



**Maharaja's
College
Ernakulam**



Re-Accredited by NAAC with 'A Grade'
Affiliated to Mahatma Gandhi University
Centre of Excellence under Govt. of Kerala
Identified by UGC as College with Potential for Excellence

POST GRADUATE AND RESEARCH DEPARTMENT OF ISLAMIC HISTORY



Estd. 1875

**Under Graduate Curriculum and Syllabus
(Choice Based Credit Semester System)**

B.A. ISLAMIC HISTORY

For 2020 Admission Onwards

Maharaja's College, Ernakulam
(A Government Autonomous College)

Affiliated to Mahatma Gandhi University, Kottayam
Under Graduate Programme in Islamic History
2020 Admission Onwards

Board of Studies in Islamic History

Sl. No.	Name of Member	Designation
1	Sri. I K Jayadev, Associate Professor	Chairman, BoS Islamic History
2	Dr. A B Aliyar	External Member
3	Sri. Anil Kumar	External Member
4	Dr. Muhammad Riyaz V B	External Member [Industry]
5	Sri. K U Bava	External Member [Alumni]
6	Sri. Muhammad Ali Jinnah Sahib I	Internal Member
7	Dr. Shajila Beevi S	Internal Member
8	Dr. Salooja M S	Internal Member
9	Sri. Ajmal P A	Internal Member
10	Smt. Subida M D	Internal Member
11	Smt. Sheeja O	Internal Member

MAHARAJA'S COLLEGE, ERNAKULAM

(A GOVERNMENT AUTONOMOUS COLLEGE)

REGULATIONS FOR UNDER GRADUATE PROGRAMMES

UNDER CHOICE BASED CREDIT SYSTEM 2020

1. TITLE

- 1.1. These regulations shall be called “**MAHARAJA'S COLLEGE (AUTONOMOUS) REGULATIONS FOR UNDER GRADUATE PROGRAMMES UNDER CHOICE BASED CREDIT SYSTEM 2020**”

2. SCOPE

- 2.1 Applicable to all regular Under Graduate Programmes conducted by the Maharaja's College with effect from 2020 admissions
- 2.2 Medium of instruction is English except in the case of language courses other than English unless otherwise stated therein.
- 2.3 The provisions herein supersede all the existing regulations for the undergraduate programmes to the extent herein prescribed.

3. DEFINITIONS

- 3.1. ‘*Academic Week*’ is a unit of five working days in which the distribution of work is organized from day one to day five, with five contact hours of one hour duration on each day.
- 3.2. ‘**Choice Based Course**’ means a course that enables the students to familiarize the advanced areas of core course.
- 3.3. ‘*College Coordinator*’ is a teacher nominated by the College Council to co-ordinate the continuous evaluation undertaken by various departments within the college. He/she shall be nominated to the college level monitoring committee.
- 3.4. ‘*Common Course I*’ means a course that comes under the category of courses for English.
- 3.5 ‘*Common Course II*’ means additional language.

‘Complementary Course’ means a course which would enrich the study of core courses.

- 3.6. ***‘Core course’*** means a course in the subject of specialization within a degree programme. It includes a course on environmental studies and human rights.
- 3.7. ***‘Course’*** means a portion of a subject to be taught and evaluated in a semester (similar to a paper under annual scheme).
- 3.8. ***‘Credit’*** is the numerical value assigned to a paper according to the relative importance of the syllabus of the programme.
- 3.9. ***‘Department’*** means any teaching department in a college.
- 3.10. ***‘Department Coordinator’*** is a teacher nominated by a Department Council to co- ordinate the continuous evaluation undertaken in that department.
- 3.11. ***‘Department Council’*** means the body of all teachers of a department in a college.
- 3.12. ***‘Faculty Advisor’*** means a teacher from the parent department nominated by the Department Council, who will advise the student on academic matters.
- 3.13. ***Grace Marks*** shall be awarded to candidates as per the University Orders issued from time to time.
- 3.14. ***‘Grade’*** means a letter symbol (A, B, C, etc.), which indicates the broad level of performance of a student in a Paper/Course/ Semester/Programme.
- 3.15. ***‘Grade Point’*** (GP) is the numerical indicator of the percentage of marks awarded to a student in a course.
- 3.16. ***‘Parent Department’*** means the department which offers core course/courses within an undergraduate programme.
- 3.17. ***‘Programme’*** means a three year programme of study and examinations spread over six semesters, the successful completion of which would lead to the award of a degree.

3.18. **‘Semester’** means a term consisting of a minimum **90** working days, inclusive of tutorials, examination days and other academic activities within a period of six months.

3.19. **‘Vocational Course’ (Skill Enhancement Course)** means a course that enables the students to enhance their practical skills and ability to pursue a vocation in their subject of specialization.

4. ELIGIBILITY FOR ADMISSION AND RESERVATION OF SEATS

4.1 Eligibility for admissions and reservation of seats for various Undergraduate Programmes shall be according to the rules framed by the University/ State Government in this regard, from time to time.

5. DURATION

5.1 The duration of U.G. programmes shall be **6 semesters**.

5.2 There shall be two Semesters in an academic year, the **“ODD”** semester commences in June and on completion, the **“EVEN”** Semester commences. There shall be two months’ vacation during April and May.

5.3 No student shall be allowed to complete the programme by attending more than 12 continuous semesters.

6. REGISTRATION

6.1. The strength of students for each programme shall be as per the existing orders, as approved by the University.

6.2. Those students who possess the required minimum attendance during a semester and could not register for the semester examination are permitted to apply for Notional Registration to the examinations concerned enabling them to get promoted to the next class.

7. SCHEME AND SYLLABUS

7.1. The U.G. programmes shall include **(a)** Common Courses I and II, **(b)** Core Course(s), **(c)** Complementary/Vocational Courses, and **(d)** Choice based course.

- 7.2. There shall be Two Choice Based course (Elective Course) in the fifth and sixth semesters. In the case of B.Com Programme there shall be an elective stream from third semester onwards.
- 7.3. Credit Transfer and Accumulation system can be adopted in the programme. Transfer of Credit consists of acknowledging, recognizing and accepting credits by an institution for programmes or courses completed at another institution. The Credit Transfer Scheme shall allow students pursuing a programme in one college to continue their education in another college without break.
- 7.4. A separate minimum of 30% marks each for internal and external (for both theory and practical) and aggregate minimum of 35% are required for a pass for a course. For a pass in a programme, a separate minimum of **Grade 'D'** is required for all the individual courses. If a candidate secures '**F' Grade** for any one of the courses offered in a Semester/Programme, **only 'F' Grade** will be awarded for that Semester/Programme until he/she improves this to '**D' Grade** or above within the permitted period. The college shall allow credit transfer, subject to the approval of the concerned board of studies and Academic Council.
- 7.5. Students discontinued from previous regulations CBCSS 2016, can pursue their studies under the new regulation "Regulations for Under Graduate Programmes under Choice Based Credit System 2020" after obtaining readmission.
- 7.6. The practical examinations (external/internal) will be conducted only at the end of even semesters for all programmes. Special sanction shall be given for those programmes which need to conduct practical examinations at the end of odd semesters.

8. PROGRAMME

STRUCTURE Model

I/II BA/B.Sc.

a	Programme Duration	6 Semesters
b	Total Credits required for successful completion of the Programme	120
c	Credits required from Common Course I	22
d	Credits required from Common Course II	16
e	Credits required from Core course and Complementary courses including Project	74
f	Choice Based Core Course	8
g	Minimum attendance required	75%

Model I or Model II B.Com

a	Programme Duration	6 Semesters
b	Total Credits required for successful completion of the Programme	120
c	Credits required from Common Course I	14
d	Credits required from Common Course II	8
e	Credits required from Core and Complementary/Vocational courses including Project	90
f	Choice Based Core Course	8
g	Minimum attendance required	75%

Model III BA/B.Sc./B.Com

a	Programme Duration	6 Semesters
b	Total Credits required for successful completion of the Programme	120
c	Credits required from Common Course I	8
d	Credits required from Core + Complementary + Vocational Courses including Project	109
e	Open Course	3
f	Minimum attendance required	75%

BA Honours

a	Programme Duration	6 Semesters
b	Total Credits required for successful completion of the Programme	120
c	Credits required from Common Course I	16
d	Credits required from Common Course II	8
e	Credits required from Core + Complementary + Vocational Courses including Project	93
f	Choice Based Core Course	8
g	Minimum attendance required	75%

9. EXAMINATIONS

9.1 The evaluation of each paper shall contain two parts:

- i. Internal or In-Semester Assessment (ISA)
- ii. External or End-Semester Assessment (ESA)

9.2. The internal to external assessment ratio shall be 1:4.

Both internal and external marks are to be rounded to the next integer.

All papers (theory & practical), grades are given **on a 7-point scale** based on the total percentage of marks, (*ISA+ESA*) as given below:-

Percentage of Marks	Grade	Grade Point
95 and above	S Outstanding	10
85 to below 95	A ⁺ Excellent	9
75 to below 85	A Very Good	8
65 to below 75	B ⁺ Good	7
55 to below 65	B Above Average	6
45 to below 55	C Satisfactory	5
35 to below 45	D Pass	4
Below 35	F Failure	0
	Ab Absent	0

10. CREDIT POINT AND CREDIT

POINT AVERAGE Credit Point (CP) of a

paper is calculated using the formula:- $CP = C$

$\times GP$, where C is the Credit and GP is the

Grade point

Semester Grade Point Average (SGPA) of a Semester is calculated using the formula:-

$SGPA = TCP/TC$, where TCP is the Total Credit Point of that semester.

Cumulative Grade Point Average (CGPA) is calculated using the formula:-

$CGPA = TCP/TC$, where TCP is the Total Credit Point of that programme.

Grade Point Average (GPA) of different category of courses viz. Common Course I, Common Course II, Complementary Course I, Complementary Course II, Vocational course, Core Course is calculated using the formula:-

$$GPA = \frac{TCP}{TC}, \text{ where } TCP \text{ is the Total Credit Point of a category of course. } TC \text{ is the total credit of that category of course}$$

Grades for the different courses, semesters and overall programme are given based on the corresponding CPA as shown below:

GPA	Grade
9.5 and above	S Outstanding
8.5 to below 9.5	A+ Excellent
7.5 to below 8.5	A Very Good
6.5 to below 7.5	B+ Good
5.5 to below 6.5	B Above Average
4.5 to below 5.5	C Satisfactory
3.5 to below 4.5	D Pass
Below 3.5	F Failure

11. MARKS DISTRIBUTION FOR EXTERNAL AND INTERNAL EVALUATIONS

The external theory examination of all semesters shall be conducted by the college at the end of each semester. Internal evaluation is to be done by continuous assessment. For all courses without practical total marks of external examination is 80 and total marks of internal evaluation is 20. Marks distribution for external and internal assessments and the components for internal evaluation with their marks are shown below:

11.1 For all courses without practical

1.a) Marks of External Examination : 80

1.b) Marks of internal evaluation : 20

Components of Internal Evaluation of theory	Marks
Attendance	5
Assignment /Seminar/Viva	5
Test papers (2x5=10)(Marks of test paper shall be average)	10
Total	20

11.2 For all courses with practical total marks for external evaluation is 60 and total marks for internal evaluation is 15.

For all courses with practical

2.a) Marks of External Examination : 60

2.b) Marks of Internal Evaluation : 15

Components of Internal Evaluation	Marks
Attendance	5
Seminar/Assignments/Viva	2
Test paper (2x4)	8
Total	15

c. For practical examinations total marks for external evaluation is 40 for internal evaluation is 10

Components of Internal Evaluation (Practicals)	Marks
Attendance	2
Test (1x4)	4
Record*	4

Total	10
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*Marks awarded for Record should be related to number of experiments recorded

11.3 Project Evaluation

Components of Project Evaluation	Marks
Internal Evaluation*	20
Dissertation (end semester)	50
Viva Voce(end Semester)	30

Components of Project Internal evaluation *

Components of internal evaluation	Marks
Relevance and Contents	5
Analysis and Presentation	5
Pre-submission Presentation and viva	10

*Marks awarded for Record should be related to number of experiments recorded and duly signed by the teacher concerned in charge.

All three components of internal assessments are mandatory.

11.3 For projects

3.a) Marks of External Evaluation : 80

3.b) Marks of Internal Evaluation : 20

c)

Components of External Evaluation of Project	Marks
Dissertation (External)	50
Viva-Voce (External)	30
Total	80

*Marks for dissertation may include study tour report if proposed in the syllabus.

Components of Internal Evaluation of Project	Marks
Punctuality	5
Experimentation/data collection	5
Knowledge	5
Report	5
Total	20

Attendance Evaluation for all papers

% of Attendance	Marks
90 and above	5
85 – 89	4
80-84	3
76-79	2
75	1

(Decimals are to be rounded to the next higher whole number)

13. ASSIGNMENTS

Assignments are to be done from 1st to 4th Semesters. At least one assignment should be done in each semester for all courses.

