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PART A

1. Title of the Academic Program

BA (Hons.) in Islamic History & Culture

2. Name of the University: Varendra University

3. Vision of the University

The vision of the university is to emerge as one of the leading and premier centers of higher studies in arts, social science, science, engineering and technology. We aim at providing an education of high excellence to our young learners in a congenial and friendly atmosphere, and attracting brilliant students, distinguished scholars, researchers, scientists from home and abroad.

4. Mission of the University

The mission of the university is to contribute to national development by producing innovative, skilled, and technologically trained manpower. Ours is a knowledge-based society, and we hope to equip our students with knowledge and skill to face global challenges and become leaders of innovation in different fronts of practical life. The mission of the University also includes the promotion of humanism and peace through liberal education.

5. Name of the Program Offering Entity (Department/Faculty/Institute)

Department of Islamic History & Culture.

6. Mission of the Department

The mission of the Department is to develop human resources exploring fullest potential capability and intellectual ability. This needs to enhance the cultural, ethical, religious and social values of the students towards building a better life and a prosperous nation. The teachers of the Department are fully aware of it and they keep themselves busy with the fulfillment of the motive. Hence the academic programmes of the Department are to make the students:

1. Good citizens with enlightened careers, sophisticated customs and manners;
2. Capable enough to contributing towards the socio-economic development of the country for its world-wide identity;
3. Competent enough to cope with the changing global perspective;
4. Fully conscious about the history and culture of the country in particular and the world in general.

Part B

7. Structure of the Curriculum

a) Duration of the Program:

Years: 4 Years

Semester: 8 Semesters

There will be two semesters/academic sessions in each academic year. They are as follows:

| Name of the Semester | Duration |
|----------------------|------------------|
| Spring | January to June |
| Summer | July to December |

b) Admission Requirement

- i. Total GPA 5 with minimum 2.5 either in SSC or HSC/equivalent is required for admission in Honors Programs. But a student having a minimum GPA 2.00 in SSC/HSC/equivalent with total GPA 6.00 or above may apply. (Except B. Pharm program).
- ii. Minimum five subjects from O-Level and two subjects from A-Level are required for the admission of new students. Out of seven subjects, students must have obtained B-grade or GPA 4.00 in four subjects and C grade or GPA 3.50 in other three subjects respectively.
- iii. Total GPA of 5.00 in both SSC and HSC Examinations for the children of the Freedom Fighter.
- iv. All diploma holders from the Govt. and the UGC or related Council approved Institutions/Institutes will be considered as HSC/Equivalent, and they will have to take usual admission test for any existing programs of this University.

c) Minimum CGPA requirements for Graduation

All required credits of the program should be earned within the maximum length of period.

- a. Maximum CGPA should be 2.
- b. Students having 'F' grade(s) in any course(s) will not be eligible for the degree.

d) A student must complete the program within 7(seven) academic years.

8. Programme Educaraional Objectives (PEO)

The general objectives of the programme relate to -

1. Make the students acquaintance with relevant conceptual and comprehensive knowledge about the Ancient, Medieval and Modern history of the Muslim world in

particular and the history of Europe and World in general. It aims to inspire the students for the origin and development of their questioning mind and profound knowledge and also keen thinking along with analytical ability and skills.

2. Develop the ability to dive into the subject-matter for its effective application in the future professional and practical life.
3. Building the interpersonal leadership and team building capability towards facing the challenges in the global perspectives:

The tenure of B.A. Honours programme is four year. The education policy of the government defines it a terminal degree. After completion of B.A. Honours degree graduates are eligible to seek jobs in all sorts of government and non-government sectors and organizations. But the higher educational institutions are an exception. The Department publishes Curriculum for the students every year having the contents of the subject. The contents bear the testimony of the objectives for building up the career of the students. The year-wise objectives are shown below:

9. Mapping between Mission and Programme Educational Objectives (PEO)

| PEO | Misson | | | |
|-----|--------|---|---|---|
| | 1 | 2 | 3 | 4 |
| 1 | √ | | | |
| 2 | | √ | √ | |
| 3 | | | √ | √ |

10. Programme Outcomes (PO)

After the completion of this programme graduates ought to acquire the following skills.

1. **Basic and specialized knowledge:** Basic and specialized knowledge in Islamic History and Culture covering Mediaeval and Modern history of the Middle East, India, Spain, Egypt, Afghanistan, Bengal including the administrative, socio-economic, intellectual and cultural aspects plus Art and Archaeological themes, Basics of Computer Applications and Fundamentals of Research Methodology and Dissertation writing ought to learn.
2. **Intellectual Skills:** Research-bent mind, intellectual skills, curiosity and questioning mind are the most important aspects of higher education. It develops among the students gradually through learning history. History also makes a man perfect and informative. Intellectuality develops through learning history.
3. **Linguistic Skills:** To acquire good knowledge in history linguistic skill is essential for its in-depth study. Original sources of Islamic History and Culture till today are available in Arabic, English, French and German languages. Hence the students ought to acquire knowledge in different languages.
4. **Communicative Skills:** Expression ability of ideas and subject oriented knowledge and beyond it is essential for advantageous position in the competitive job markets. The students are instructed to prepare themselves in the way.

5. **IT Skills:** Quality education lies not only in gathering subject oriented knowledge, but also providing themselves with IT skills for interaction on a global stage, where IT is increasingly considered as an effective and convenient means of communication. So, it is important for the students to have the ability to use modern technology for their easy access to have any sorts of information and its proper explanation.
6. **Interpersonal and teambuilding Skills:** It relates to have respect for other individuals and groups including appreciation of human values and cultural diversity. Ability to work in a team respecting and accommodating others' opinions is important in the present day global and multicultural environmental setting.
7. **Numerical Skills:** It is essential to have ability to recognize process and interpret numerical information with accuracy to face all sorts of global challenges.

11. Mapping between Mission and Programme Outcome (PO)

| PEG | Mission | | | |
|-----|---------|---|---|---|
| | 1 | 2 | 3 | 4 |
| 1 | √ | √ | √ | √ |
| 2 | | √ | √ | |
| 3 | √ | | √ | |
| 4 | √ | √ | √ | |
| 5 | √ | | √ | |
| 6 | | √ | | √ |
| 7 | | | √ | |

PART-C

B.A. (Honours) Under Semester System

Session: 2022-2023

| | |
|-------------|--|
| First Year | (First Semester, Second Semester) Examination 2023 |
| Second Year | (First Semester, Second Semester) Examination 2024 |
| Third Year | (First Semester, Second Semester) Examination 2025 |
| Fourth Year | (First Semester, Second Semester) Examination 2026 |

The B.A. (Honours) programme in Islamic History and Culture spreads over a period of 4 years under Semester System and it carries a total of 4800 marks.

The programme consists of 4800 marks in 48 courses. For the courses carrying 100 marks, written examination (Midterm Examination 30 & Final Examination 40) will carry 70 marks; internal evaluation/class assessment examination will carry 20 marks and Class percentage will carry 10 marks ($70+20+10 = 100$ marks carrying 3 credits). For the 70 marks examination the duration of written examination will be of 3.5 hours. There shall be at least 2 internal evaluations in each course.

The B.A. (Honours) programme carries 400 marks for Viva-Voce Examination. The 400 marks spread over 4 years. There will be a Viva-Voce Examination of 100 marks at the end of each year and carrying 2 credits).

B.A. (Honours) First Year 1st Semester Examination will be held within Six Months of the First Year and 2nd Semester will be held at the end of the Same Year, Second Year 1st Semester Examination will be held within Six Months of the Second Year and 2nd Semester will be held at the end of the Same Year, Third Year 1st Semester Examination will be held at the end of the Third Year and 2nd Semester will be held at the end of the Same Year, Fourth Year 1st Semester Examination will be held within Six Months of the Fourth Year and 2nd Semester will be held at the end of the Same Year. The other rules and conditions of the Curriculum will follow the guidelines of Verendra University Ordinance prescribed for the Faculty of Arts.

