 2008.
6. Ibn Taymiyyah, Muhammad Khalid Masud. The Political Thought of Ibn Taymiyyah. Brill, 2010.
7. Ibn Khaldun. The Muqaddimah. Translated by Franz Rosenthal. Princeton University Press, 1967.
8. Al-Farabi. The Book of Government or Rules for Kings. Translated by Charles E. Butterworth. University of Chicago Press, 2001.

## SUGGESTED READINGS

- |  |                      |
|--|----------------------|
| 1. Political thought in Medieval Islam           | Erwin I.J.Rosenthal  |
| 2. Studies in Muslim Political Thought           | Haroon Khan sherwani |
| 3. Gattle's History of Political thought         | Lawrence.C.Wanlass   |
| 4. Islamic Political thought: The Basic concepts | W.Montgomery watt    |
| 5. The spirit of Islam                           | Ameer Ali            |
| 6. The History of Islamic Political thought      | Antony Black         |
| 7. An Arab Philosophy of History                 | Charles              |
| 8. Encyclopedia of Islam(Leiden) Latest Edition  |                      |

- |   |                     |
|---|---------------------|
| 9. Islam and straight path                            | Esposito            |
| 10. Oxford Encyclopedia of Modern Islamic world       | Esposito            |
| 11. The Muqaddimah                                    | Ibn- Khaldun        |
| 12. Reconstruction of Religious thoughts in Islam     | Mohammed Iqbal      |
| 13. The Political thought of Ibn Taymiyah             | Qamaruddin          |
| 14. Society and History                               | Muttahari           |
| 15. Ideas and Realities in Islam                      | Nasr Seyyid         |
| 16. The origin and development of Muslim institutions | Abdul Hamid siddiqi |
| 17. The feature of Muslim civilization                | Ziauddin Sardar     |



**MGU-UGP (HONOURS)**

# Syllabus

## Project Evaluation Scheme

Total credits: 12

Total Marks: 200

Evaluation Ratio: 70:30

Internal evaluation marks: 60

Final Evaluation marks: 140

### I. Components and distribution of marks of Internal evaluation.

SL. No.	Component	Marks
1	Initiative & Planning	10
2	Literature Review	10
3	Relevance of the topic	10
4	Content and documentation	10
5	Analysis	10
6	Pre-submission presentation	10
	<b>Total</b>	<b>60</b>

### II. Components and distribution of marks of Final evaluation.

SL. No.	Component	Marks
1	Content analysis	30
2	Possibility of future research	10
3	Presentation	30
4	Conclusion and Suggestions	10
5	Reference and Bibliography	10
6	Viva voce	50
	<b>Total</b>	<b>140</b>

## Internship Evaluation Scheme

Total credits: 02

Total Marks: 50

Evaluation Ratio: 70:30

Internal evaluation marks: 15

Final Evaluation marks: 35

### I. Components and distribution of marks of Internal evaluation.

SL. No.	Component	Marks
1	Initiative	3
2	Professionalism and work ethics	5
3	Contribution to society and organization	7
	<b>Total</b>	<b>15</b>

### II. Components and distribution of marks of Final evaluation.

SL. No.	Component	Marks
1	Report	20
2	Viva voce	15
	<b>Total</b>	<b>35</b>