14. SEMINAR/VIVA

A student shall present a seminar in the 5th semester for each paper and appear for Viva-voce in the 6th semester for each course.

15. INTERNAL ASSESSMENT TEST PAPERS

Two test papers are to be conducted in each semester for each course. The evaluations of all components are to be published and are to be acknowledged by the candidates. All documents of internal assessments are to be kept in the college for one year and shall be made available for

verification. The responsibility of evaluating the internal assessment is vested on the teacher(s), who teach the course.

15.1 Grievance Redressal Mechanism

Internal assessment shall not be used as a tool for personal or other type of vengeance. A student has all rights to know, how the teacher arrived at the marks. In order to address the grievance of students, a three-level Grievance Redressal mechanism is envisaged. A student can approach the upper level only if grievance is not addressed at the lower level.

Level 1: Department Level:

The Department cell chaired by the HOD, Department Coordinator, Faculty Advisor and Teacher in-charge as members.

Level 2: College level

A committee with the Principal as Chairman, College Coordinator, HOD of concerned Department and Department Coordinator as members.

The College Council shall nominate a Senior Teacher as coordinator of internal evaluations. This coordinator shall make arrangements for giving awareness of the internal evaluation components to students immediately after commencement of I semester

15.2 The internal evaluation marks/grades in the prescribed format should reach the Controller of Examination before the 4th week of October and March in every academic year.

16. External Examination

The external theory examination of all semesters shall be conducted by the Controller of Examinations at the end of each semester.

16.1 Students having a minimum of 75% average attendance for all the courses only can register for the examination. Condonation of shortage of attendance to a maximum of 10 days in a semester subject to a maximum of 2 times during the whole period of the programme may be granted by the subcommittee of the college council on valid grounds. This condonation shall not be counted for internal assessment. Benefit of attendance may be granted

to students attending University/College union/Co-curricular activities by treating them as present for the days of absence, on production of participation/attendance certificates, within one week, from competent authorities and endorsed by the Head of the institution. This is limited to a maximum of 10 days per semester and this benefit shall be considered for internal assessment also. Those students who are not eligible even with condonation of shortage of attendance shall repeat the **semester** along with the next batch after obtaining readmission upon the recommendations of the head of the department and college council

16.2 All students are to do a **project in the area of core course**. This project can be done individually or in groups (not more than three students). For all subjects which may be carried out in or outside the campus. The projects are to be identified during the V semester of the programme with the help of the supervising teacher. The report of the project in duplicate is to be submitted to the department at the sixth semester and are to be produced before the examiners appointed by the College.

16.3 There shall be supplementary exams only for fifth semester. Notionally registered candidates can also apply for the said supplementary examinations. For reappearance/ improvement for other semesters the students can appear along with the next batch.

16.4 A student who registers his/her name for the external exam for a semester will be eligible for promotion to the next semester.

16.5 A student who has completed the entire curriculum requirement, but could not register for the Semester examination can register notionally, for getting eligibility for promotion to the next semester.

16.6 A candidate who has not secured minimum marks/credits in internal examinations can re-do the same registering along with the external examination for the same semester, subsequently. **There shall be no improvement for internal evaluation.**

17. All courses shall have unique alphanumeric code.

18. PATTERN OF QUESTIONS

Questions shall be set to assess knowledge acquired, standard and application of knowledge, application of knowledge in new situations, critical evaluation of knowledge and the ability to synthesize knowledge. The question setter shall ensure that questions covering all skills are set. She/he shall also submit a detailed scheme of evaluation along with the question paper. A question paper shall be a judicious mix of short answer type, short essay type /problem solving type and long essay type questions.

Pattern of questions Papers

(a) Without practical

Sl. No.	Pattern	Marks	Choice of questions	Total marks
1	Short Answer/problem type	2	10/12	20
2	Short essay/problem	5	6/9	30
3	Essay/problem	15	2/4	30
Total				80

(b) With practical

Sl. No.	Pattern	Marks	Choice of questions	Total marks
1	Short Answer/problem type	1	10/12	10
2	Short essay/problem	5	6/9	30
3	Essay/problem	10	2/4	20
Total				60

Each BOS shall specify the length of the answers in terms of number of words. Pattern of questions for external examination of practical papers will be decided by the concerned Board of Studies/Expert Committees.

19. MARK CUM GRADE CARD

The College shall issue to the students a MARK CUM GRADE CARD on completion of the programme.

Note: A separate minimum of 30% marks each for internal and external (for both theory and practical) and aggregate minimum of 35% are required for a pass for a paper. For a pass in a Programme, a separate minimum of **Grade ‘D’** is required for all the individual papers. If a candidate secures **‘F’ Grade** for any one of the paper offered in a Semester/Programme **only ‘F’ Grade** will be awarded for that Semester/Programme until he/she improves this to **‘D’ Grade** or above within the permitted period.

20. There shall be **2 level monitoring** committees for the successful conduct of the scheme. They are -

1. Department Level Monitoring Committee (DLMC), comprising HOD and two senior- most teachers as members.
2. College Level Monitoring Committee (CLMC), comprising Principal, Secretary Academic Council, College Council secretary and A.A/Superintendent as members.

PROGRAMME OUTCOMES

PROGRAMME OUTCOMES/ GRADUATE ATTRIBUTES

After successfully completing any three-year under graduate program, a student is expected to achieve the following attributes.

1. **Scientific temper and critical thinking.** Mindset which enables one to follow a way of life that focuses upon the scientific method of understanding reality and the capability to think rationally and reflectively.
2. **Inclusiveness.** Constant exposure to and interaction with disparate social strata for an inclusive mindset, ethical sensibility and greater social sensitivity and empathy.
3. **Democratic practice and secular outlook.** As envisioned by the Constitution of India.
4. **Sense of equality, equity and environment.** Ability to differentiate between pure equality, social equity and a heightened awareness of how humans dialectically interact with environment.

5. **Synergetic work culture.** Capacity to work in groups and the attitude to consider larger goals greater than personal ones.
6. **Emancipatory and transformative ideals.** Attainment of cherished ideals of education for the eventual empowerment of humanity.

PROGRAMME SPECIFIC OUTCOMES

After successfully completing the three year Degree course in Islamic History a student is expected to achieve these attributes

1. The real spirit of religious ideologies are to reform human beings through a non-violent method
2. Trust in Constitution and Democracy has been evolved
3. Spirit of secularism has been strongly imbibed in mind
4. Read and write history in a scientific way has been achieved
5. Identify the real heroes of Indian freedom struggle
6. Become so proud of our fore fathers who sacrificed their lives for the independence of our nation
7. Realize the basic Islamic principle of the need of acquiring knowledge for the development and welfare of humanity.

PROGRAMME STRUCTURE

MAHARAJA'S COLLEGE, ERNAKULAM (A GOVERNMENT AUTONOMOUS COLLEGE)

REGULATIONS FOR UNDER GRADUATE PROGRAMME BA ISLAMIC HISTORY

Under graduate degree course to Islamic History is an innovative programme for the students to know the actual history of Middle East and is so relevant in the global scenario. It is so useful for the aspirants to find many opportunities in higher education in the international level. The Board of studies presents the curriculum to streamline the sole history of the Middle East and especially the gulf countries. The study of this subject will enhance the carrier opportunities of the aspirants in home and abroad to a very great extent. The study of the subject will enhance and enrich the qualities of secularism, equality of human beings, fair treatment to all and will surely produce good citizens.

Name of the Programme : BA ISLAMIC HISTORY

Programme Code : MCUSSIH16

No. of Seats : 30

Eligibility : A pass in Plus Two / Equivalent

Reservation Policy : As per Government norms

Admission Procedure : Merit based

Course Details:

The BA Islamic History is an Undergraduate Programme divided into six semesters. There are 16 Core Papers and 2 Elective papers, one project work in the sixth semester, which will be undertaken only after the completion of Study Tour. A Viva-Voce will be conducted in the end of the sixth semester examination. The medium of instruction is English and Malayalam.

COURSE STRUCTURE**CONTENTS****CONSOLIDATED SCHEME – SEMESTERS I to VI**

Sl. No	Semester	Course Code	Course Title
01	I	ISHI CORE01	HISTORY AND CULTURE OF PRE ISLAMIC ARABIA
02	II	ISH2 CORE02	EMERGENCE OF ISLAM
03	III	ISH3 CORE03	THE GLORIOUS CALIPHATE
04	III	ISH3 CORE04	THE UMAYYADS
05	IV	ISH4 CORE05	HISTORY AND CULTURE OF ABBASIDS
06	IV	ISH4 CORE06	MUSLIMS IN EUROPE
07	V	ISH5 CORE07	RISE AND FALL OF OTTOMAN EMPIRE
08	V	ISH5 CORE08	SEM IV HISTORY OF MEDIEVAL INDIA
09	V	ISH5 CORE09	ISLAMIC ECONOMICS AND FINANCE
10	V	ISH5 CORE10	MAJOR PETTY DYNASTIES IN ISLAM
11	V	ISH5 CORE11	HUMAN RIGHTS AND ENVIRONMENTAL STUDIES
12	VI	ISH6 CORE12	ARAB MUSLIM HISTORIOGRAPHY
13	VI	ISH6 CORE13	REVIVALIST MOVEMENTS IN ISLAM
14	VI	ISH6 CORE14	POLITICAL HISTORY OF WEST ASIA (19th and 20th centuries)
15	VI	ISH6 CORE15	KERALA MUSLIMS: HISTORY AND CULTURE
16	VI	ISH6 CORE16	MUSLIMS AND THE FREEDOM STRUGGLES
17	VI	ISH6 ELECTIVE01	ISLAM IN AFRICA (Elective)
18	VI	ISH6 ELECTIVE02	ISLAM IN GLOBAL VILLAGE (Elective)
19	VI	ISH6 CORE17	PROJECT
20	VI		STUDY TOUR BASED PROJECT

**CONSOLIDATED SCHEME 1 TO VI SEMESTERS
ISLAMIC HISTORY**

SEM	Title with Course Code	Course Category	Hours per Week	Credit	Marks	
					Internal	External
I	ISHI CORE01 History and Culture of Pre Islamic Arabia	Core Course	6	4	20	80
II	ISH2 CORE02 Emergence of Islam	Core course	6	4	20	80
III	ISH3 CORE03 The Glorious Caliphate	Core Course	4	4	20	80
	ISH3 CORE04 The Umayyads	Core Course	5	4	20	80
IV	ISH4 CORE05 History and Culture of the Abbasids	Core Course	5	4	20	80
	ISH4 CORE06 Muslims in Europe	Core Course	4	4	20	80
V	ISH5 CORE07 Rise and fall of Ottoman Empire	Core Course	5	4	20	80
	ISH5 CORE08 History of Medieval India	Core Course	5	4	20	80
	ISH5 CORE09 Islamic Economics and Finance	Core Course	5	4	20	80
	ISH5 CORE10 Major Petty Dynasties of Islam	Core Course	5	4	20	80
	ISH5 CORE11 Human Rights and Environmental Studies	Core Course	5	4	20	80
	ISH6 CORE12 Arab and Muslim Historiography	Core Course	5	4	20	80
	ISH6 CORE13 Revivalist Movements in Islam	Core Course	5	4	20	80
	ISH6 CORE14	Core Course	5	4	20	80

V1	Kerala Muslims - History and Culture					
	ISH6 CORE15 Political History of West Asia(19 th and 20 th Centuries)	Core Course	5	4	20	80
	ISH6 CORE16 Muslims and the Freedom Struggles	Core Course	5	4	20	80
VI	ISH6 CORE17 Project			2	20	80

SEMESTER I

COURSE CODE ISHI CORE01

HISTORY AND CULTURE OF PRE ISLAMIC ARABIA

Aim of the course:-

The course intends to familiarize the students with Geography of Arabian Peninsula, its climate and the Jahiliyya days. It also throws light into the life of the Arab People.

Objectives of the course:-

1. To create an awareness among the students in the Geography of Arabia and its climate, vegetation, Animal life and Deserts.
2. To give a conceptual idea to the students about the Semitic race and their international relations
3. To acquaint information by the students regarding early Arabian Kingdoms
4. To make students aware about the term Jahiliyya.