The year-wise distribution of marks, credits and the courses are as follows:

| | | |
|--|--------------|------------|
| First Year (Two Semesters) | : Marks 1100 | Credits 32 |
| Second Year (Two Semesters) | : Marks 1100 | Credits 32 |
| Third Year: (Two Semesters) | : Marks 1300 | Credits 38 |
| Fourth Year: (Two Semesters) | : Marks 1300 | Credits 38 |
| Total Marks: 4800 and Total Credits: 140 | | |

| First Year First Semester | | | | |
|-----------------------------|---|--|-------|---------|
| Course No. | | Course Title | Marks | Credits |
| IHC 101 | : | Pre-Islamic Arabia and Ancient Civilization | 100 | 3 |
| IHC 102 | : | History of Early Islam till the prophet | 100 | 3 |
| IHC 103 | : | The Prophet (sm) and the Caliphate upto 750A.D. | 100 | 3 |
| IHC 104 | : | History of Bengal upto 1200 A.D. | 100 | 3 |
| IHC 105 | : | English Fundamentals | 100 | 3 |
| | | | | |
| First Year Second Semester | | | | |
| Course No. | | Course Title | Marks | Credits |
| IHC 106 | : | History of Islam: Umayyads | 100 | 3 |
| IHC 107 | : | Muslim Rule in Egypt and North Africa (711-1517 A.D.) | 100 | 3 |
| IHC 108 | : | Sultanat and Mughal Rule in India upto 1858 A.D. | 100 | 3 |
| IHC 109 | : | Muslim Rule in Spain, (756-1025 A.D.) | 100 | 3 |
| IHC 110 | : | History of the Abbasids upto 1258 A.D. | 100 | 3 |
| IHC 111 | : | Seminar and Viva Voce | 100 | 2 |
| Second Year First Semester | | | | |
| Course No. | | Course Title | Marks | Credits |
| IHC 201 | : | History of Bengal (1200-1947 A.D.) | 100 | 3 |
| IHC 202 | : | British Rule in India (1757-1947 A.D.) | 100 | 3 |
| IHC 203 | : | Social and Cultural History of Islam upto 1517 A.D. | 100 | 3 |
| IHC 204 | : | Socio-Economic History of Bengal (1200-1947 A.D.) | 100 | 3 |
| IHC 205 | : | Mediaeval History of South-East Asia upto 1945 A.D. | 100 | 3 |
| Second Year Second Semester | | | | |
| Course No. | | Course Title | Marks | Credits |
| IHC 206 | : | History of the Ottoman Empire, Persia and Afghanistan (1258-1919 A.D.) | 100 | 3 |
| IHC 207 | : | History of Modern Europe (1789-1919 A.D.) | 100 | 3 |
| IHC 208 | : | Religious, Philosophical, Literary and Scientific Development in Islam | 100 | 3 |
| IHC 209 | : | Basic Principles of Economics and the Economics of Bangladesh | 100 | 3 |
| IHC 210 | : | Basics of Computer Applications | 100 | 3 |
| IHC 211 | : | Seminar and Viva Voce | 100 | 2 |

| Third Year First Semester | | | | |
|------------------------------------|---|--|--------------|----------------|
| Course No. | | Course Title | Marks | Credits |
| IHC 301 | : | Development of Muslim Painting | 100 | 3 |
| IHC 302 | : | Early Muslim Administration upto 1258 A.D. | 100 | 3 |
| IHC 303 | : | Bangladesh Studies | 100 | 3 |
| IHC 304 | : | Arab States in Asia | 100 | 3 |
| IHC 305 | : | Development of Muslim Architecture (outside India) | 100 | 3 |
| IHC 306 | : | Fundamentals of Sociology | 100 | 3 |
| Third Year Second Semester | | | | |
| Course No. | | Course Title | Marks | Credits |
| IHC 307 | : | Mediaeval Administration in India | 100 | 3 |
| IHC 308 | : | Modern Egypt and the Sudan Since 1800 A.D. | 100 | 3 |
| IHC 309 | : | Modern Turkey, Iran, Afghanistan and Central Asian Muslim States Since 1919 A.D. | 100 | 3 |
| IHC 310 | : | North African States in Modern Times | 100 | 3 |
| IHC 311 | : | History of Modern Europe Since 1919 A.D | 100 | 3 |
| IHC 312 | : | Development of Political Theory and Organization | 100 | 3 |
| IHC 313 | : | Seminar and Viva Voce | 100 | 2 |
| Fourth Year First Semester | | | | |
| Course No. | | Course Title | Marks | Credits |
| IHC 401 | : | Development of Muslim Architecture in India | 100 | 3 |
| IHC 402 | : | Bengal Architecture (1200-1947 A.D.) | 100 | 3 |
| IHC 403 | : | International Affairs Since 1900 A.D. | 100 | 3 |
| IHC 404 | : | History of Muslim Administration | 100 | 3 |
| IHC 405 | : | Women and Islam | 100 | 3 |
| IHC 406 | : | History of the Muslim in South East Asia | 100 | 3 |
| Fourth Year Second Semester | | | | |
| Course No. | | Course Title | Marks | Credits |
| IHC 407 | : | Muslim Minorities in Contemporary World | 100 | 3 |
| IHC 408 | : | Development of Philosophy and sects in Islam | 100 | 3 |
| IHC 409 | : | Sufism in India | 100 | 3 |
| IHC 410 | : | Modern Muslim World and the Globalization | 100 | 3 |
| IHC 411 | : | Fundamentals of Research Methodology and Dissertation Writing | 100 | 3 |
| IHC 412 | : | Comprehensive | 100 | 3 |
| IHC 413 | : | Seminar and Viva Voce | 100 | 2 |
| Total = | | | | 140 |

Department of Islamic History & Culture

Varendra University, Rajshahi- 6205

COURSE OUTLINE

FIRST YEAR (FIRST SEMESTER) 2023, JANUARY- JUNE

| | |
|------------------------|---|
| Course Code | : IHC - 101 |
| Course Title | : Pre-Islamic Arabia and Ancient Civilization |
| Course Type | : Core |
| Level/Term and Section | : First Year, First Semester |
| Academic Session | : 2022-2023 |
| Course Teacher | : |
| Pre-requisite (If any) | : N/A |
| Credit Value | : 3 |
| Total Marks | : 100 (Midterm Exam 30, Final Exam 40, Internal Assessment 20, Class Attendance 10) |

COURSE DESCRIPTION:

This course consists of Pre-Islamic Arabia refers to the Arabian Peninsula prior to the rise of Islam. Some of the settled communities in the Arabian Peninsula developed into civilizations. Ancient Civilization: Egyptian civilization, Civilization of the Fertile Crescent - Sumerians, Akkadians, Assyrians, Babylonians, Phoenicians, Persians, Sasanids and Byzantine.

COURSE OBJECTIVES:

1. Students will know about the geographical and historical background, the ancient peoples, the different Nations of Pre- Islamic Arabia;
2. Students will learn about the social and cultural life, different kingdom of Pre-Islamic Arabia and their commercial and foreign relations;
3. Students will know about the factors favouring the growth of civilization and the various stages of the development of civilization;
4. Students will learn about the different states, kingdoms and their contributions to civilization.

COURSE OUTCOME (CO):

Upon successful completion of this course, a student will be able to -

1. Explain some of the settled communities in the Arabian Peninsula developed into distinctive civilization;
2. Describe an ancient Semitic people who inhabited northern Arabia and Southern Levant;
3. Define Civilization, factors favouring the Growth of civilization, various stages of the development of civilization;
4. Explain various kingdoms, Nations and their contribution to civilization.

COURSE PLAN/SCHEDULE:**Section A**

| CO | Topics to be covered | Teaching-Learning Strategies | Assessment Techniques | No. of Lectures |
|----|---|---|---|-----------------|
| 1 | Review of Sources The geographical and historical background of pre-Islamic Arabia- The Semites- The Hebrews their religions and moral traditions- The kingdoms of South Arabia- the Sabaeen, the Minaean, the Qataban, the Hadramawt and The Himyarite kingdoms- Central, North and East Arabian kingdoms The Add, the Thamud, the Nabataean, the Petraya, the Palmyrian, the Lakhmid, the Ghassanid, the Kinda kingdom, al-Hira Kingdom, their Commercial and foreign relations. Their religious and moral traditions. The Abyssinian states in East Africa. Origin of the Arabs- Religious, Political, Social, Economic and Cultural conditions of pre-Islamic Arabia. Influence of pre-Islamic Arabia on Islam and early Islamic civilization. | Lecturing with multi-media tools, Interactive brainstorming and Q/A Session | Assignments, Class tests, Final Examination | 30 |
| | Section B | | | |
| 2 | Civilization: Its meaning, importance and scope- factors favouring the growth of civilization- various stages of the development of civilization. Egyptian Civilization: Its origin and development- its main aspects- religious beliefs of the Egyptians- their contributions to learning their art and architecture. Civilization of the Fertile Crescent: Sumerians, Akkadians- Hammurabi as a law-giver and administrator. Assyrians- the period of Assyrian dominance main aspects of Assyrian Civilization- Assyrians as the Romans of the East- Fall of the Assyrians, Chaldeans or New Babylonian civilization Chaldean civilization with special reference to Nebuchadnezzar's achievements. The age of transition and the era of small nations- the Hittites, the Lydians, the Phoenicians, the Arameans civilization". | | | 15 |

| | | | | |
|---|---|--|--|----|
| 3 | The Indus Valley Civilization- the remarkable features of the Indus Valley Civilization. Rise of Christianity and life and teachings of Jesus Christ. Persian Civilization- the Achaemenians- Cyrus as the founder of Achaemenian empire main aspects of Achaemenian civilization - conquest of the Achaemenian empire by Alexander and its far reaching effects. Life and teachings of Zoroaster similarity between Zoroastrianism and Islam. The Sasanids and their contributions to civilization- Sasanid administrative system and its impact on the subsequent Muslim administration. The Byzantines: Origin of the Byzantines- their supremacy in the Middle East- main features of the ir-civilization- The relation of the empire with the tribes of Arabia- Impact of Byzantine civilization on Islam. | | | 15 |
|---|---|--|--|----|