Outcome of the course:-

1. Awareness about the effect of climate and geographical location on the inhabitants of Arabia
2. Became knowledge in the international relations with Pre Islamic Arabians

COURSE SCHEME

FIRST SEMESTER

COURSE CODE: ISH1 CORE 01

HISTORY AND CULTURE OF PRE ISLAMIC ARABIA

Module I Geography of Arabia

Geography-Variations of Arabia-Najd-Eastern belt-Hadramout-Yemen-Al Hijaz-The great Nufud-Al Dhahna-Al Harrah-Climate-Flora-Date Palm-Acacia-Grapevine-Fauna-Camel-Arabian Horse

Module II Early International Relations

The Semitics-Original Home of Semitics-Semitic Migrations-Relations with Egypt- Sumerians and Babylonians-Assyrian Penetrations-Neo Babylonians and Persian Relations-Hebrews-Reference in Old Testament and Classical Literature-Roman Expedition

Module III Early Arabian Kingdoms

South Arabian Kingdoms-Sabaeen Kingdom--Ma'rib Dam-Manaen Kingdom-Himyarite-Period of Abyssinian Rule-Kingdom of North and Central Arabia-The Nabateans of Petra-Kingdom of Palmira-Ghassanids- Lakhimids- Kindah Kingdom

Module IV Arabia on the Eve of Islam

The Jahilliyah days-Political-Social and Economic Life-Tribal Organization-The Clan -Sheikh-Bedouin life- Religiousness- Solar Aspects-The Daughters of Allah-Asabiyah- Language and Literature- Poetry-The Muallaqat

CORE READINGS:

- | | |
|---|---------------------------|
| 1. The Short History of Saracens | : Syed Amir Ali |
| 2. History of the Arabs | : Philip K Hitti |
| 3. A Short History of Islam | : William Montgomery Watt |
| 4. The Arabs | : Antony Nutting |
| 5. A literary History of the Arabs | : R. A Nicholson |
| 6. The Spirit of Islam | : Syed Amir Ali |
| 7. Society, Religion and Poetry in Pre Islamic Arabia | : Ibrahim A Mumayiz |
| 8. Arabs and the Empires Before Islam | : Greg Fisher |
| 9. Religious Trends in Pre Islamic Arab Poetry | : H G Mustafa |
| 10. Literacy and Identity in Pre Islamic Arabia | : M C A Macdonald |
| 11. The Arabs in History | : Bernard Lewis |

MODEL QUESTION PAPER

FIRST SEMESTER

COURSE CODE: ISH1 CORE 01

HISTORY AND CULTURE OF PRE ISLAMIC ARABIA

Time: Three Hours

Maximum Marks: 80

Short Answer Type Questions

Answer any 10 Questions. Each Question carries 2 Marks

1. Write a note on the Semitic origin of Alphabet
2. Define the term Asabiyya
3. Comment on Pre Islamic relations with the Hebrews
4. Highlight the importance of Ma'arib in Arabian history
5. Discuss who were the Nabataeans
6. Discuss the historical importance of Petra in Pre Islamic Arabia
7. Trace the clan organization of Arabians
8. Write a review on Muallaqat
9. Give a brief comment on Semites
10. Evaluate the term Al Badiyah
11. One of the chief attractions of Pre Islamic Arabian commodities was Frankincense. Discuss
12. Briefly illustrate the Greek reference about Pre Islamic Arabia

(10x2=20 Marks)

Short Essays

Answer any 6 Questions. Each Question carries 5 Marks

13. Among the Arabian flora the date palm tree is Queen. Discuss
14. Arabia is one of the hottest of countries, even though it is sandwiched between seas on the east and west. Analyze.
15. Discuss how far the camel is useful in the Bedouin's life
16. Appraise the tribal patriotism of Arabs
17. Evaluate the relation between Arabia and Babylonians
18. Write a short essay on Sabaean Kingdom
19. Critically evaluate the status of women before the advent of Islam in Arabia
20. Sketch the history of Arabia under the Himyarite Kingdom
21. Analyze the role of poetry in Pre Islamic Arabian life

(6x5=30 marks)

Long Essays

Answer any 2 Questions. Each question carries 15 marks

22. Critically analyze the geographical features of Arabia and evaluate how the climate influence the character formation of the Arabs
23. Sketch the religious beliefs and practices of pre Islamic Arabians
24. Point out the significance of petty kingdoms evolved during the Pre Islamic days in South Arabia
25. Trace the political history of Arabia under the Lakhmids

(2x15=30 marks)

SEMESTER II

COURSE CODE: ISH2 CORE02

EMERGENCE OF ISLAM

Aims of the course:-

The course familiarize the students about the life and mission of Prophet Muhammad, the emergence of Islam and its universal significance

Objectives of the course:-

1. To pick up the attention of the students about life and career of Muhammad before his Prophethood
2. To understand the struggles faced by Muhammad
3. To familiarize the students about his teachings as the declaration of human rights
4. To understand the state formation in Islam

Outcome of the course:-

1. Became aware about Muhammad's mission as Prophet
2. Awareness about his reforms introduced through the new faith

COURSE SCHEME

COURSE CODE: ISH2 CORE02

EMERGENCE OF ISLAM

Module I Early life and Career of Prophet Muhammad

Period at Mecca-Family-Birth-The war of Fijar- HilfulFuzul-Reconstruction of Ka’bah-Trade Experience-
title Al Amin-Spiritual life-Declaration of Mount Safa-Persecution of the Quraish-Social Boycott- Year of
Sorrow-Journey of Taif-Pledge of Aqaba-Migration to Abyssinia-Hijrah

Module II Prophet at Medina

Muhajirs-Ansars- Constitution of City State of Medina-Covenant to the Jews-Battle of Badr-Uhad-
Khandaq-Treaty of Hudaibiyah-The conquest of Mecca-Tabuk Expedition-Battles of Hunayn and Ta’if-
Wars with the Jews-Farewell Pilgrimage and Last Sermon

Module III Basic Beliefs of Islam

Dogmas and Beliefs-The five Pillars-Thowhid-Prayer-Alms giving-Fasting-Pilgrimage-Shirk-Obligatory
duties-Concept of Holy war-Law relating to sexes-status of women-Concept of Welfare-Zakat and
Sadaqah-its importance in social life

Module IV Muhammad in his Versatile Mission

Muhammad as a statesman-As a Judge-As a Social Reformer-His Diplomacy in Treaties-His Military
Intelligence-Foreign Policy-Medina Charter-Eulogy from World Famous Scholars-Michael H Heart-Leo
Tolstoy-Sir William Muir-George Bernard Shaw-Montgomery Watt- Mahatma Gandhi.

CORE READINGS:

- | | |
|---|-----------------------|
| 1. Life of Muhammad | : Muhammad H Haykel |
| 2. Biography of Prophet Muhammad | : Martin Lings |
| 3. The Battle Fields of Prophet Muhammad | : Muhammad Hamidullah |
| 4. The Spirit of Islam | : Syed Amir Ali |
| 5. Foreign Policy of Hazrat Muhammad | : M S Quraishi |
| 6. The Arabs in History | : Bernard Lewis |
| 7. History of the Arabs | : Philip K Hitti |
| 8. Glimpses of Islamic History | : Irfan Faquih |
| 9. A Short History of Saracens | : Syed Amir Ali |
| 10. Islamic History | : M A Shaban |
| 11. The First Muslims: History and Memory | : Asma Afsaruddin |
| 12. Muhammad the Benefactor of Humanity | : Naim Sidiqi |

MODEL QUESTION PAPER
FIRST SEMESTER
COURSE CODE: ISH2 CORE 02
EMERGENCE OF ISLAM

Time: Three Hours

Maximum Marks: 80

Short Answer Type Questions

Answer any 10 Questions. Each Question carries 2 Marks

1. Sketch the role of Ka'bah in the life of Pre Islamic Arabians
2. Pledge of Aqabah was a turning point in the long journey of Islam. Evaluate the above statement
3. Make a distinction between Muahajirs and Ansars
4. Define Sadaqah. What is its economic importance
5. Display an eminent eulogy of a world famous scholar about Muhammad
6. High light the concept of Jihad in Islam
7. Evaluate the main factors precipitated behind the battle of Hunayn
8. Sketch the concept of Tauhid in Islam
9. Identify an event in which Prophet showed his military intelligence
10. Briefly display the declaration of mount Safah
11. Identify an event by which Muhammad gained the title Al Amin
12. Briefly discuss a treaty signed by the Prophet and Jews

(10X2=20 marks)

Short Essays

Answer any 6 Questions. Each Question carries 5 Marks

13. Convey the details about the constitution of city state of Medina
14. Analyze the provisions introduced by the Prophet in the Medina charter
15. Iman and Ibadat are the main components of their religious life. Make a distinction between Iman and Ibadat
16. Zakat was the mile stone of Islamic Economy. Analyze the economic importance of Zakat
17. Hijrah was the turning point in the history of Islam. Discuss the situatio0n behind this migration.
18. Analyze the main provisions in the 'Treaty of Hdaybiyah'.
19. Evaluate the status of women in the early days of Islam
20. Discuss the trade experience of Muhammad before his Prophet hood
21. Briefly display the last speech of Prophet in the sense of Human rights declaration

(6x5=30 marks)

Long Essays

Answer any 2 Questions. Each question carries 15 marks

22. High light the activities of Muhammad as social reformer
23. Illustrate the five pillars in Islam and bring forth its influence in their daily routine
24. High light the social life that Muhammad enjoyed before his mission as a Prophet
25. Explain the significance of the battle of Badr in the history of Islam

(2X15=30 Marks)

SEMESTER III

COURSE CODE: ISH3 CORE03

THE GLORIOUS CALIPHATE

Aims of the course:-

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.

Objectives of the course:-

1. To make aware the students about the first Khilafath in Islam
2. To acquaint the students about the glory of that period
3. To familiarize the students about administrative systems they had introduced
4. To look in to the details of the abolition of Caliphate

Outcome of the course:-

1. Made acquaintance with the formation of state from a social order
2. Awareness about administrative set up they had brought

COURSE SCHEME

SEMESTER III

COURSE CODE: ISH3 CORE03

THE GLORIOUS CALIPHATE

Module I Installation of Caliphate in Islam

Definition of Khilafat-Mode of Election-Challenges-Consolidation-Abu Bakr-His Inaugural Address-Problems faced by the Caliph-Usamah's Expedition-False Prophets-Apostasy Movement-Era of Conquest-Expeditions to Iraq and Syria- Collection of the Quran-Military Achievements

Module II Umar ibn al-Khattab and his reforms

His Nomination and Accession- Council of Shura-Military Expansion-Persia-Syria-Jerusalem-Egypt-Policy of Democracy-Institution of Amir al Muminin-Integration of Society-Provincial administration-Judiciary-Bait ul Mal-Agricultural Reforms

Module III Caliph Uthman and his achievements

Election of the Caliph-Internal Disorder-Reasons-The siege and Sequel -Nepotism-Official Manuscript of the Quran-Ali ibn Abu Talib-Attitude of Syria-Assassins-Battle of Camel-Battle of Siffin-Emergence of Kharijites-Assassination of Ali

Module IV Salient features of administration

Qualifications of a Caliph- Advisory Council-Peace and Justice-Police- Amil- Diwan-Revenue, its Sources and utilization-Military-Religious Others-Down fall of the Caliphate

CORE READINGS:

- | | |
|--|-------------------|
| 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. AfzalIqbal |
| 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 |

MODEL QUESTION PAPER
B.A. DEGREE EXAMINATION

Third Semester
Course Code:- ISH3 CORE03 – THE GLORIOUS CALIPHATE

Time: Three Hours

Maximum: 80 Marks

SECTION – A

(Answer any *ten* questions. Each question carries **2** marks)

1. Shura
2. Dawah
3. Tulaiha
4. Musailimah
5. Bait ul Mal
6. Ctesiphon
7. Sword of Allah
8. Jerusalem
9. Amr ibn al As
10. Masjid ul Haram
11. Medina
12. Sabaites

(10 x 2 = 20 marks)

SECTION – B

(Answer any *six* questions. Each question carries **5** marks)

13. Write a review on Abu Baker's services to Islam.
14. Comment briefly on the council of Shurah.
15. Discuss how far the title sword of Allah preferred to Khalid ibn Walid.
16. Write down the effort given by caliph Uthman in the compilation of the Quran.
17. Comment briefly on the provincial division of the state under Uma
18. Trace the formation of Islamic calendar
19. Evaluate the internal disorders at the time of caliph Uthman
20. Briefly evaluate the martyrdom of caliph Umar
21. Narrate the course and consequences of the battle of Siffin

(6 x 5 = 30 marks)

SECTION – C

(Answer any *two* questions. Each question carries **15** marks)

22. The reign of Umar was the golden age of Islam. Analyze.
23. Trace the administration under the Khulafa-i-Rashidin
24. Comment on the down fall of glorious caliphate.
25. Explain the various civil disorders taken place at the time of Caliph Ali.

(2 x 15 = 30 marks)

COURSE SCHEME

SEMESTER III

COURSE CODE: ISH3 CORE04

THE Umayyads

Aim of the course:-

The course aims to familiarize the students about the great Muslim civilization in 7th and 8th centuries.

Objectives of the course:-

1. To make aware the students about the transition of caliphate to kingship
2. To create awareness about Umar II as a benevolent and victorious king
3. To understand the intellectual developments under the Umayyads.
4. To make awareness about the siege and sequel of the dynasty.

Outcome of the course:-

1. Students can assess the importance of women's freedom in kingship.
2. Awareness about centralized form of administration and Arab Nationalism.

COURSE SCHEME

SEMESTER III

COURSE CODE: ISH3 CORE04

THE Umayyads

Module I Transition from Khilafath to Mulukiayat and its installation

Muawiyah-The Model of Arab Sovereign-Conquest and Expansion-Yazid-His Policies-Battle of Karbala-Siege and Sequel- Marwanids-Nomination of Abdul Malik-Rebel Caliphate of Abdullah ibn Zubair-Arabicization of the Empire- His Achievements

Module II Expansion of the Islamic State

Walid I-Conquest of Central Asia- Spain- India-Hajjaj ibn Yusuf- Musa ibn Nuzayr- Umar ibn Abdul Aziz-His Policies-Mawalis – Later Umayyads-Battle of Poitiers-Marwan II- Battle of Zab

Module III Administrative Set up and the Decline of Umayyads

Central Government- Provincial Administration-Various Departments-Revenue-Judiciary-Postal System-Chancery-Military- Public Works-Disintegration of the Umayyads-Causes for the Decline

Module IV Intellectual and Cultural Aspects of Umayyads

Literary Developments-Al Basra and Kufa-Arabic Grammar-Religious Tradition and Law-History writing-Poetry-Education-Science-Alchemy-Architecture-Mosque at Medina-Dome of Rock- Masjid ul Aqsa-Umayyad Mosque-Qusayr Umra Palace-Music.

CORE READINGS:

- | | |
|---|-------------------|
| 1. A History of the Arab People | : Albert Hourani |
| 2. Glimpses of Islamic History | : Irfan Faqih |
| 3. History of Islamic Civilization | : Jurji Zaidan |
| 4. The Arabs in History | : Bernard Lewis |
| 5. The History of the Arabs | : Philip K Hitti |
| 6. A Literary History of the Arabs | : R A Nicholson |
| 7. Islam in History | : Muhammad Munir |
| 8. History of Islam | : A H Najeeb Bali |
| 9. A Short History of the Saracens | : Syed Amir Ali |
| 10. Religious Scholars and the Umayyads | : Judd Steven |

MODEL QUESTION PAPER

SEMESTER III

COURSE CODE: ISH3 CORE04- THE Umayyads

Time: Three Hours

Maximum: 80 Marks

SECTION – A

(Answer any *ten* questions. Each question carries **2** marks)

1. Dome of Rock
2. Muluk
3. Rival caliphate
4. Hajjaj ibn Yusuf
5. Shiism
6. Father of Kings
7. Gibraltar
8. Ahl al Bait
9. Umayyad poetry
10. Musa ibn Nuzayr
11. Mukhtar
12. Dhimmi

(10 x 2 = 20 marks)

SECTION – B

(Answer any *six* questions. Each question carries **5** marks)

13. Elaborate the changes brought the Khilafat by Umayyads
14. Evaluate the causes and consequences of battle of Karbala
15. Explain the triangular struggles between Abdul Malik and his rivals
16. Point out the Arabicizing policies of Abdul Malik
17. Comment on the conquest of Spain under Umayyad dynasty
18. Evaluate the reform views of Umar II in his state policies
19. Write a note on the literary contributions under the Umayyads
20. Illustrate the architectural monuments at the time of Umayyads
21. Trace the military expansion of Umayyads under the caliph Al Walid

(6 x 5 = 30 marks)

SECTION – C

(Answer any *two* questions. Each question carries **15** marks)

22. Evaluate the ruler Muawiyah as feudal of Umayyad dynasty
23. Write an essay on the consolidation of Umayyad Empire under Abdul Malik.
24. Point out the intellectual and literary progress under the Umayyads
25. Trace the factors precipitated for the fall of Umayyads

(2x15=30 Marks)

SEMESTER IV
COURSE CODE: ISH4 CORE05
HISTORY AND CULTURE OF THE ABBASIDS

Aims of the course:-

The course aims to acquaint the students about the great civilization of the Abbasids, once the world witness.

Objectives of the study:

1. To impart an idea regarding the greatest glory of Bagdad
2. To provide an in depth knowledge to students about the legacy in their intellectual life
3. To make aware the impact of rationalism in their thinking
4. To familiarize their efforts in collecting and preserving the materials of knowledge

Outcome of the course:-

1. Students can understand the significance of cleanness for a hygienic society.
2. Awareness about the intellectual and cultural explosions encouraged by a dynasty in the very early Middle ages.

COURSE SCHEME

SEMESTER IV

COURSE CODE: ISH4 CORE05

HISTORY AND CULTURE OF ABBASIDS

Module I Establishment of Abbasid Dynasty

Abbasid Propaganda-Abu Muslim Qurasani-Abul Abbas Saffah-His vengeance – International Policy-Al Mansur the Real Founder-Foundation of the Baghdad-Harun Al Rashid- Splendor of Baghdad-The Barmakids-Civil War-Al Amin-Mamun-Mutazilites-Persianization of the Empire

Module II Later Abbasids and the Decline of the Empire

Al Mustasim-Turkish Legionaries-Al Mutawakkil-Restoration of Orthodoxy-Decline of the Empire-Causes of the fall- Mangol Invasion by Hulagu-Sack of Baghdad

Module III Abbasid Society and Administrative Set up

Society-Elegance and Luxury -Court Life-Marriage-Position of Women and Zimmis-Slavery System-Economic Life-Industry and Agriculture-Central and Provincial Administration- Diwanul Aziz-The Wazir-Diwan al Kharaj-Diwan al Ziman-Diwan al Shurtah-Sahib al Barid-Judiciary-Military Organization

Module IV Literary and Scientific Progress

Intellectual Life -Age of Translations- Bait-ul-Hikma-Progress in Mathematics-Medicine-Astronomy-Geography-Natural Science-Historiography-Development of Ilmul Kalam and Scholasticism-Six Canonical Collections-Four Schools of Jurisprudence.

CORE 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 |

MODEL QUESTION PAPER
Fourth Semester
COURSE CODE ISH4 CORE05
HISTORY AND CULTURE OF ABBASIDS

Time: Three Hours

Maximum Marks: 80

SECTION – A

(Answer any *ten* questions. Each question carries **2** marks)

1. Ahl ul-Bait
2. Hashimiah
3. Dar al-Salaam
4. Mutazilism
5. The Zindiks
6. Diwan al-Kharaj
7. Abu Muslim
8. Aghlabids
9. Al Saffah
10. Al-Mustasim
11. Battle of Zab
12. Khaizuran

(10 x 2 = 20 marks)

SECTION – B

(Answer any *six* questions. Each question carries **5** marks)

13. Write a short note on the Abbasid Revolution.
14. Describe the foundation of the Baghdad city.
15. Evaluate the role of Bermakids in the glory of Abbasids.
16. Explain the Byzantine confrontation of Abbasids under Harun.
17. Evaluate the Persianisation of the Abbasids.
18. Elucidate the Shiite revolt during the period of Al-Mansur.
19. Assess the civil war between Amin and Mamun.
20. Examine the position of women in Abbasid society.
21. Write a note on the administrative set up of Abbasids.

(6 x 5 = 30 marks)

SECTION – C

(Answer any *two* questions. Each question carries **15** marks)

22. Al-Mamun's period is considered as the 'Augustus Age of Islam.' Evaluate.
23. Point out the salient features of Abbasid administration.
24. Write an essay on the decline of Abbasid dynasty.
25. Al-Mansur called as the real founder of the Abbasid dynasty.|| Explain.

(2 x 15 = 30 marks)

SEMESTER IV

COURSE CODE: ISH4 CORE06

MUSLIMS IN EUROPE

Aims of the course:-

The Course makes an acquaintance with the advent of Islam to European continent and Sicily and their intellectual contributions which paved the way for European renaissance.

Objectives of the course:-

1. To introduce the students about the condition of Spain on the eve of Islam
2. To make aware how the Muslims became the torch bearers of Europe
3. To inculcate the students about the intellectual life in Muslim Spain

Outcome of the course:-

1. Students understood that Muslim Spain remained as the torch bearers of culture and civilization to Europe.
2. Students are able to incorporate the role of Muslims of Sicily for the transmission of knowledge and culture to other parts of the world.

COURSE SCHEME

SEMESTER IV

COURSE CODE: ISH4 CORE06

MUSLIMS IN EUROPE

Module I Muslims in Spain

Spain on the Eve of Arab Conquest-Siege and Sequel-Musa ibn Nusayr- Tariq ibn Ziyad-Dependent Amirate-Abdul Aziz-Samah ibn Malik- Abdul Rahman Ghafiqi-Yusuf al Fihri-i-Effects of the Conquest

Module II The independent Amirate in Spain

-Abdul Rahman I- Hakam I - Abdul Rahman II-Abdul Rahman III-Hajib Al Mansur-Administrative System-Amir and Khalifa-Wizarat-Khuttah- Provincial Government-Causes of the Downfall of Muslim Rule in Spain-Architecture-al Zahra Palace-Al Hambra

Module III Muslims in Sicily

The Sicilian Amirate-Development of Arab Norman Culture- Sicily as the Centre of Cultural Transmission-Aghlabids-Ziyadathullah I and II

Module IV Scientific and Literary Developments in Spain

Intellectual Contribution-Historiography-Ibn al Qutiyah-IbnHayyan-ibn al Faradi-ibn al Khatib-ibn Khaldhun-Geography-al Bakri-al Idrisi-ibn al Jubair-al MaziniIbn Battuta-Astronomy-Majriti-Bitruji-Zarqali-Botany-ibn al Batyar-al Awwan-Philosophy-Ben Gabirol-ibn al Rushd-ibn Maymun-ibn al Arabi

CORE READINGS:

- | | |
|---------------------------------------|------------------------|
| 1. The Moors in Spain | : Stanley Lane Poole |
| 2. Spanish Islam | : R Dozy |
| 3. History of the Moors in Spain | : M Florian |
| 4. Conquest of Granada and Spain | : Irwin W |
| 5. A History of Spain | : Jeremy Black |
| 6. A Cultural History of Muslim Spain | : Dr. Imamuddin |
| 7. History of Islam | : Fayyaz Mahmood |
| 8. The Arab Conquest of Spain 710-797 | : Roger Collins |
| 9. The Legacy of Muslim Spain | : Salma Khadra Jayyusi |
| 10. Political History Muslim Spain | : S M Imamuddin |
| 11. Muslim Spain and Portugal | : Hugh N Kennedy |
| 12. A History of Islamic Spain | : W M Watt |

MODEL QUESTION PAPER

SEMESTER FOUR

COURSE CODE: ISH4 CORE 06

MUSLIMS IN EUROPE

Time: Three Hours

Maximum Marks: 80

Short Answer Type Questions

Answer any 10 Questions. Each Question carries 2 Marks

1. Give a brief account of Gothic Kingdom
2. Trace the battle of Tours
3. Bring forth the reasons led to the conquest of Spain by Muslims
4. Give political achievement of Hakam I
5. Highlight the architectural features of al Hambra palace
6. Give a short note on Aghlabids
7. Trace the development of Botany in Muslim Spain
8. Summarize the Philosophical contributions of Ibn Arabi
9. Point out the development of language and literature in Spain
10. What were the effects of conquest of Spain
11. Identify the event by which Muhammad gained the title Al Amin
12. Briefly discuss a treaty signed by the Prophet and Jews

(2x10=20 Marks)

Short Essays

Answer any 6 Questions. Each Question carries 5 Marks

13. Convey the details about the constitution of city state of Medina
14. Analyze the provisions introduced by the Prophet in the Medina charter
15. Iman and Ibadat are the main components of their religious life. Make a distinction between Iman and Ibadat
16. Zakat was the mile stone of Islamic Economy. Analyze the economic importance of Zakat
17. Hijrah was the turning point in the history of Islam. Discuss the situatio0n behind this migration.

18. Analyze the main provisions in the treaty of Hdaybiyah.
19. Evaluate the status of women in the early days of Islam
20. Discuss the trade experience of Muhammad before his Prophet hood
21. Briefly display the last speech of Prophet in the sense of Human rights declaration

(6x5=30 marks)

Long Essays

Answer any 2 Questions. Each question carries 15 marks

22. High light the activities of Muhammad as social reformer
23. Illustrate the five pillars in Islam and bring forth its influence in their daily routine
24. High light the social life that Muhammad enjoyed before his mission as a Prophet
25. Explain the significance of the battle of Badr in the history of Islam

(15x2=30 Marks)

SEMESTER V

COURSE CODE: ISH5 CORE07

RISE AND FALL OF OTTOMAN EMPIRE

Aim of the course:-

The course purports to offer a general idea on the ancestry of the Ottoman and the creation of a huge empire that stretched in to the three continents of Asia, Africa, and Europe. It likewise points to shed light on the Ottoman response to fresh challenges and steps used to regain the lost glory.

Objectives of the study:-

1. To give an idea of the genesis and culture of Ottoman state
2. To examine the factors affected for the glory of the Ottomans
3. To familiarize how the Ottoman became the heirs of the Islamic caliphate
4. To evaluate the beginning of their graph of decline

Outcome of the course:-

1. Built confidence in the power of determination that one took up to achieve the goals
2. The students came to know that “The nation builders are not born in an overnight, they are made with a systematic understanding and hard work they performed throughout their life”.