Assessment strategy Evaluation Policy (Grading System) and make-up procedures:
According to the ordinance.

Reference:

- A.T. Olmstead : History of Assyria, London, Charles Scribner's Sons, 1923
- Al-Baladhuri : Futuh al-Buldan, Cairo, 1901
- G. J. Milne : History of Egypt under Roman rule, London, 1899
- Henry S. Lucas : A Short History of Civilization, London, 1953
- Joseph Hell : Arab Civilization, Trans, by Khuda Baksh, Lahore, 1943
- P. K. Hitti : History of the Arabs, New York, Macmillan & Co. Ltd., 1968.
- Philip Lee Ralph : World Civilization, New York, 1991. & Others
- R.W. Haussing : History of Byzantine Civilization, Trans, by J. M. Hussey, London, 1966
- S. J. Malcolm : The History of Persia; John Murry, Albemarle Street, London, 1929
- T.W. Walbank : Civilization Past and Present, New York, 1949
- Will Durant : The History of Civilization, New York, Simon and Schusler, 1954
- Yaqubi : Tarikh al Yaquabi, Vol.1, Beirut, 1960
- আব্দুল হালিম ও নুররন নাহার : মানুষের ইতিহাস (প্রাচীন যুগ), ঢাকা: ১৯৭৭
বেগম
- এ. এফ. এম. শামসুর রহমান : প্রাচীন পৃথিবী (পূর্ব ও পশ্চিম এশিয়া এবং আফ্রিকা মহাদেশের সভ্যতা), রাজশাহী, ২০০২
- এইচ. জি. ওয়েলস : পৃথিবীর সংক্ষিপ্ত ইতিহাস, ঢাকা: দিব্য প্রকাশ, ২০২১

| | | |
|--|---|---|
| এ. কে. এম. শাহনাওয়াজ | : | বিশ্বসভ্যতা (প্রাচীন যুগ), ঢাকা: প্রতীক প্রকাশনা সংস্থা, ১৯৯৩ |
| ড. আবু মোঃ দেলোয়ার হোসেন ও আব্দুল কুদ্দুস শিকদার | : | সভ্যতার ইতিহাস (প্রাচীন ও মধ্যযুগ) বিশ্ববিদ্যালয় প্রকাশনী, ঢাকা : ২০০৮ |
| পি. কে. হিউ | : | আরব জাতির ইতিহাস, (জয়ন্ত সিংহ ও অন্যান্য কর্তৃক বঙ্গানুবাদকৃত) ঢাকা: মল্লিক ব্রাদার্স, ১৯৯৯ |
| সুলতান আহমদ | : | ইতিহাস শব্দ সংহিতা, ঢাকা: ২০০৯ |
| | : | Dictionary of Islam. |
| | : | Encyclopaedia of Britannica |
| | : | Encyclopaedia of Islam |
| | : | Encyclopaedia of Religion and Ethics |
| | : | ইসলামী বিশ্বকোষ। |

| | | |
|------------------------|---|---|
| Course Code | : | IHC- 102 |
| Course Title | : | History of Early Islam till the prophet |
| Course Type | : | Core |
| Level/Term and Section | : | First Year, First Semester |
| Academic Session | : | 2022-2023 |
| Course Teacher | : | : |
| Credit Value | : | : |
| Pre-requisite (If any) | : | N/A |
| Total Marks | : | 100 (Midterm Exam 30, Final Exam 40, Internal Assessment 20, Class Attendance 10) |

Course Description:

Review of the Sources, The pre-Islamic background of Arabia, life of the Prophet (sm) before prophet hood. The course also introduces to students about after prophet hood the major events of Makkah: Beginning of Revelation, Preaching of Islam, Hostility of Quraish, the Hijrat: to Habsha; Hijrat to Madinah, major Battles of that time, Treaty of Hudaibiyah, Conquest of Makkah and Charter of Madinah. The course also discusses the administration and society till prophet (sm.).

Course Objectives

1. Students will be able to gather knowledge about conditions of Pre Islamic Arabia.
2. Students will know about Previous Prophets of Islam, From Adam to Elisha (A.)
3. Students will learn about Life and Spiritual teaching of Prophet Muhammad (sm).
4. Students will be able to gather knowledge about Hijrat, Major Battles, Treaty of Hudaibiyah and Conquest of Makkah.
5. Students will be able to gather knowledge about the administration and society till prophet (sm.).

Course Outcome

Upon the successful completion of the course the students will gather considerable skill to –

1. Description of the Review of Sources and Explain the pre-Islamic background of Arabia.
2. Explore the Life and Spiritual teaching of Prophet Muhammad (sm).
3. Explore the Hijrat, Major Battles, Treaty of Hudaibiyah and Conquest of Makkah.
4. Explore the administration and society till prophet (sm.).

COURSE PLAN/SCHEDULE:

Section A

| CO | Topics to be covered | Teaching-Learning Strategies | Assessment Techniques | No. of Lectures |
|----|--|---|---|-----------------|
| 1 | THE PROPHET (SAW) AT MAKKAH: 1. Arab society and culture on the eve of Islam 2. Biography of the prophet (before prophet hood) | Lecturing with multi-media tools, Interactive brainstorming and Q/A Session | Assignments, Class tests, Final Examination | 15 |
| 2 | AFTER PROPHET HOOD 1. Major Events of Makkah: Beginning of Revelation, Preaching of Islam, Hostility of Quraish 2. The Hijrat: to Habsha; Hijrat to Madinah: Causes and Importance | | | 15 |
| | Section B | | | |
| 3 | THE PROPHET (SAW) AT MADINAH: 1. Major Battles 2. Treaty of Hudaibiyah 3. Conquest of Makkah 4. Charter of Madinah 5. As a Reformer | | | 15 |
| 4 | ADMINISTRATION and SOCIETY 1. Political Administration 2. Revenue Administration 3. Social Reforms | | | 15 |

Assessment Strategy Evaluation Policy (Grading System) and make-up Procedures: According to the ordinance.

Reference:**Essential Reading**

| | | |
|------------------|---|---|
| Ali, K, | : | A Study of Islamic History, Delhi, 1980 |
| Ali, Syed Ameer, | : | A Short History of the Saracens, London, 1916 |
| Ali, Syed Ameer | : | The Life and Teaching of Muhammad, Calcutta, 1902 |
| Hitti, P.K, | : | History of Arabs, Macmillan,1937 |

| | | |
|-------------------------------------|---|---|
| Arnold, T.W, | : | Preaching of Islam,California, 1896 |
| Faqih, Irfan, | : | Glimpses of Islamic History, Lahore, 1979 |
| Giullame, A, | : | The Life of Muhammad, London, 1978 |
| Hamidullah, M, | : | Introduction to Islam, Lahore, 2009 |
| Hasan, Masudul, | : | History of Islam Vol-I, II, New Delhi, 2004 |
| Husaini, S.A.Q, | : | Arab Administration, Lahore, 1957 |
| Imamuddin, S.M, | : | Arab Muslim Administration(622-1258), New Delhi, 1984 |
| Lapidus, Ira M, | : | History of Islamic Societies, Cambridge, 1988 |
| Lewis, Bernard, | : | The Arab in History, Oxford University Press, 1950 |
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| Muir, William, | : | Annals of Early caliphate, London, 1883 |
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| Nadwi, Shah M, | : | Tarikh e Islam, Azamgarh, 1939 |
| Nadwi, S. Sulaiman, | : | Sirat al Nabi, Delhi, 2009 |
| Nomani,Shibli, Al-Faruq, | : | Eng tr. Umar the great, 2 vol., Lahore, 1939 |
| Nomani, Shibli& Siddiqui, M.Y.M, | : | Organization of Govt. Under The Prophet, Lahore, |
| Watt, W. M, | : | Muhammad at Mecca, Oxford, 1953 |

| | | |
|------------------------|---|---|
| Course Code | : | IHC- 103 |
| Course Title | : | The Prophet (sm.) and the Caliphate up to 750 A.D. |
| Course Type | : | Core |
| Level/Term and Section | : | First Year, First Semester |
| Academic Session | : | 2022-2023 |
| Course Teacher | : | : |
| Credit Value | : | : |
| Pre-requisite (If any) | : | N/A |
| Total Marks | : | 100 (Midterm Exam 30, Final Exam 40, Internal Assessment 20, Class Attendance 10) |