SCHEME COURSE

SEMESTER V

COURSE CODE: ISH5 CORE07

RISE AND FALL OF OTTOMAN EMPIRE

Module I Origin and Growth of Ottomans

Turkish origin of Ottomans-Divide of the Seljuks-Ghazi states-Osman I-Orhan-Murad I – The Real Founder of Ottoman Empire-Janissaries-The Interregnum- Bayazid I-Collapse of the First Ottoman State

Module II Restoration of the Empire and Foundation of Istanbul

Mohammed I- Murad II- Internal Politics-Expansion and Settlement in Europe0Crusade of Varna and Kosovo-Muhammed II- Al Fatih-Foundation of Istanbul -Bayazid II-Consolidation of the Empire-Salim I-Conquest of the Arab World

Module III The peak of Ottoman Grandeur

Suleiman the Magnificent- Al Qanuni-Hungarian Campaigns-War in Mediterranean-The Koprulus -New Challenges-The Peace of Karlowitz-Ottoman Reform-Selim III-Mahmud II-The Tanzimat Reforms.

Module IV Administrative System and Decline of the Empire

Central Administration-Vilayat-Eyalet-Beylerbeylik-Sanjak-Judiciary-Decline of the Empire-internal problems-corruption and nepotism-Economic difficulties-Social unrest -External Relations-Reform Efforts-Military Defeats-Imperial Decline

CORE READINGS:

- | | |
|--|-----------------------|
| 1. The Foundation of the Ottoman Empire | : H A Gibbon |
| 2. The Origins of the Ottoman Empire | : Gary Leiser |
| 3. The Ottoman Empire, 1300-1650 | : Collin Imber |
| 4. The Middle East-A History | : S N Fischer |
| 5. Encyclopedia of Islam | : Leident |
| 6. Turkey A Modern History | : Erick J Zurcher |
| 7. Ottoman Empire and Early Modern Europe | : Daniel Goffman |
| 8. History of Ottoman Empire and Modern Turkey | : S J Shaw and Others |
| 9. The Rise of Ottoman Empire (ed) | : Collin Heywood |
| 10. The Ottoman Empire, 1700-1922 | : Donald Quataerf |
| 11. A History of the Arab Peoples | : Albert Hourani |
| 12. The Ottoman Empire-Classical Age | : HalilInalcik |

MODEL QUESTION PAPER

SEMESTER FIVE

COURSE CODE: ISH5 CORE 07

RISE AND FALL OF OTTOMAN EMPIRE

Time: Three Hours

Maximum Marks:80

Short Answer Type Questions

Answer any 10 Questions. Each Question carries 2 Marks

1. Write a short note about the Treaty of Karlowitz
2. Trace the extermination of Janissaries by Mahmud II
3. Highlight the Devshirme system
4. Evaluate the Ottoman conquest of Adrianople
5. Write a short note on Köprülü years
6. Give the political achievement of Bayezid I
7. Highlight the important events which took place during the reign of Murad I
8. Trace the origin of Ottoman empire
9. Examine the causes for the decline of Seljuk dynasty
10. Write a note on Interregnum of Ottoman empire
11. Review the consequences of Millet system.
12. Assess the significance of Wilayat System.

(10x2=20 Marks)

Short Essays

Answer any 6 Questions. Each Question carries 5 Marks

13. Write an estimate of Ghazi State of Ottoman empire
14. Bring forth the reforms introduced by Mahmud II
15. Examine the Ottoman- Safavid relations
16. Trace the conquest of Egypt by Selim I
17. Discuss the administration of Ottoman empire during its first phase
18. Explain the Tanzimat reforms
19. Examine how did Murad I tackle the internal troubles to consolidate the empire
20. Estimate the role of Muhammad II in the emergence of Ottoman empire as World power
21. Examine how far the nickname Yildırım applicable to Bayezid II.

(6x5=30 marks)

Long Essays

Answer any 2 Questions. Each question carries 15 marks

- 22. Sketch the political achievement of Sulaiman the Magnificent
- 23. Evaluate the causes for the decline of Ottoman empire
- 24. Briefly the discuss the achievements of Selim III

(2x15=30 marks)

SEMESTER V

COURSE CODE: ISH5 CORE08 HISTORY OF MEDIEVAL INDIA

Aim of the course:-

The course aim at giving a broad overview on the history of Muslim rulers in India and gets a clear picture of the historical development of Muslim culture in India.

Objectives of the study:-

1. To get an idea on historical role played by Delhi Sultanate and the great Mughals
2. To elucidate the Socio-Economic -Political and cultural advance of that period
3. To understand the root glitches behind the decline Muslim rule in India
4. To illustrate the new administration , they had introduced in India

Outcome of the course:-

1. Students are imbibed with the quality of secularism in the Medieval Muslim rule.
2. Students became aware of the special features Indo-Islamic architecture.

COURSE SCHEME
SEMESTER V
COURSE CODE: ISH5 CORE08
HISTORY OF MEDIEVAL INDIA

Module I India on the Eve Arab Conquest, their Siege and Sequel

Conquest of Sind by Muhammed ibn Qasim-Mahmud of Ghazna as administrator and patron of Literature-Muhammed Ghor-Battle of Terrain-Economic and Cultural Impact of Turkish Conquest

Module II Establishment of Delhi Sultanate and Their Rule I India

Qutubdin Aybak, Founder of Delhi Sultanate-Iltutmish- Rasiya Sultana-Achievements of Balban-Alauddin Khilji -Muhammed ibn Tughlaq-Firoz Shah Tughlaq-Sayyids and Lodis- Bahmini Kingdom-Mahmud of Ghown

Module III Mughal Empire in India

Foundation of Mughal Rule-Baur as Empire Builder-Humayun-Consolidation of Afghan Rule under Shersha and his Administration-Akbar-Consolidation and Expansion-Din Ilahi- IbadatKhana-Policies of Akbar-Jahangir-Shajahan-Aurangazeb

Module IV Contributions of Muslims rule in India

Social Life -Central and Provincial Administration-Land Revenue System-Mansabdari System-Law and Justice-Ruling Class-Nobles and Ulama-Cultural Symbiosis-Bhakti Movement-Kabir Das -Sur Das - Tulasi Das-Development of Sufism in India-Literature-Music and Painting-Art and Architecture

CORE READINGS:

- | | |
|--|-------------------------------|
| 1. Foundation of Muslim Rule in India | : A B M Abdullah |
| 2. Medieval India from Sultanate to Mughals | : Satish Chandra |
| 3. Sultanate of Delhi | : R L Sri Vastava |
| 4. Some Aspects of Mughal Administration | : T R Prasad |
| 5. Mughal Administration | : Anil Saxena |
| 6. The Lives of Mughal Emperors | : John Reeve |
| 7. Advanced Study of History of Medieval India | : P N Chopra |
| 8. Sufism in South India | : Islam R |
| 9. Administration of Mughal Empire | : I H Quraishi |
| 10. Cultural History of India | : A L Basham |
| 11. Cambridge History of India | : Cambridge University Press |
| 12. Influence of Islam on Indian Culture | : Tara Chand |
| 13. Administration of Sultanate of Delhi | : I H Quraishi |
| 14. Mughal Rule in India | : R C Majumdar and Srivastava |

MODEL QUESTION PAPER

Semester Five

COURSE CODE: ISH5 CORE08– HISTORY OF MEDIEVAL INDIA

Time: Three Hours

Maximum: 80 Marks

SECTION – A

(Answer any *ten* questions. Each question carries **2** marks)

1. Battle of Tarrain
2. Baber Nama
3. Ibadat Khana
4. Mahmud of Ghazni
5. Firoz ShahTuglaq
6. Battle of Chausea
7. Shajahan
8. Nobles and Ulama
9. Jahangir
10. Baber Nama
11. Sayyid dynasty
12. Literature

(10 x 2 = 20 marks)

SECTION – B

(Answer any *six* questions. Each question carries **5** marks)

13. Describe the reasons and the consequences of Muhammed Ghori's invasion of India
14. Asses the administration introduced by Mahmud Ghawan
15. Evaluate the reforms introduced by Alaud din Khilji
16. Trace the salient features of Mughal Architecture
17. Explain the battle of Panipat and its consequences
18. Evaluate the rise of Bhakti movement and its impact on Indian culture
19. Asses the aftermath of Battle of Kanuj
20. Evaluate the contribution made by Shersha in the field of Revenue
21. Sketch the achievements of Firoz Shah Tughlaq

(6 x 5 = 30 marks)

SECTION – C

(Answer any *two* questions. Each question carries **15** marks)

22. Evaluate the causes behind Aurangzeb's failure in Deccan
23. Describe the struggle between Shersha and Humayun
24. Give a sketch of administration under Mughals
25. Critically evaluate the religious policy of Akbar

(2 x 15 = 30 marks)

COURSE SCHEME

SEMESTER V

COURSE CODE: ISH5 CORE09

ISLAMIC ECONOMICS AND FINANCE

Aim of the course:-

The course familiarize the students about Islamic Economics represents a systematic effort by Muslim Economists to cast fresh look on entire Economic problems and come up with fresh solutions to old and persisting problem.

Objectives of the study:-

1. To understand what is Islamic Economics
2. To make aware the students about Islamic Economics which is the most potential force in Human bliss
3. To cultivate the lofty ideals of ownership in Islam and factors of production, trade and commerce
4. To understand the Islamic Economics is the only solution for world economic recession

Outcome of the course:-

1. Made acquaintance with the formation of a state from a social order
2. Students can acquaint with the significance of interest free banking
3. Praise the ethics behind the economic principles of Islam which stood as a base for an egalitarian society.
4. Acquire the skill of practicing interest free banking.

COURSE SCHEME

SEMESTER V

COURSE CODE: ISH5 CORE09

ISLAMIC ECONOMICS AND FINANCE

Module I Islamic Economics and its comparison with Capitalism and Socialism

Economic Philosophy of Islam- Salient Features of Islamic Economics-Sources of Islamic Economic Law--Difference between Islamic Economics -Capitalism and Socialism

Module II Economic Sources and Distribution of Wealth in Islam

Ownership of Wealth in Islam-Distribution of Wealth-Consumption-Production- Factors of Production-Economic Functions of the State-Prevention of Concentration of Wealth-Financial Sources-Zakat-Sadaqah-Kaffarath-Nafaqath-Fay-Ghanimah-Kharaj- Khums- Warasat

Module III Islamic Financial Services and Its Superiority over Interest

Introduction to Islamic Finance-Principles-Prohibition of Riba-Nature and services of Banking-Funds-QurdHasan-Interest Free Loan-Contracts-Mudarabah- Musharakah-Murabahah- Bai Salam- Bai-Muajal-Ijarah- Istisna-Takaful-Islamic Bond -Sukuk

Module IV Islamic Finance System in Contemporary World

Islamic Banks in Muslim States-Saudi Arabia-Iran-Pakistan Indonesia-Malasiya-Islamic Banks in Secular States-UK,-USA-France-Scope Islamic Banks in India-Islamic Solution to World Economic Crisis

CORE READINGS:

- | | |
|--|--------------------------|
| 1. Islamic Economics | : M A Mannan |
| 2. Studies in Islamic Economics | : Khurshid Ahmad |
| 3. Objectives of Islamic Economic Order | : Umar M Chapra |
| 4. Islamic Finance in Global Economy | : Dr. M Muslehuddin |
| 5. Islamic Finance and Law | : Maha Hasan Balala |
| 6. Economics and Islam | : Dr. M Muslehuddin |
| 7. Islamic Economics and Finance | : Masudul Alam Chaudhary |
| 8. Some Aspects of Islamic Economy | : M N Siddiqi |
| 9. Muslim Economic Thinking | : M N Siddiqi |
| 10. Participatory Financing Through Investment Banks | : A L M Abdul Gafoor |
| 11. Banking and Islamic Law | : Dr. M Muslehuddin |
| 12. Islamic Finance in the Global Economy | : Ibrahim Warde |

MODEL QUESTION PAPER

Semester Five

COURSE CODE: IH5 CORE09- ISLAMIC ECONOMICS AND FINANCE

Time: Three Hours

Maximum: 80 Marks

SECTION – A

(Answer any *ten* questions. Each question carries **2** marks)

1. Mudarib
2. IDB
3. Ijarah
4. Zakath
5. Khums
6. Ethical Finance
7. Istisna
8. Khaffarath
9. Rabb ul Mal
10. LARIBA
11. Bai Salam
12. Istisna

(10 x 2 = 20 marks)

SECTION – B

(Answer any *six* questions. Each question carries **5** marks)

13. Define Riba and point out its classifications
14. Examine the principles of Mudaraba
15. Give an account on the activities of Islamic Finance in Kerala
16. Highlight the features of Takaful
17. Distinguish between Bai Salam and Bai Muajjal
18. What do you know about Sukuk
19. Assess the developments of Islamic finance system in USA
20. Discuss the nature and scope of Islamic economics
21. Distinguish between Zakat and Sadaqah

(6 x 5 = 30 marks)

SECTION – C

(Answer any *two* questions. Each question carries **15** marks)

22. Critically analyses the measures adopted by Islam for the distribution of wealth
23. Examine the basic principles of Islamic Finance system with special reference to various contracts
24. Attempt a comparison between Islamic economics and modern concept of socialism and capitalism
25. Trace the developments of Islamic finance in the contemporary world

(2x15=30Marks)

SEMESTER V

COURSE CODE: ISH5 CORE10

MAJOR PETTY DYNASTIES IN ISLAM

Aim of the Course:-

The course intends to familiarize the students with broad contours of petty kingdoms and their historical marks in the world

Objectives of the Study:-

1. To identify major Muslim petty dynasties in the West and the East
2. To articulate the location they settled in the world map
3. To give an idea about the Crusades, the cross before war
4. To make aware about how a Shiite dynasty established in Egypt

Outcome of the course:-

1. Pupil can improve the quality to analyses the different achievements of Kingdoms even in short span of time.
2. Students made acquainted with the intellectual explosion even at the time of less technological innovations
3. Pupil realized that the curiosity to explore natural phenomena is an inborn characteristic of human being and they tried with level best at any period of time.

SEMESTER V

COURSE CODE: ISH5 CORE10

MAJOR PETTY DYNASTIES OF ISLAM

Module I Petty Dynasties in the East

The Tahirids of Baghdad- The Saffarids of Persia- The Samanids of Transoxiana- The Ghaznawids in Afghanistan-The Buwayhids -The Seljuqs-Tughril- Alp Arslan-Malikshah-VazirNizam al Mulk-
Literary Progress

Module II Petty Dynasties in the West

The Idrisids-The Aghlabids-The Tulunids-public works-The Ikshidids-Negro Eunuch-The Hamadanids-
Literary efflorescence-Raids in to the land of Romans

Module III Shiite Caliphate in Egypt

Ismailite Propaganda-Said-The First Fatimid-The commander Jawhar-Al Muiz-Al Asis-Decadence-Fall-
Scientific and Literary Progress-Administration-The royal Library

Module IV The Crusade

Seljuks of Syria- First Crusade-The first Latin Principality-Jerusalem Captured-Baldwin I-Third Frankish
Principality established-The Zangids and Nurids-Hittin-The Ayyubids- Salahuddin Ayyubi-Third
Crusade- Mamluks-Bahri and Burji Mamluks.

CORE READINGS:

- | | |
|---------------------------------------|------------------------|
| 1. History of the Arabs | : P K Hitti |
| 2. Spirit of Islam | : Sayed Amir Ali |
| 3. History of the Saracens | : Sayed Amir Ali |
| 4. The Arabs | : Antony Nutting |
| 5. A Literary History of the Arabs | :R A Nicholson |
| 6. History of Islam Vol I and Vol. II | : Masudul Hasaan |
| 7. Islam in History | : Muhammad Munir |
| 8. A short History of Islam | : W M Watt |
| 9. The Glimpses of Islamic History | : Irfan Faqih |
| 10. The Legacy of Islam | : Schatch and Bosworth |

MODEL QUESTION PAPER

SEMESTER V

COURSE CODE: ISH5 CORE10

MAJOR PETTY DYNASTIES OF ISLAM

Time: Three Hours

Maximum Marks: 80

Short Answer Type Questions

Answer Any Ten Questions. Each Question Carries Two Marks

1. Tahirids
2. Qalawun
3. Baldwin I
4. Ismailism
5. Alp Arsalain
6. DarulHikma
7. Al Muiz
8. Al Azhar University
9. BahriMamluks
10. Ibrahim IbnAghlab
11. Frankish Kingdom
12. Saffarids

(10x2=20 Marks)

Short Essay Questions

Answer Any Six Questions. Each Question Carries Five Marks

13. Make a distinction between BahriMamluks and BurjiMamluks
14. Make a distinction between BahriMamluks and BurjiMamluks
15. Highlight the architecture under the Tulunids of Egypt
16. Ismailite Propaganda paved the way for the foundation of a Shiite dynasty in Egypt. Discuss
17. Highlight the literary progress under the Seljuks
18. Discuss the result of Battle of Hittin
19. Make a comment on the royal library under the Fatimids
20. Evaluate the causes for the foundation of Ayyubid Dynasty in Egypt
21. Discuss the factors paved the way for the beginning of Crusades
22. Write a comment on NizamulMulk's contributions to Seljuk Kingdom

(5x6=30 Marks)

Long Essays

Answer any Two Questions. Each Question carries Fifteen Marks

23. Elucidate the result of the third Crusade
24. Explain the scientific and literary progress under the Fatimids
25. Write an essay on the petty dynasties in the east
26. Who were the Aghlabids. Write an essay on their origin and development.

(15x2=30 Marks)

COURSE SCHEME

COURSE CODE: ISH5 CORE11

HUMAN RIGHTS AND ENVIRONMENTAL STUDIES

Aim of the course:-

The course intends to cultivate in the student the age old aspirations for a just world order where in people could live, develop; prosper in an environment free from the fear, oppression, exploitation and deprivation.

Objectives of the course:-

1. Introduce the ideal code of human rights in Islam which gave fourteen centuries ago.
2. To give the idea that human rights in Islam are an integral part of an overall part of an Islamic order.
3. To arise conscience against the violation of rights.
4. To create respect for women rights and defend violation of rights.

Outcome of the course:-

1. One can imbibe the quality of adhering to the laws of nature
2. Students became responsible to the state and will nurture the habits of respecting the rights of everyone without any discrimination.

COURSE SCHEME

COURSE CODE: ISH5 CORE11

HUMAN RIGHTS AND ENVIRONMENTAL STUDIES

Module I

Environment Definitions Protection of environment- environmental ethics. Environmental responsibility- - general laws on environment and development -Environmental protection act of 1986 - Environmental pollutions- global warming- Preservation of environment. Environment in Islamic perspective Hima- - Special instruction 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).

Module II

Traditions of Prophet on environment- (Five traditions from Sahih Bukhari) on the protection of nature ,preservation of water bodies- forestation and deforestation preservation of eco-system- environmental pollution. Measures for the protection of environment during Pious caliphs. -Measures adopted by pious caliphs to prevent–to prevent air pollution and water pollution.

Module III

Human Rights, Meaning, concept and development- History of Human Rights- Different Generations of Human Rights-UDHR, ICCPR, ICESCR- Value dimensions of Human Rights. UN Secretariat- The Economic and Social Council- The Security Council and Human Rights- The Human Rights Committee – Critical Appraisal of UN Human Rights Regime.

Module IV

Human Rights in Indian Constitution. Fundamental Rights, Directive Principles of State Policy and Human Rights Human Rights of Women-children- minorities- Prisoners. Science Technology and Human Rights. National Human Rights Commission. State Human Rights Commission.

CORE READING:

1. Islam and the environmental Crises : Akhtharuddin Ahammed, Taha Publishers
2. Islam and ecology : Fazlum M Khalid & Joanne D'Brien Casell, University of Michigan
3. Environmental Dimensions of Islam : Mauri Izzi Dien, The Luttrell Press, Cambridge. Islamic world and sustainability, 2003
4. Islam and environmental conservation : Abdulsalam M
5. Majmu'al Fataue : Taqi-ud-din Ahmed ibn Taymiyah
6. Classical translations of Quran by Marmaduke Pickthal, Abdul Kalam Azad. Abul A'la Maududi etc.
7. Basic documents in Human Rights : Ian Brownlie
8. Universal human rights in theory and practice : Jack Donnelly
9. Future of Human rights : Upendra Baxi
10. Understanding human rights- An overview : O.P. Dhiman
11. Reforming Human Rights : D.P. Khanna
12. Human rights in India historical, social, and political perspectives : Chiranjivi j Nirmal
13. Human rights in post-colonial India : Edited by Om Prakash and Julie Rajan.

MODEL QUESTION PAPER

B.A. DEGREE EXAMINATION

**Faculty of Social Science
Branch II -ISLAMIC HISTORY Fifth Semester**

Course Code IHSCRT10- HUMAN RIGHTS AND ENVIRONMENTAL STUDIES

Time Three Hours

Maximum: 80 Marks

SECTION –A

(Answer any ten questions. Each question carries 2 marks)

1. Global Warming
2. World environment day
3. Hima
4. Preservation of Eco-system
5. Soil erosion
6. ICCPR
7. Environmental activism in Islam
8. State Human Rights Commission
9. International Human Rights document
10. Environmental pollution
11. Environmental ethics
12. ICESCR

(10x2=20 marks)

SECTION –B

(Answer any six questions. Each question carries 5 marks)

13. Intricate the importance of the prevention of soil erosion
14. Illuminate the meaning and concept of Human Rights
15. Ascertain the significance of Human Rights awareness in Education
16. Review the international convention on environmental protection
17. Extract the special instructions on the protection of environment in the light of the Qurans
Chapters al –Baqara and Al-Rum.
18. Examine the traditions of Prophet Mohammed on the preservations of water bodies and air
19. Review the Directive Principles of State Policy
20. Make a critical appraisal for UN Human Rights Regime
21. Explain different generations of Human Rights.

(6x5=30 marks)

SECTION –B

(Answer any two questions. Each question carries 15 marks)

22. Reveal the Islamic declaration on Global climate change based on the Quranic instructions on the protection of environment.
23. Appraise the laws on the protection of environment on the occasion of war Assess the war ethics related to environment in Islam.
24. Estimate the Human Rights of women, children, minorities and prisoner.
25. Define the causes of UDHR

(2x15=30)

SEMESTER VI

COURSE CODE ISH6 CORE12

ARAB AND MUSLIM HISTORIOGRAPHY

Aim of the course:-

To critically evaluate the various contributions of the Arab historians like Ibn Ishaq, Al Tabari, Al Waqabi, Al Masudi, and Ibn Khaldun, so that a comprehensive overview inculcated in the minds of the students.

Objectives of the course:-

1. To get an overview of the historical contributions made by the Muslim historians.
2. To evaluate the sources of Islamic historiography like Quran and Hadith.
3. To make the students aware about the modern criticisms about the Arab historiography including critical outlooks on the Hadith.
4. To understand the Quranic view of History.

Outcome of the course:-

1. Students can develop a curiosity to know the past in a systematic manner.
2. Students appraised the scientific measures adopted in the early middle ages by the Arabs to collect the historic documents with new and more reliable methods.

COURSE SCHEME

SEMESTER –VI

COURSE CODE: ISH6 CORE12

ARAB AND MUSLIM HISTORIOGRAPHY

Module I History Consciousness of the Arabs

Tarikh -Concept of History- -Sources of Islamic history – Quran and Hadith- Features of Muslim historiography-Isnad-chronological uniformity.

Module II Basic forms of Muslim historiography

KhabarHistory-Maghazi literature-Tabaqat Literature-Genealogical arrangements-Dynastic history-Sirah literature

Module III Contributions of Some Muslim Social Scientists to Modern Historiography

Travel accounts – al Beruni- Biography-IbnIshaq-Al Waqidi-Al Tabari-Al Masudi-IbnKhaldun-IbnRushd

Module IV Muslim Historiography and its features

Muslim historiography in Medieval India – Salient features-Amir Khusrau-Ziauddin Barani-Abul Fazl-Abdul Qadir al-Badauni

CORE READINGS:

- | | |
|---|---------------------|
| 1. The History of History | : Barnes H.E. |
| 2. An Arab Philosophy of History | : Charles Issawi |
| 3. Muqadhimma | : Ibn Khaldun |
| 4. Early Muslim Historiography | : N.A. Farooqi |
| 5. Ibn Khaldun, His Life and Works | : M.A. Enan |
| 6. An Idea of History | : Colling Wood R.G. |
| 7. On historiography and historians of medieval India | : Nizami K.A. |
| 8. History its Theory and method | : Sheikh Ali B. |
| 9. Akbar Namah | : Abul Fazl |
| 10. Islamic Civilization-Arabic Historical Thought | : L. Wittgenstem |
| 11. Tarikh e Firozshahi | : Ziyauddin Barani |
| 12. Muntaqab al Tawarikh | : Al Badauni |

MODEL QUESTION PAPER

SEMESTER – VI

COURSE CODE: ISH6 CORE12 ARAB AND MUSLIM HISTORIOGRAPHY

Time: Three Hours

Maximum: 80 Marks

SECTION – A

(Answer any *ten* questions. Each question carries 2 marks)

1. Tarikh
2. Isnad
3. Al Tabari
4. Muruj al Dhahab
5. Mundakhab al-Tawarikh
6. Maghazi
7. Ayyam al-Arab
8. Marib Dam
9. Tabaqat
10. Futuh
11. Mukhadhimma
12. Sirah al Rasulullah

(10 x 2 = 20 marks)

SECTION – B

(Answer any *six* questions. Each question carries 5 marks)

13. Analyze the importance of Hadith as a source of history.
14. Comment on the historical contributions Al-Tabari.
15. Write a review on Tarikh-e-Firozshahi.
16. Compare and contrast the historical contributions of Abul Fazl and Badauni.
17. Trace the basic forms of Muslim historiography.
18. Analyse the Quran as the authentic source of Islamic history.
19. Evaluate why the Arabs showed keen interest in preserving history.
20. High light the contributions of Muslims to Modern history.
21. Bring forth the importance of Sirah literature in History.