Course Description

Review of the Sources, The pre-Islamic background of Arabia, life Of the Prophet (sm) and the history of Khulafae Rasheden. History of the Umayyad. The role of the Umayyad Caliphs including Constitutional, Cultural, Economic, Literary development.

Course Objectives

1. Students will be able to gather knowledge about conditions of Pre-Islamic Arabia.
2. Students will know about Previous Prophets of Islam, From Adam to Eiiisha (A.)
3. Students will learn about Life and Spiritual teaching of Prophet Muhammad (sm).
4. Students will be able to gather knowledge about the Umayyad, including socio-cultural history.

Course Outcome

Upon the successful completion of the course the students will gather considerable skill to -

1. Description of the Review of Sources and Explain the pre-Islamic background of Arabia.
2. Explore the Life and Spiritual teaching of Prophet Muhammad (sm).
3. Explain the Umayyad dynastic history including the histories of the political and socio-cultural dimension.

COURSE PLAN/SCHEDULE:**Section A**

| CO | Topics to be covered | Teaching-Learning Strategies | Assessment Techniques | No. of Lectures |
|----|---|---|---|-----------------|
| 1 | Review of Sources- The pre-Islamic background of Arabia Previous Prophets of Islam- The Prophet (sm.) at Makkah and Madinah- An estimate of the Prophet (sm.) as the founder of the Ummah - The Problem of succession. | Lecturing with multi-media tools, Interactive brainstorming and Q/A Session | Assignments, Class tests, Final Examination | 15 |
| 2 | Khalifa Abu Bakr- His services to Islam- the border raids and the beginning of expansion. The Khilafat of Umar- His contributions to Islam- The Khilafat of Hajrat Uthman and Hazrat Ali. | | | 15 |
| | Section B | | | |
| 3 | The Umayyads- The Khilafat under Mu'awiyah- the second civil war- Abdul Malik- his consolidation and arabicization, Khilafat of al-Walid- the expansion in the East and West- The services of Hajjaj bin Yusuf- later Umayyad Caliphs with special reference to Umar bin Abdul Aziz and Hisham bin Abdul Malik. | | | 15 |
| 4 | The Mawali and their role in the Abbasid revolution. The rise of the Kharijites and the decline of the Umayyad Khilafat. | | | 15 |

Assessment Strategy Evaluation Policy (Grading System) and make-up Procedures: According to the ordinance.

Reference:

- Al-Yaqubi : Al-Tarikh, Beirut, 1969
 Ibn Ishaq : Siratur Rasul Allah, Eng. trans, by Guillaume, A.Oxford University Press, Lahore, 1967
 -do- : Life of Muhammad, Edinburgh, 1923
 J. Well Hausen : The Arab Kingdom and its fall, Beirut, 1963
 Lewis Bernard : The Arabs in History, London, 1954
 M .Watt : Muhammad at Mecca, Oxford, 1962
 Muhammad Ali : The Early Caliphate, Cambridge, 1936
 P. K. Hitti : History of the Arabs, Macmillan & Co. Ltd., New York, 1968.
 T. I. Arnold : The Caliphate, Oxford, 1924

| | | |
|--------------------------|---|--|
| W. Muir | : | Caliphate, Its Rise, Decline and fall, Edinburgh, 1934 |
| আর. এস. আহমদ | : | আরব জাতির ইতিহাস (সৈয়দ আমীর আলীর A short History of the Saracens- এর বঙ্গানুবাদ), ঢাকা: বাংলা একাডেমী, ১৯৬৪ |
| এম. আর. করিম | : | আরব জাতির ইতিহাস, ঢাকা: বাংলা একাডেমী, ১৯৭২ |
| গোলাম মোস্তফা | : | বিশ্বনবী, ঢাকা: আহমদ পাবলিশিং, ঢাকা: ২০১৩ |
| পি. কে. হিট্টি | : | আরব জাতির ইতিহাস (জয়ন্ত সিংহ ও অন্যান্য কর্তৃক বঙ্গানুবাদকৃত) মল্লিক ব্রাদার্স, কলিকাতা: ১৯৯৯ |
| মুসা আনসারী | : | মধ্যযুগের মুসলিম সভ্যতা ও সংস্কৃতি, ঢাকা: বাংলা একাডেমী, ১৯৯৯ |
| রেজা-ই-আব্বাসী | : | আরব জাতির ইতিহাস, ঢাকা: বাংলা একাডেমী, ১৯৮০ |
| শেখ মুহাম্মদ লুৎফর রহমান | : | আরব জাতির ইতিহাস, ঢাকা: স্টুডেন্ট ওয়েজ, ১৯৭৬ |

| | | |
|------------------------|---|---|
| Course Code | : | IHC-104 |
| Course Title | : | History of Bengal till 1200 A.D. |
| Course Type | : | Core |
| Level/Term And Section | : | First Year, First Semester |
| Academic Session | : | 2022-2023 |
| Course Teacher | : | |
| Pre-requisite (If any) | : | N/A |
| Credit Value | : | 4 |
| Total Marks | : | 100 (Midterm Exam 30, Final Exam 40, Internal Assessment 20, Class Attendance 10) |

COURSE DESCRIPTION:

Geographical condition of ancient Bengal and The Indian Sub-continent; Sources of ancient Bengal, Janapads, Maurya age, the Gupta age. The Pala Empires, Sena dynasty, different casts, society, culture and fall of the Sena dynasty.

COURSE OBJECTIVES:

1. Students will know about the ancient history of Bengal;
2. Students will also know the customs and ritualities about the ancient peoples;
3. This course also highlights the different aspects of ancient civilization which is needful for the students.
4. It will also help the students to get them well prepared for analytical study for course of the study.

COURSE OUTCOME (CO):

Upon successful completion of this course, a student will be able to -

1. descriptions of the delimitation ancient Bengal;
2. geographical location of the ancient Bengal;
3. description of the Janapads, Maurya age, the Gupta age;
4. History of the pala and sena dynasty.

COURSE PLAN/SCHEDULE:**Section A**

| CO | Topics to be covered | Teaching-Learning Strategies | Assessment Techniques | No. of Lectures |
|----|--|---|---|-----------------|
| 1 | Review of sources- Geographical condition of Ancient Bengal- Janapads- Background of the name of Bengal- Origin of the Bengali Nation. Pre-historic period to Maurya Age- The Gupta Age- Post Gupta period and Sasanka | Lecturing with multi-media tools, Interactive brainstorming and Q/A Session | Assignments, Class tests, Final Examination | 15 |
| 2 | Rise of the Palas- Gopala- Dharmapala- Devapala- Mahipala- Day to day life in the Pala Empire The fall of the Pala Empire- Dynasties of South- Eastern Bengal- The Chandras The Varmans- Rise of the Senas- Vijayasena- Ballalasena- Laksmanasena- The fall of the Sena dynasty. | | | 15 |

Section B

| | | | | |
|---|--|--|--|----|
| 3 | Administration: Pre-Maurya and Maurya period, importance of Magadh- Period of the Guptas- Period of the Independent Banga Rulers- The Pala Period- The Period of the Senas and other Minor Dynasties. Literature: Early Period- Literary activities during Gupta, Period Literature during the Pala Period. | | | 15 |
| 4 | Religion: Brahmanical Religion- Jainism- Buddhism. Architecture- Sculpture- Painting: During the Gupta, Pala and Sena Period. Society: The casts- The Brahmanas- Karana- Kayastha, Ambastha- Vadya- Others. Economic conditions: Rural settlements- Urban settlements or towns- Agriculture- Crafts and industries- Trade; Activities of Bengalis in India and outside Bengal. | | | 15 |

Assessment strategy Evaluation Policy (Grading System) and make-up procedures: According to the ordinance.

Reference:

Abdul Momin Chowdhury : Dynastic History of Bengal, Asiatic Society of Pakistan, 1965

- R. C. Majumdar (ed.) : The History of Bengal, Vol 1, Hindu Period, Dacca: The University of Dacca, 1963
- অজয় রায় : বাঙালির জন্ম, আবহমান বাংলা, মুস্তফা নূরউল ইসলাম (সম্পা.), ঢাকা: অনন্য প্রকাশ, ১৯৯৯
- অসীম কুমার রায় : বঙ্গ বৃত্তান্ত, বিদেশী পর্যটকদের লেখার বাংলার কথা, পঞ্চম থেকে সপ্তদশ শতাব্দী, ঢাকা: দিব্যপ্রকাশ, ২০০৮
- আলী ইমাম : বাংলা নামে দেশ, ঢাকা: মুক্তধারা, ১৯৯৫
- আব্দুল মোমিন চৌধুরী : প্রাচীন বাংলার ইতিহাস ও সংস্কৃতি, ঢাকা: বর্ণায়ন, ২০০২
- এ কে এম শাহনাওয়াজ : বাংলাদেশের সাংস্কৃতিক ঐতিহ্য, তৃতীয় সংস্করণ, ২০১৭
- কে এম রাইছ উদ্দিন খান : বাংলাদেশ ইতিহাস প্রক্রিয়া, ঢাকা: খানব্রাদার্স এ্যান্ড কো., ১৯৯৮
- চার্লস স্টুয়ার্ট : বাংলার ইতিহাস, অনুবাদ আবু জাফর, ঢাকা: হাক্কানী পাবলিশার্স, ২০০৯
- দীনেশচন্দ্র সেন : বৃহৎ বঙ্গ: প্রথম খণ্ড, কলকাতা: দে'জ পাবলিশিং, ১৪০৫
- দীলিপ কুমার গঙ্গোপাধ্যায় : ভারতের ইতিহাসের সন্ধানে (আদিপর্ব: প্রথম খণ্ড), কলকাতা: সাহিত্যলোক, ২০০৬
- বাংলাদেশ এশিয়াটিক সোসাইটি : বাংলা পিডিয়া, ঢাকা: বাংলাদেশ এশিয়াটিক সোসাইটি ২০০৩
- নগেন্দ্রনাথ বসু : বঙ্গের জাতীয় ইতিহাস (রাজন্য কাণ্ড, কায়স্থ কাণ্ডের প্রথমার্শ), কলকাতা: দে'জ পাবলিশিং, ২০০৪
- নগেন্দ্রনাথ বসু ও বোমকেশ মুস্তাফী : বঙ্গের জাতীয় ইতিহাস (ব্রাহ্মণ কাণ্ড, তৃতীয় ভাগ), কলকাতা: দে'জ পাবলিশিং, ২০০৮
- নীহারঞ্জন রায় : বাঙ্গালীর ইতিহাস: আদি পর্ব, কলকাতা: দে'জ পাবলিশিং, ১৪১৬
- প্রফেসর শাহানারা হোসেন : প্রাচীন বাংলার ইতিহাস, রাজশাহী: ইনস্টিটিউট অব বাংলাদেশ স্টাডিজ, রাজশাহী বিশ্ববিদ্যালয়, ২০১২
- ব্রতীন্দ্র নাথ মুখোপাধ্যায় : বঙ্গ, বাঙ্গালা ও ভারত, কলকাতা: প্রোগ্রেসিভ পাবলিশার্স, ২০০০
- মুহঃ মমতাজুর রহমান (সম্পা.) : বাংলার ইতিহাস, অনুবাদ আবু জাফর, ঢাকা: হাক্কানী পাবলিশার্স, ২০০৯
- মো. জাহাঙ্গীর আলম : মগধ উত্তর ভারত ও বাংলার প্রাচীন ইতিহাস, চিহ্ন উজানের প্রকাশনা-২০১৮, রাজশাহী বিশ্ববিদ্যালয়।
- ড. অতুল সুর : প্রাগৈতিহাসিক ভারত, কোলকাতা: সাহিত্যলোক, ১৯৯৭
- রমেশচন্দ্র মজুমদার : বাংলাদেশের ইতিহাস: প্রথম খণ্ড (প্রাচীন যুগ). কলিকাতা: জেনারেল প্রিন্টার্স য়্যান্ড পাবলিশার্স প্রা. লি., ১৯৯৮
- রাখালদাস বন্দোপাধ্যায় : বাঙ্গালার ইতিহাস: প্রথম খণ্ড, কলকাতা: দে'জ পাবলিশিং, ১৪০৫
- মুহাম্মদ হারিবুর রহমান : গঙ্গাঋদ্ধি থেকে বাংলাদেশ, বাংলা একাডেমী, ১৯৯৪
- সুনীতিভূষণ কানুনগো : বাংলার ইতিহাস (প্রথম খণ্ড, প্রাচীন যুগ), চট্টগ্রাম: দীপঙ্করকানুনগো, ১৯৯৪
- হারুন-অর রশীদ : বাঙালী ও বাংলাদেশ (০-২০১০), ঢাকা: হাসিনা প্রকাশনা, ২০১২

| | | |
|------------------------|---|---|
| Course Code | : | IHC- 105 |
| Course Title | : | ENGLISH FUNDAMENTALS |
| Course Type | : | Core |
| Level/Term and Section | : | First Year, First Semester |
| Academic Session | : | 2022-2023 |
| Course Teacher | : | : |
| Credit Value | : | |
| Pre-requisite (If any) | : | N/A |
| Total Marks | : | 100 (Midterm Exam 30, Final Exam 40, Internal Assessment 20, Class Attendance 10) |

Course Description

This course covers the basics of the English language, aiming at improving the linguistic, sociolinguistic, discourse and strategic competence of the students. The course is designed to strengthen students' basic communication skills, including grammar, spelling, punctuation, and sentence construction. Emphasis is placed on the writing of well-structured paragraphs and short essays. Emphasis is also given to increasing students' ability to read textbooks written in English.

Intended Learning Objectives (ILOs)

1. To understand English in the academic context, read texts written in simple English;
2. To give presentations fluently in English on any given topic, and
3. To develop their writing abilities which will help them to express their views and ideas clearly as well as logically.

Course Learning Outcomes (CLOs)

Upon successful completion of this course, the students should be able to-

1. Understand reading passages easily and identify and correct basic errors in grammar;
2. Self-edit and correct grammar, spelling and punctuation errors in their essays and compose coherent paragraphs, supporting central ideas with specific details; and
3. Produce a well-structured essay, differentiate fact from opinion, identify and paraphrase the main ideas and supporting points in reading.

COURSE PLAN/SCHEDULE:**Section A**

| CO | Topics to be covered | Teaching-Learning Strategies | Assessment Techniques | No. of Lectures |
|----|--|---|---|-----------------|
| 1 | Main Verbs, tense, modals and modal related patterns, causatives, conditionals, subjunctives, infinitives, Have + Participle, Auxiliary Verbs, pronouns, relative pronouns, nouns and adjectives, nouns functioning as adjectives and other parts of speech, determiners, comparatives, prepositions, modifiers, sentence and clauses. | Lecturing with multi-media tools, Interactive brainstorming and Q/A Session | Assignments, Class tests, Final Examination | 15 |
| 2 | Vocabulary, antonym, synonym, homonym, homograph, homophone. | | | 15 |
| 3 | WH questions | | | |
| 4 | Full stop, comma, colon, semi-colon, apostrophe, capital letter, hyphen, quotation marks, titles etc. | | | 15 |
| 5 | Writing Composition and Paragraph | | | 15 |
| 6 | Comprehension | | | |
| 7 | Letter writing | | | |

Assessment Strategy Evaluation Policy (Grading System) and make-up Procedures: According to the ordinance.