(6 x 5 = 30 marks)

SECTION – C

(Answer any *two* questions. Each question carries **15** marks)

22. Write down the salient features of medieval historiography in India
23. Evaluate the historical contributions of Ibn Khaldun
24. Analyse Abul Fazl as a court historian
25. Amir Khusrau is more a poet than historian. Analyze.

(2 x 15 = 30 marks)

SEMESTER VI
COURSE CODE: ISH6 CORE13
REVIVALIST MOVEMENTS IN ISLAM

Aim of the course:-

The course aims at analyzing the set back of the Muslim world in modern period and the reform attempts by various scholars all over the world.

Objectives of the course:-

1. To understand the causes for the beginning of reformism in Islam.
2. To give an awareness of early Revivalist movements in Islam.
3. To introduce the different trends of Islamic ideology.
4. To enable the students to analyze modern reform movements particularly in the Indian sub-continent.

Outcome of the course:-

1. Students can develop the senses of analysis, review and critical thinking of every facts which they confront in everyday life.
2. Pupil realized that every human ideologies will be outdated, if a periodic review and reform couldn't be exercised.

COURSE SCHEME

SEMESTER-VI

COURSE CODE ISH6 CORE13

REVIVALIST MOVEMENTS IN ISLAM

MODULE I Impact of the West in Islam

Socio -Political and religious impact-beginning of reformism in modern period- set back of Muslims in the modern world.

MODULE II Early Revivalist Movements in Islam

Wahabi movement-Sanusi movement-Abdul Rahman al-Kawakibi– Muhammad Abdu al-Manar Rashid Rida – Salafi Movement-Hasan-al-Banna.

MODULE III Revivalism in the world

Jamaluddin Afghani: Pan Islamic Movement-Zia Gokalp-Pan-Turanism-Nursi Movement-Jedidi movements (China)- Muhammadiya movements(Indonesia).

MODULE IV Islamic Revivalism in India

Shah Waliullah-Deoband-Nadva movement-Aligarh movement-Ahmadiya movement-Maulana Maududi and Jamaat-i-Islami-Ahl al-Hadith-Tabligh Jamaat.

CORE READINGS:

- | | |
|---|-------------------------------------|
| 1. Encyclopedia of Islam | : Leiden |
| 2. Modern Trends in Islam | : H.A.R. Gibb |
| 3. Memoirs of Hassan al-Banna Shaheed | : M.N. Sheikh |
| 4. Religion in the Middle East | : A.J. Arberry |
| 5. Arabic thought in the Liberal age | : A. Hourani |
| 6. Three Reforms of Egypt | : M.A.Z. Badwi |
| 7. Studies in Islamic Culture in Indian environment | : Aziz Ahmad |
| 8. Voices of Resurgent Islam | : J.L.Esposito |
| 9. The Reforms and Religious idea of | : J.M.S Balijon Sir Syed Ahmad Khan |
| 10. History of the Arabs | : Philip K Hitti |

COURSE SCHEME
SEMESTER VI
COURSE CODE: ISH6 CORE14
KERALA MUSLIMS -HISTORY AND CULTURE

Aim of the course:-

The course aims to point out the Historical events and contributions that the Muslims knit together to the history of Kerala.

Objectives of the study:-

1. To make aware about the factors affected for the spread of Islam in Kerala
2. To familiarize the advent of Portuguese to Kerala
3. To make awareness about the siege and sequel of Mysore rulers
4. To give awareness about the pioneers behind the revivalist movements in Kerala

Outcome of the course:-

1. Students realized that Islam spread in Kerala with the wholehearted support of the native rulers
2. Students appraise the reforms of Mysore rulers which had far reaching significance in the social fabric of south India.

COURSE SCHEME

SEMESTER VI

COURSE CODE: ISH6 CORE14

KERALA MUSLIMS -HISTORY AND CULTURE

Module I Islam in Kerala

Role of Arab Trades-Missionaries-Native rulers-Socio-Religious Conditions of Kerala-Spread of Islam-Community Formation-Socio Economic Status-Political Entry-Ali Rajas of Cannanore-Muslims under the Portuguese-Their Atrocities-Muslim Opposition-Kunjali Marakkars-the Admirals of Zamorins-Their Services

Module II Mysorean Interlude and British ascendancy there after

Hyder Ali and Tipu-Reforms-Treaty of Seringapattom-British Ascendancy-Revenue System-Mappila Outbreaks-Malabar Rebellion of 1921-Causes-Course-and Results-Political Resurgence of Muslims-Emergence of Community Politics

Module III Socio Religious Reforms in Kerala

Kerala Muslim Aikya Sangham-Muslim Majlis-Islahi Movements-Leaders and Reformers-Muhammed Abdul Rahman Sahib-E Moidu Maulavi- Vakkom Abdul Qadir-Sanaullah Makthi Tangal - Vakkom Abdul Qadir Moulavi -Chalilakathu Kunhammad Haji

Module IV Cultural Heritage Among the Muslims of Kerala

Arab Literature- Tuhfat-ul-Mujaidin-Origin and Development of Arabi Malayalam Literature-Poetry-Prose- Journals-The Mappila Arts-Educational Developments-J D T Islam Sabha-Rouzathul Uloom Association-Muslim Educational Society.

CORE READINGS:

- | | |
|--|---------------------------|
| 1. Rise of Muslims In Kerala Politics | : Abdul Aziz |
| 2. Kerala Muslims -The Long Struggle | : Bahavuddin K M |
| 3. Mappila Muslims | : Husain Randathani K |
| 4. Malabar Rebellion | : M Gangadhran |
| 5. Mappila Muslims of Kerala | : A P Ibrahim Kunju |
| 6. Mysore Kerala Relations in 18 th Century | : A P Ibrahim Kunju |
| 7. Mappila Muslims of Kerala | : Roland E Miller |
| 8. Malabar Manual | : William Logan |
| 9. Thuhafath al Mujahiddin | : Sheikh Zainuddin |
| 10. Kerala Muslim Charithram | : P Sayyid Muhammed |
| 11. Studies in Kerala History | : Elamkulam Kunjan Pillai |
| 12. Malabar Kalapam | : K Madhavan Nair |

MODEL QUESTION PAPER

SEMESTER –VI

COURSE CODE: ISH6 CORE14

KERALA MUSLIMS -HISTORY AND CULTURE

Time: Three Hours

Maximum Marks: 80

SECTION -A

(Answer any 10 questions. Each Question carries 2 Marks)

1. Write a brief comment on the treaty of Seringapattom
2. Write a review on Malabar Kalapam by K. Madhavan Nair
3. Briefly discuss about Cheraman Perumal Mosque at Kodungallur
4. Sketch the efforts taken by MES in the field of education
5. Give short comment on Rouzathul Uloom Association
6. Bring forth the significance of Madrassah movement
7. Point out the term Mappilas
8. Write a short note on Malik ibn Dinar
9. Briefly mention about the term Cartaz
10. Collect information about the Gorilla war fare of Kunjalis
11. Evaluate the role of Al Ameen in spreading nationalism among the Muslims of Kerala
12. Bring forth a short comment on Swadeshabhimani

(10x2=20 marks)

SECTION-B

(Answer any 6 Questions. Each question carries 5 marks)

13. Pookottur incident may be the recent cause of 1921 Malabar Rebellion. Write a short comment on this incident.
14. Portuguese were the first Europeans who interlude the political atmosphere of Malabar. Briefly describe about the Portuguese intrusion in Malabar politics
15. Summarize the efforts taken by Kunjali Marakkars in Malabar politics
16. Sketch the career and achievements of Abdu Rahiman Sahib
17. Give an account of the significance of Ponnani to Muslim community
18. Bring forth the reforms introduced by Tipu in Malabar

19. Write an essay on the Makhdum family of Ponnani
20. 19th century outbreaks of Mappilas was mainly against the policies of British. Analyze
21. Briefly documented the relation of Tipu with Malabar

(6x5=30 marks)

SECTION-C

(Answer any 2 questions, each question carries 15 marks)

22. Highlight the achievements of Vakkom Maulavi in uplifting the Muslim community of Kerala
23. Analyze the origin and development of Arackal Kingdom in Kerala
24. Faith of Islam reached the coast of Malabar even at the time of Prophet himself. Evaluate the factors precipitated for the spread of Islam in Kerala
25. Explain the consequences of Portuguese intrusion in Malabar

(2x15=30 marks)

SEMESTER VI

COURSE CODE: ISH6 CORE15

POLITICAL HISTORY OF WEST ASIA (19th and 20th Centuries)

Aim of the course:-

The course aim to give a general awareness regarding the development of international politics in the Middle East after the Second World War and the formation of independent states

Objectives of the study:-

1. To examine the factors that shapes the Middle Eastern policy of the great powers
2. To give a historical perspective of Socio-Political developments in the Middle East
3. To know the history of the republic of Iraq and the rise and fall of Saddam Hussain
4. To evaluate the causes of Islamic revolution of Iran and to know the political developments during the post -revolutionary period
5. To analyze the formation of Israel and the Palestine

Outcome of the course:-

1. Pupil can review the significance of the international policies and agreements in shaping the fate of nations in the modern period
2. Students identified that the real motive of the so called Big Powers over West Asia was “Geo-Political”.

COURSE SCHEME

SEMESTER VI

COURSE CODE:I SH6 CORE15

POLITICAL HISTORY OF WEST ASIA (19th and 20th Centuries)

Module I

Mahmud II-Tanzimat Reforms-Young Turk Movement- Constitutional Movement of Abdul Hamid-Hamedian Despotism-Young Turk Revolution-Balkan Wars-Agreements-Republic of Turkey-Mustafa Kemal Pasha

Module II

Impact of First World War on the Levant-British and French Mandates -French Occupation of Syria-its Division-Nationalistic Agitations in Syria-Independence-Formation of Lebanon and Transjordan

Module III

Iran under Riza Shah Pahlavi-Mohammed Mossadiq and Nationalization of Iranian Oil Industry-Islamic Revolution of 1979- Ayatollah Khomeini-Iran Iraq War-Iraq under Saddam Hussain-U S Led Occupation of Iraq-Fall of Saddam Hussain

Module IV

British Mandate of Palestine- Formation of Israel-Arab-Israeli Wars-The Palestine Liberation Organization- Yasser Arafat – Palestine National Authority-Intifada- Hamas

CORE READINGS:

- | | |
|---|--------------------------------|
| 1. The Middle East Today | : Don Perutz |
| 2. Syria- Society, Culture and Polity | : R T Antoun and D Quataert |
| 3. Iran-Between Tradition and Modernity | : Ramin Jahanbegloo |
| 4. Iran Between Two Revolutions | : Ervand Abrahamian |
| 5. Iraq -Threat and Response | : G Beestermoller and D Little |
| 6. Iraq-Issues Historical Background | : Leon Jeffries M |
| 7. Middle East -A History | : S N Fisher |
| 8. Saddam Husain's Iraq | : James R Arnold |
| 9. On Palestine | : Noam Chomsky I Pappé |
| 10. Ethnic Cleansing of Palestine | : Ilan Pappé |
| 11. Israel and Arab World War | : Dodd and Sales |
| 12. The Middle East and West | : Bernard Lewis |

MODEL QUESTION PAPER

B A Degree Examination ISLAMIC HISTORY -Semester –VI

Course Code: ISH6 CORE15 POLITICAL HISTORY OF WEST ASIA (19TH AND 20TH Centuries)

Time: Three Hours

Maximum Marks: 80

SECTION -A

(Answer any 10 questions. Each Question carries 2 Marks)

1. Write a short comment on King-Crane commission
2. Give a short note on Jabel Druze
3. Briefly sketch the formation of Lebanon
4. Give a definition on Zionism
5. Discuss the main contents in the treaty of Karlowitz
6. Bring forth the significance of Sykes-Picot agreement
7. Point out the main features of Baghdad pact
8. Write a short review on Vilayat-e Faqih
9. Briefly mention about the Anglo-Indian oil company
10. Collect information about the Six Days War
11. Evaluate the significance of Janissaries
12. Bring forth a short comment on Trans-Jordan

(10x2=20 marks)

SECTION-B

(Answer any 6 Questions. Each question carries 5 marks)

13. Briefly discuss the Young Turk Revolution
14. Critically evaluate the impact of First World War on the Middle East
15. Critically evaluate the causes and consequences of the Iran- Iraq war.
16. Sketch the career and achievements of Muhammad Mossadiq as an Iranian nationalist
17. Discuss the significance of the Islamic revolution of 1979
18. Bring forth the provisions of Anglo-Iraqi treaty of 1922

19. Write an essay on the historical importance of Muhammed II
20. Explain the factors responsible for the downfall of Saddam Husain
21. Briefly illustrate about the formation of Israel

(6x5=30 marks)

SECTION-C

(Answer any 2 questions, each question carries 15 marks)

22. High light the achievements of Riza Shah Pahlavi
23. Give an illustration on the despotism of Abdul Hamid
24. Make a scenario on Iran-Iraq war at the time of Saddam Husain
25. Collect the factors affected for the origin of Arab -Israeli war and its after math on Middle East

(2x15=30 marks)

SEMESTER VI

CORE COURSECODE: ISH6 CORE16

MUSLIMS AND THE FREEDOM MOVEMENTS IN INDIA

Aim of the course:-

The Course intends to cultivate Muslim participation in the Freedom Struggle and their contribution to the National movements in India

Objectives of the course:-

1. To introduce the students about the beginning of the Indian Independent struggle
2. To understand the aims and views of the Muslim leaders like Syed Ahmad Khan, Hakeem Ajmal Khan, Muhammad Ali, Abul Kalam Azad etc
3. To make aware the students about the Swadeshi Movements.
4. To enable the students to analyze the contact of Muslims with Indian National Congress.