Reference:

| | | |
|---|---|--|
| Baker, S. (1990). | : | <i>The Practical Stylist</i> (7th ed.). HarperCollins College Div. |
| Barnet, S., Stubbs, M., Bellanca, P., & Stimpson, P. G. (2002). | : | <i>Practical Guide to Writing with Readings and Handbook</i> (8 ed.). Prentice Hall Canada |
| Eastwood, J. (2009). | : | <i>Oxford Practice Grammar Intermediate</i> (Pap/Cdr ed.). Oxford University Press. |
| Hewings, M. (2013). | : | <i>Advanced Grammar in Use</i> (3rd ed.). Cambridge University Press. |
| Hewings, M. (2013). | : | <i>Advanced Grammar in Use</i> (3rd ed.). Cambridge University Press. |
| Imhoof, M., & Hudson, H. (1975). | : | <i>From Paragraph to Essay: Developing Composition Writing</i> (7th ed.). Longman. |
| Imhoof, M., & Hudson, H. (1985). | : | <i>From Paragraph to Essay: Developing Composition Writing</i> . Longman. |
| J Glover, A. (1957). | : | <i>Build Up Your English</i> . J. M. Dent and Sons Ltd. |
| Lea, D., Hornby, A. S., & Bradbery, J. (2020). | : | <i>Oxford Advanced Learner's Dictionary</i> . Oxford University Press. |
| Leech, G., & Svartvik, J. (2003). | : | <i>A Communicative Grammar of English</i> (3rd ed.). Routledge. |
| Murphy, R. (2019). | : | <i>English Grammar in Use Book</i> (5th ed.). Cambridge University Press. |
| Phillips, D. (2014). | : | <i>Longman Preparation Course for the TOEFL iBT Test with Answer Key</i> (3rd ed.). Pearson. |
| Quirk, R., Greenbaum, S., Leech, G., & Svartvik, J. (1972). | : | <i>A Grammar of Contemporary English</i> . Addison-Wesley Longman Ltd. |
| Quirk, R., Greenbaum, S., Leech, G., & Svartvik, J. (1985). | : | <i>A Comprehensive Grammar of the English Language</i> (2nd ed.). Longman. |
| Swan, M. (2017). | : | <i>Practical English Usage</i> (4th ed.). Oxford University Press. |
| Thomson, A., & Martinet, A. (1986). | : | <i>A Practical English Grammar</i> (4th ed.). Oxford University Press. |
| Zemach, D. E., & Rumisek, L. (2010). | : | <i>Academic Writing from Paragraph to Essay</i> . Hueber Verlag GmbH. |

FIRST YEAR (SECOND SEMESTER) 2023, JULY- DECEMBER

| | | |
|------------------------|---|---|
| Course Code | : | IHC- 106 |
| Course Title | : | Muslim Rule in Spain, (756-1025 A.D.) |
| Course Type | : | Core |
| Level/Term and Section | : | First Year, Second Semester |
| Academic Session | : | 2022-2023 |
| Course Teacher | : | : |
| Credit Value | : | : |
| Pre-requisite (If any) | : | N/A |
| Total Marks | : | 100 (Midterm Exam 30, Final Exam 40, Internal Assessment 20, Class Attendance 10) |

Course Description:

This is one of the fundamental courses of 1st Year Second Semester Students of Islamic History & Culture. It introduces to students about the pre-Muslim background of Spain, the Conquests of Spain by the Muslim, History of the independent Governors, Umayyad Emirates, Caliphates petty dynasties.

Intended Learning Objectives (ILOs)

Student will learn about the history of the Muslim conquest of Spain, their reign and activities, administration, art, architecture and its consequence.

Course Learning Outcomes (CLOs)

Upon successful completion of this course, the students should be able to-

Explain the history of the Muslim conquest of Spain, independent Governors, Umayyad Emirates, Caliphates, petty dynasties-their reign, activities, contribution to art and architecture of the Muslims in Spain.

COURSE PLAN/SCHEDULE:

Section A

| CO | Topics to be covered | Teaching-Learning Strategies | Assessment Techniques | No. of Lectures |
|----|--|---|---|-----------------|
| 1 | FOUNDATION OF MUSLIM RULE IN SPAIN 1. Socio-Political And Economic Condition of Spain on The Eve of Muslim Conquest 2. Establishment Of Muslim Rule In Spain (Role Of Musa Bin Nusayr And Tarique Bin Ziyad) | Lecturing with multi-media tools, Interactive brainstorming and Q/A | Assignments, Class tests, Final Examination | 15 |

| | | | | |
|---|--|--|--|----|
| 2 | ESTABLISHMENT OF Umayyad Rule (2nd Phase) A) Abdul Rahman I as Founder B) Abdul Rahman II C) Abdul Rahman III; D) Hakam II and Hajib Al Mansur | | | 15 |
| | | | | |
| 4 | SOCIETY AND ADMINISTRATION 1. Social Structure 2. Economic Condition 3. Civil And Military Administration | | | 15 |
| 5 | INTELLECTUAL AND ARTISTIC ACTIVITIES 1. Scientific Literary And Academic Progress 2. Arts (Music, Painting, Calligraphy And Industrial Art) 3. Muslim – Spanish Architecture (Mosque Of Cordova, Madina – Al – Zahra & Al Hambra) | | | 15 |

Assessment Strategy Evaluation Policy (Grading System) and make-up Procedures: According to the ordinance.

Reference:

Essential reading:

| | | |
|-------------------------|---|--|
| Ali, K, | : | A Study of Islamic History, Delhi, 1980 |
| Ali, Syed Ameer, | : | A Short History of the Saracens, London, 1916 |
| Ali, Riyasat, | : | The Tarikh I Andalus, vol I, Azamgarh, 1950 |
| Dozy, Renault, | : | Spanish Islam, London, 1913 |
| Imamuddin, S. M, | : | A Political History of Muslim Spain,, Dacca, 1908 |
| Imamuddin, S. M, | : | Muslim Spain: A Sociological Study¹⁸ |
| Imamuddin, S. M, | : | Some Aspects of the socio-economic & Cultural history of Muslim Spain, London, 1965 |
| Lane Pole, S, | : | The Moorish Spain, London, 1912 |

Suggested readings:

| | | |
|--------------------------------|----------|--|
| Arnold, Sir Thomas(Ed): | : | The Legacy of Islam |
| Bernard, Louis, | : | The History of Spain, London, 1956 |
| Hitti, P.K, | : | History of Arabs, Macmillan, 1937 |
| Reilly, Bernard F, | : | The Medieval Spain |
| Rahman, Azizur, | : | History of Islamic Spain |
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| | | |
|------------------------|---|---|
| Course Code | : | IHC- 107 |
| Course Title | : | Mediaeval Rule in Spain, Egypt and North Africa (711-1517 A.D.) |
| Course Type | : | Core |
| Level/Term And Section | : | First Year, Second Semester |
| Academic Session | : | 2022-2023 |
| Course Teacher | : | |
| Pre-requisite (If any) | : | N/A |
| Credit Value | : | 3 |
| Total Marks | : | 100 (Exam 70, Internal Assessment 20, Class Attendance 10) |

COURSE DESCRIPTION:

This is one of the fundamental courses of 1st year (Hons) students of Islamic History & Culture. It introduces to students about the pre-Muslim background of Spain, the Conquests of Spain by the Muslim, History of the independent Governors, Umayyad Emirates, Caliphates, petty dynasties and decline of the Muslims in Spain (711-1492 A.D.). The pre-Fatimid background of Egypt and North Africa, how the Fatimid rise to power, history of the Fatimid Caliphates, relation of the Fatimid with the Umayyad of Spain and Seljuq and the fall of the Fatimid dynasty. Who were the Mamluk in Egypt, how the Mamluk rise to power in Egypt, history of the Mamluk Sultans and fall of the Mamluk dynasty (909-1517 A.D.). It provides students with a clear idea about the Muslim rule in Spain, Egypt and North Africa during the period from 711 to 1517 A. D.

COURSE OBJECTIVE:

1. Student will learn about the history of the Muslim conquests of Spain, their reign and activities, administration, art, architecture and its consequences.
2. Student will also be able to learn the history of the Fatimid in Egypt and North Africa, their reign and activities, administration, art, architecture and its consequences.

3. Student will know about who were the Mamluk in Egypt, their history, reign and activities, administration, art, architecture and it's consequences.

COURSE OUTCOME (CO):

Upon successful completion of this course a student will be able to

1. Explain the history of the Muslim conquests of Spain, independent Governors, Umayyad Emirates, Caliphates, petty dynasties - their reign, activities, contribution to art and architecture and fall the causes and effects of the Muslims in Spain.
2. Explain the history of the Fatimid in Egypt and North Africa, their reign, activities relation with the Umayyad and Seljuq and fall the causes and effects of the Fatimid dynasty.
3. Explain the history of the Mamluk Sultans in Egypt, their reign, activities and contribution to education, art, architecture and literature and fall the causes and effects of the Mamluk dynasty.