Outcome of the course:-

1. The feeling of nationalism can be strongly imbibed in the minds of students
2. Students can develop the capacity to understand that any type of imperialism would be destroyed.
3. The sacrifices committed by those freedom fighters would be a lesson and which must inculcate the feeling of patriotism in the minds of students.

COURSE SCHEME

SEMESTER-IV

CORE COURSE CODE: ISH6 CORE16

MUSLIMS AND FREEDOM MOVEMENTS IN INDIA

Module I Indian States under the Muslim Rulers

State of Hyderabad-State of Bengal-State of Awadh-Penetration and British Conquest of India- Battle of Plassey- Battle of Buxar-Sayyid Ahmad Berelvi

Module II Disintegration of Mughal Empire and its Aftermath

Revolt of 1857-Sir Syed Ahmad Khan- Aligarh Movement-His Political Ideology- Haji Shariyathullah- Sayyid Ahmad Shahid- Muhammad Hassan Chirag Ali

Module III Emergence of Indian National Congress

Partition of Bengal-All India Muslim League-Lucknow Session of Congress and Hindu Muslim Unity-Khilafat and Non Cooperation Movement-Ali Brothers-Nehru and Fourteen Points-Jinnah- Government of India Act 1935-Provincial Election of 1936

Module IV Change in the Political Atmosphere of India

Lahore Session of League-Demand for Pakistan-Muhammad Iqbal- Chaudhary Rehmat Ali- Simla Conference-Cabinet Mission-Independence-Partition and its causes-Maulana Abul Kalam Azad-Khan Abdul Ghaffar Khan-Abul Ala Maududi.

CORE READING:

- | | |
|--|-----------------------|
| 1. Communalism in India | : Asghar Ali Engineer |
| 2. India Wins Freedom | : AbulKalam Azad |
| 3. The Muslims of British India | : Hardey |
| 4. Life and Works of Maulana Azad | : Revindra Kumar |
| 5. Maulana Abul Kalam Azad | : M H Desai |
| 6. Selected Essays on Ahmmed Khan | : John W Wilder |
| 7. Ghaffar Khan a Non Violent Badusha of Paktuns | : Raj Mohan Gandhi |
| 8. Maududi and Making of Islamic Revivalism | : N S V Rezza |
| 9. Maududi and the Islamic State | : Adams Charles |
| 10. Speeches and Statements of Iqbal | : A R Tariq |
| 11. History of Freedom Movement in India | : Tara Chand |
| 12. Indian Muslims | : Ram Gopal |
| 13. Khilafat to Partition | : MoinSakir |
| 14. Jinnah of Pakistan | : Wolpert Stanley |
| 15. The Indian Muslims | : M Mujeeb |

MODEL QUESTION PAPER

B A Degree Examination

ISLAMIC HISTORY -Semester –VI

Course Code: ISH6 CORE16

MUSLIMS AND FREEDOM MOVEMENTS IN INDIA

Time: Three Hours

Maximum Marks: 80

SECTION -A

(Answer any 10 questions. Each Question carries 2 Marks)

1. Write a short comment on Nizam al Mulk Asaffah
2. Review the Government of India Act 1935
3. Briefly discuss Sayyid Ahmed's role in freedom movement
4. Who were Ali brothers?
5. Highlight the importance of the provincial election of 1936
6. Bring forth the historical role of battle of Buxar
7. Point out the Allahabad session of All India Muslim League
8. Write a review on "India Wins Freedom"
9. Briefly mention about Nehru Report
10. Collect the information about Chaudhari Rehmat Ali
11. Evaluate the significance of Berelvi movement in India
12. Sketch the contents in Pakistan Project

(10x2=20 marks)

SECTION-B

(Answer any 6 Questions. Each question carries 5 marks)

13. Trace the emergence of Indian National Congress
14. Critically evaluate the role played by Muhammed Iqbal for the creation of Pakistan
15. Sketch out the Jinnah's fourteen points
16. Discuss the significance of Aligarh movement
17. Bring forth the significance of Lahore session of League
18. Write an essay on Faraizi movement
19. Explain the causes and consequences of Battle of Plassey
20. Briefly illustrate the importance of Simla conference
21. Discuss the main factors behind the partition of Bengal in 1905

(6x5=30 marks)

SECTION-C

(Answer any 2 questions, each question carries 15 marks)

- 22. Explain the aims and objectives of All India Muslim League
- 23. Give a critical analysis on causes and course of first war of Indian Independence
- 24. Highlight the contributions of Abul Kalam Azad in before and after free India
- 25. Collect the factors contributed for the partition of Pakistan

(2x15=30 marks)

SEMESTER – VI

CORE COURSE CODE - IH6CRT13

ISLAM IN AFRICA

Aim of the course:-

The course is to make aware about the spread of Islam to Africa and their intellectual contributions, which paved the way for the European renaissance.

Objectives of the course:-

1. To make aware the students about the expansion of Islam to Africa
2. To understand the history of ancient Muslim dynasties in Africa.
3. To mention about the conquest of Egypt and political history under Muslim rule.
4. To introduce the students about the political dynamics of African nations like Egypt, Sudan, Somalia, and Libya, Tunisia etc. during and after colonialism.

Outcome of the course:-

1. Students realized the impact of colonialism on African countries in its very worsened manner
2. Students can understand the role of reform movements in the revival of social system in the third world countries.

COURSE SCHEME
SEMESTER – VI
CORE COURSE CODE - IH6CRT13
ISLAM IN AFRICA

Module I

Spread of Islam to Africa- migration to Abyssinia- conquest of Egypt during Caliph Umer- expansion to Tunisia, Libya and Morocco. Political sketch of early dynasties like Fathimids, Ayyubids and Seljuks .

Module II

Colonialism in Africa-British Rule in Egypt and Sudan- freedom movement in Egypt- intellectual and military revolution- Muhammad Abdu- Rashid Rida- Hassan al Banna and Muslim Brother hood-Abdul Nazar- Arab nationalism and socialism-Sayyid Qutb and Anwar Sadat

Module III

Spread of Islam in Sudan- Mahdi Sudani and his kingdom- Egyptian and British interventions- Sudan under British rule- Ashikha party and Ummah party- freedom from British rule- Ismail Asahari- civil issues- military revolt- Ibrahim Abboud- communist rule – Jahfar Numeri- Sathik ul Mahadi- Hasan Thurabi and Muslim brother hood.

Module IV

Lybia under Turks-Sanussi movement-Sayyid Muhammed Ibn al Sanussi- war with France and Italy-Sayyid Ahmed shareef- lybia under Italy-freedom after second world war- Federal Government-Military rule in 1929- Colonel Muhmmmer Ghadhafi-Arab unity and Islamic unity- Islamic socialism. Political history of Republic of Tunisia- and Federal republic of Somalia.

CORE READINGS:

1. Spencer Trimingham : History of Islam in West Africa
2. P. K. Hitti : History of the Arabs
3. David Robinson : Muslim societies in African History
4. Stanley Lane Poole : The Moors in Spain
5. Sayed Amir Ali : The Short history of Saracens
6. Bruce S Hall : A History of race in Muslim West Africa
7. Haseeb K E : The Arabs and Africa
8. Musa Issud din Amar : Islam and Africa
9. Randall L Pouwels : History of Islam in Africa
10. Cambridge University Press : Cambridge History of Islam
11. John Alembillah Azumah : The legacy of Arab–Islam in Africa
12. John Bagot Glubb : Empire of the Arabs

MODEL QUESTION PAPER

B.A. DEGREE EXAMINATION

Faculty of Social Science

Branch - II ISLAMIC HISTORY - Sixth Semester

Course Code: - IH6CRT13 – ISLAM IN AFRICA

Time: Three Hours

Maximum: 80

Marks SECTION – A

(Answer any *ten* questions. Each question carries 2 marks)

1. Abdul Nazar
2. Zionism
3. Ikhwanul Muslimin
4. Mahdi Sudani
5. Sanussi movement in Lybia
6. Muhammer Ghadafi
7. Sayyed Qutb
8. Anwar Sadat
9. Conquest of Morocco
10. Islamic socialism
11. Communist rule in Sudan
12. Ummah party

(10 x 2 = 20 marks)

SECTION – B

(Answer any *six* questions. Each question carries 5 marks)

13. Examine the British rule in Sudan and liberation movement.
14. Explain the causes of the disintegration of Fatimid of Egypt.
15. Describe the contribution of Rashid Ridha to Islamic political thought.
16. Explain the consequences that happened during Lybia under Italy.
17. Examine the character of Ibrahim Abboud and military rule in Sudan.

18. Explain the political factors of the establishment of republic of Tunisia.
19. Explain the communist interferences in the Sudan's politics
20. Explain the military rule in Lybia in 1929.
21. Examine the development of Arab nationalism in Egypt.

(6 x 5 = 30 marks)

SECTION – C

(Answer any *two* questions. Each question carries **15** marks)

22. Narrate the historical courses of the spread and growth of Islamic power in African continent.
23. Explain the factors responsible for the intervention of European powers in Africa.
24. Examine the major causes of the disintegration of Islamic power in Africa during the Fatimids.
25. Write a short note on the liberation movements in Egypt and Sudan.

(2 x 15 = 30 marks)

ELECTIVE PAPER

COURESE CODE

ISLAM IN GLOBAL VILLAGE

Aim of the course:-

The course aims to focus on the trend of Globalization which was largely accepted by the major nations of the world as trend to make the world under one market

Objectives of the course:-

1. To Identify the origin and development of Globalization
2. To impart the students with the impacts of globalization in the global economic scenario
3. To reveal the Islamic view on Globalization
4. To retrieve the negative impacts of Global marketing on economy
5. To find out solutions for the Globalization impacts on an Islamic point of view.

Outcome of the course:-

1. Students will realize the negative impacts of Globalization.
2. Can identify the remedies in the egalitarian policy of Islam, if a casualty in the fiscal status of the world will occur.

ELECTIVE PAPER

COURSE CODE

ISLAM IN GLOBAL VILLAGE

Module I

Understanding Globalization-Origin and development -Globalization as an economic process-Political and cultural process-Inevitable and irreversible-Liberalization-Global integration of Markets

Module II

Islamic perspective on Globalization-Islamic concept of Universalism-challenges of Globalization - Global culture-Secularization-Islamophobia-Economic Exploitation-Capitalizing on the opportunities

Module III

Islam's place within the Globalization-Secularism and Religion in the arena of Globalization-Islamic community in diverse world-Islam is way of life -Islamic etiquettes- Seeking Knowledge and wisdom

Module IV

Islam and challenges of Globalization- Middle East Globalization-Facing challenges-Finding solutions in the Muslim world-Modernization-Muslim Perspective-Negatives of Globalization

CORE READINGS:

- | | |
|---|-----------------------------|
| 1. The Myth of Global Chaos | : Yahya Sadowski |
| 2. Science and Muslim Societies | : Butt. Nazim |
| 3. Islam a Way of Life | : P K Hitti |
| 4. This is Islam | : Dr. Usman |
| 5. The Spirit of Islam | : Sayid Amir Ali |
| 6. Living in Islam | : Akbar S Ahmad |
| 7. In Defense of Globalization | : Jagadish N Bhagawati |
| 8. Islam and Democracy | : John L Esposito |
| 9. Cambridge History of Islam | : Cambridge University Pres |
| 10. Islam, Globalization and Post Modernity | : Akbar Ahmad et.al. |

PROJECTS

A project based on syllabus consisting of 50 to 80 pages

Suggested sites for study tour and projects in India

1. Sites of Malik ibn dinar mosques – Baykal Fort Kasaragod
2. Sites of Mappila Outbreaks
3. Arakkal palace
4. Fort of Tipu Sultan in Mysore -Sreerangapatanam
5. Baykal fort Chaliyam
6. Early Muslim trade centers in Kerala – Kodungallur,
7. Ruins of Bhamini kingdoms in south India
8. Agra ,Delhi and historical monuments of Mughal architecture
9. Jaipur ,Fathepursikri , Delhi Juma Masjid , Shahjahanabad and Ajmir
10. Hyderabad monuments and fort – Charminar, Palace of Nizam, Library