COURSE PLAN/ SCHEDULE:

Section A

| CO | Topics to be covered | Teaching-Learning Strategies | Assessment Techniques | No. of Lectures |
|----|--|--|---|-----------------|
| 1 | Review of sources- Geographical features of Spain. The pre-Muslim background of Spain- Religious, political and socio-economic conditions. The conquests of Spain by the Muslims. The period of the Independent governors- The battle of Toulouse, civil war and the Arab tribes-The battle of Tours and its importance. The foundation of the Umayyad Emirate by Abdur Rahman I, his reign, causes of his success, activities and achievements. The successors of Abdur Rahman I- Hisham I- his reign and activities, introduction of Maliki doctrines in Spain- Hakam I- his reign, achievement and Faqaha movement. Abdur Rahman II, his reign, activities, courtiers, achievement- the movement of the Zealots. Muhammad I- his reign, activities, rise and fall of Umar bin Hafsun- Mundhir-his reign and activities, achievement. Abdullah- his reign, activities and achievement, rise and fall of the Independent governors. | Lecturing with multi-media tools, Interactive, brainstorming and Q/A session | Assignments, Class tests, Final examination | 15 |
| 2 | Caliphate period- Abdur Rahman III- his reign, character, internal and foreign policies, splendor of his reign court- the reign of Hakam II- the light house of the | | | 15 |

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|---|--|--|--|----|
| | Cordova, Hajib al- Mansur, decline and fall of the Umayyads in Spain- administration, society and economic conditions under the Umayyads. The rise of the petty dynasties- The North African invasions- the rise of the Murabites and the Muahids. The Kingdom of Granada- fall of Granada- the expulsion of the Moors from Spain. The intellectual and cultural progress in Muslim Spain- Role of Muslim culture- Art and Architecture of Muslim Spain. | | | |
| | Section B | | | |
| 3 | Review of sources- pre-Fatimid background of Egypt and North Africa- the Fatimid propaganda and establishment of the Fatimid dynasty by Ubaidullah al-Mahdi. The reigns of al-Qaim, al-Muiz- al-Aziz- the Fatimid power of its high- the relation of the Fatimids with the Umayyads of Spain- the Caliphate of al-Hakim- the position of the non- Muslims- the Dar-u-Hikma, the decadence of the dynasty- the later Fatimid Caliphs with special reference to the reign of al-Mustansir- the fall of the Fatimid dynasty- the relation of the Fatimids with the Seljuks- intellectual life under the Fatimids- Fatimid art and architecture. | | | 15 |
| 4 | The Jangis and the Ayyubids- the Mamluks of Egypt, Rise to power, Conflict with the Ayyubids reign- The Bahri Mamluks- their rise to power- Shajar ad-Durr- Amir Izz al-Din Aybak- Sayf ad-Din Qutuz- Rukn ad-din Baibars- Qalawun's- al-Nasir ad-Din Muhammad ibn Qalawun- their reign, activities and achievement- Burji Mamluk Dynasty- Sayf-ad-Din- Barquq Nasir-ad-Din Faraj, Saif ad-Din Barsbay- Saif ad-Din Khushqadam, Taiinur Bugha, Muhammad bin Qait Bay, Tuman Bay I, Qansuh al-Ghawri- Tuman Bay II falls to Ottoman Empire under Sultan Selim in 1517 A.D. conflict with the Ottomans- the fall of the Mamluk dynasty- Literature, art, architecture contribution of the Mamluks. | | | 15 |

Assessment Strategy Evaluation Policy (Grading System) and make-up procedures:
According to the ordinance.

Reference:

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- Doris Behrens : Cairo of the Mamluks: A History of Architecture and its Culture, I. B. Tauris, 2007
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- S. M. Imamuddin : Economic History of Spain under the Umayyads (711-1031 A.C.), Asiatic Society of Pakistan, 1963
- S. M. Imamuddin : Some Aspects of Socio-Economic and Cultural History of Muslim Spain (711-1492), E. J. Brill, London, 1965
- W. Ivanow : Rise of the Fatimids, Oxford University Press, London, 1942.
- W. Montgomery Watt : A History of Islamic Spain. Piscataway, N.J: Transaction Publishers, 2007

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| W. Muir | : | Mameluke or Slave Dynasty of Egypt 1260-1570 A. D. Elder & Co., London, 1896 |
| Winter M. (ed.) | : | The Mamluks in Egyptians and Syrians Politics and Society, Medieval Mediterranean, BRILL, 2003 |
| এ.এইচ. এম. শামসুর রহমান | : | স্পেনে মুসলমানদের ইতিহাস, স্টুডেন্ট ওয়েজ, ঢাকা, ১৯৮৬ |
| শরীফুল ইসলাম সরকার | : | মুসলিম স্পেন, ইসলামিক ফাউন্ডেশন, ঢাকা, ১৯৮৭ |
| সৈয়দ আমীর আলী | : | আরব জাতির ইতিহাস, বাংলা একাডেমি, ঢাকা, ১৯৯৫ |
| পি. কে. হিউ | : | আরব জাতির ইতিহাস (জয়ন্ত সিংহ ও অন্যান্য কর্তৃক বাঙ্গানুবাদকৃত) মল্লিকব্রাদার্স, কলিকাতা, ১৯৯৯ |
| আশরাফ উদ্দিন আহমেদ | : | মধ্যযুগের মুসলিম ইতিহাস (১২৫৮-১৮০০), ঢাকা: বাংলা একাডেমী, ১৯৭৬ |
| এ. এইচ. এম. শামসুর রহমান ও এম. আব্দুল কাদের | : | উত্তর আফ্রিকা ও স্পেনের মুসলমানদের ইতিহাস, ঢাকা, ১৯৯৯ |
| সৈয়দ মাহমুদুল হাসান | : | উত্তর আফ্রিকা ও স্পেনের মুসলমানদের ইতিহাস, ঢাকা: জাহানারা হাসান বুক হাউস, ঢাকা, ১৯৯৯ |
| মো: আলী আসগর খান ও শেখ মুহাম্মদ লুৎফর রহমান | : | মধ্যপ্রাচ্যের ইতিহাস (১২৫৮-১৯১৪ খ্রি.) ঢাকা: সুমন প্রকাশনী, ৫ম সংস্করণ, ঢাকা, ১৯৮০ |
| শেখ মুহাম্মদ লুৎফর রহমান | : | আরব জাতির ইতিহাস, স্টুডেন্ট ওয়েজ, ৩য় সংস্করণ, ঢাকা: ১৯৭৬ |
| পি. কে. হিউ | : | আরব জাতির ইতিহাস (জয়ন্ত সিংহ ও অন্যান্য কর্তৃক বাঙ্গানুবাদকৃত) মল্লিক ব্রাদার্স, কলিকাতা, ১৯৯৯ |
| ড. গোলাম কিবরিয়া ভূঁইয়া | : | উত্তর আফ্রিকা ও মিশরে মুসলিম শাসনের ইতিহাস, খান-ব্রাদার্স, ঢাকা, ২০০৬ |

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|------------------------|---|--|
| Course Code | : | IHC-108 |
| Course Title | : | The Saltanat and Mughal Rule in India up to 1858 A. D. |
| Course Type | : | Core |
| Level/Term And Section | : | First Year, Second Semester |
| Academic Session | : | 2022-2023 |
| Course Teacher | : | |
| Pre-requisite (If any) | : | N/A |
| Credit Value | : | 3 |
| Total Marks | : | 100 (Exam 70, Internal Assessment 20, Class Attendance 10) |

COURSE DESCRIPTION:

The History of the Muslim Rule in India up to 1858 A.D. is one of the most interesting and fascinating chapter of the world history. Because it highlights the discourse of different Empire,

administrative system, developments in the field of art, architecture, culture and religion. The duration of the study focused the impact of the other religion of the Indian culture. This course started by the Arab conquest of Sind in the first quarter of eighth century and its effects. It has been formed with seven major parts. Invasion of India by the Arabs, Turks, the Mamluk, Khalji, Tughlaq, Sayed and Lodi dynasty including their administrative system in India, invasion of Timur. In the first half of the 16th century invention of Babur and the foundation of the Mughal Empire including Sher Shah's success and his achievements. This course is also discussed the central and regional structure of their administration, culture and the decline of the Mughal dynasty including the battle of Plassey, the battle of Buxar and results.

COURSE OBJECTIVES:

1. Student will understand the concept and tools of sources of Indian History up to 1858 A.D.
2. Student will learn about the chronological development of the Muslim rule and administrative system of Indian Sub-continent up to 1858 A.D.
3. They will be able to understand the political, social and religious conditions of the period.
4. The students will also be learned the merits of the unity and demerits of the disharmony under the course of study.

COURSE OUTCOME:

Upon Successful completion of this course, a student will be able to

1. Explanation of the concept and tools of sources of Indian History up to 1858 A.D.
2. Description about the chronological development of the Muslim rule and administrative system of Indian Sub-continent till 1858 A.D.
3. Discussion the pattern of different rules of the different administrations.
4. A Comparative study between ancient and modern Administration.

COURSE PLAN/SCHEDULE:

Section A

| CO | Topics to be covered | Teaching-Learning Strategies | Assessment Techniques | No. of Lectures |
|----|---|--|---|-----------------|
| 1 | Review of sources- The Arab conquest of Sind and its effects- Sultan Mahmud's invasion of India and the later Ghaznavids- India on the eve of Muhammad Ghori's invasion- The battle of Tarain- The foundation of Muslim rule in India by Muhammad Ghori. | Lecturing with multi-media tools, Interactive, brainstorming and Q/A session | Assignments, Class tests, Group work, presentations Final examination | 10 |
| 2 | The Mamluk dynasty- Qutubuddin Aibek- Iltutmish- successors of Iltutmish- Ghiyasuddin Balban- The beginning of Mongol invasion. The Khalji dynasty- Alauddin Khalji, his conquests and administrative measures - The Mongol raids. The Tughlaq dynasty- Ghiyasuddin Tughlaq- Muhammad-bin Tughlaq and his | | | 12 |

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| | various projects - Firoz Shah Tughlaq, his personal character & achievements. Disintegration of the Delhi sultanate- Independence of the various provinces- The invasion of Timor. | | | |
| 3 | The Sayeed and the Lodi dynasties- The fall of the Sultanate of Delhi. Administrative system, social, religious and economic condition in early Muslim India. | | | 8 |
| | Section B | | | |
| 4 | Babur's invasion- Battle of Panipath and the foundation of the Mughal Empire. Humayun and Sher Shah, the Mughal- Afghan contest for supremacy- Causes of Humayun's failure and Sher Shah's success, Sher Shah's achievements. | | | 10 |
| 5 | Akbar- his political philosophy- his relation with the Rajputs- his conquests- Din-i-Illahi- his administration- character and achievements. Jahangir and his reign- Emperor Shahjahan- his character and grandeur of the court- The North West Frontier policy of the Mughals- The War of succession among the sons of Shahjahan. | | | 10 |
| 6 | Aurangzeb- his character and policies-his War with the Marathas and the Shia Kingdoms of the Deccan- his responsibility for the decline of Mughal dynasty. The later Mughal emperors and the downfall of the dynasty- the central structure of Mughal administration-society, art and culture of the Mughals. | | | 06 |
| 07 | The Battle of Plessey - The Battle of Boxer-Reforms persuade by the Muslims and Hindus- causes, events and results of the Sippy Mutiny. | | | 04 |

Assessment strategy Evaluation Policy (Grading System) and make-up procedures: According to the ordinance.

Reference:

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- ইরফান হাবিব, অনুবাদ : ভারতবর্ষের ইতিহাস প্রসঙ্গে, ঢাকা: ন্যাশনাল বুক এজেন্সি, ২০০২
- কাবেরী বসু
- উ তাঁ (হাফেজী), অনুবাদ : বাদশাহী আমল, কোলকাতা: ১৯৭৮
- বিপ্রদাস বড়ুয়া
- এ কে এম শাহনেওয়াজ : ভারত উপমহাদেশের ইতিহাস, মধ্যযুগ: সুলতানী পর্ব, প্রতীক প্রকাশন, ২০১৪
- এ কে এম শাহনেওয়াজ : ভারত উপমহাদেশের ইতিহাস, মধ্যযুগ: মোগল পর্ব, প্রতীক প্রকাশন, ২০১৪
- এ. কে. এম. আব্দুল আলীম : ভারতে মুসলিম রাজত্বের ইতিহাস, মাওলা ব্রাদার্স, ঢাকা, ২০১৫
- কার্ল মার্কস : ভারতীয় ইতিহাসের কালপঞ্জী, প্রগতি প্রকাশ, মস্কো, ১৯৭১
- প্রফেসর ড. আবদুল করিম : ভারতীয় উপমহাদেশে মুসলিম শাসন, ঢাকা: জাতীয় সাহিত্য প্রকাশ, ২০১৫
- বিনয় ঘোষ : বাহাদুর শাহ জাফরের শেষ দিনগুলো, ঢাকা:ঐতিহ্য প্রকাশ, ২০০৪

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|------------------------|---|---|
| Course Code | : | IHC- 109 |
| Course Title | : | History of Islam: Umayyads |
| Course Type | : | Core |
| Level/Term and Section | : | First Year, Second Semester |
| Academic Session | : | 2022-2023 |
| Course Teacher | : | |
| Credit Value | : | |
| Pre-requisite (If any) | : | N/A |
| Total Marks | : | 100 (Midterm Exam 30, Final Exam 40, Internal Assessment 20, Class Attendance 10) |

Course Description

History of Islam: Umayyads is one of the fundamental courses of 1st Year Second Semester Students of Islamic History & Culture. It introduces to students about the establishment of Umayyad Rule, Life and achievements of Ameer Muawiah, Incident of Karbala, Abdul Malik, Al Walid I, Umar Bin Abdul Aziz. Students also know the socio-economic condition, administration and cultural development and fall of Umayyads dynasty.

Intended Learning Objectives (ILOs)

1. Students will be able to gather knowledge about Umayyads dynasty.
2. Students will know about the life and achievement of Ameer Muawiah.
3. Students will learn about the Incident of Karbala.
4. Students will be able to gather knowledge about the ruler Abdul Malik, Al Walid I, Umar Bin Abdul Aziz.
5. Students will be able to gather knowledge about the socio economic condition of Umayyad dynasty.
6. Students will be able to gather knowledge about Umayyad administration and cultural development and fall of Umayyads dynasty.

Course Learning Outcomes (CLOs)

Upon successful completion of this course, the students should be able to-

1. Description of the Review of Sources and Explain the history of Umayyads.
2. Explore the Life and achievement of Ameer Muawiah.
3. Explain the Incident of Karbala, Abdul Malik, Al Walid I, Umar Bin Abdul Aziz.
4. Explain the socio economic condition, administration and cultural development and fall of Umayyads dynasty.

COURSE PLAN/SCHEDULE:**Section A**

| CO | Topics to be covered | Teaching-Learning Strategies | Assessment Techniques | No. of Lectures |
|----|---|---|---|-----------------|
| 1 | ESTABLISHMENT OF Umayyad Rule: 661 – 750 1. Life And Achievements of Ameer Muawiah: As Founder Of Umayyad Rule 2. The Incident of Karbala 3. Abdul Malik: Life And Achievements 4. Al Walid I: Life And Achievements: Expansion Of Muslim Rule 5. Umar Bin Abdul Aziz: Life And Contribution | Lecturing with multi-media tools, Interactive brainstorming and Q/A Session | Assignments, Class tests, Final Examination | 15 |
| 2 | SOCIO-ECONOMIC CONDITION 1. Society and Economy 2. Position of Mawali, Zimmis , Women And Slave 3. Fall of The Dynasty | | | 15 |
| | | | | |
| 4 | ADMINISTRATION 1. Central And Provincial Administration 2. Special Feature of The Government 3. Revenue Administration 4. Army—Navy | | | 15 |
| 5 | CULTURAL DEVELOPMENT 1. Art 2. Architecture 3. Education | | | 15 |

Assessment Strategy Evaluation Policy (Grading System) and make-up Procedures: According to the ordinance.

Reference:**Essential Reading**

| | | |
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| Ali, Syed Ameer | : | The Life and Teaching of Muhammad, Calcutta, 1902 |
| Hitti, P.K | : | History of Arabs, Macmillan, 1937 |
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| Humphreys R. S | : | Muawiya Bin AbiSufyan |

| | | |
|-------------------------|---|---|
| Hussain, M. Hadi | : | Umar Bin Abd Al Aziz |
| Husaini, S.A.Q | : | Arab Administration, Lahore, 1957 |
| Imamuddin, S.M | : | Arab Muslim Administration (622-1258), New Delhi, 1984 |

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|------------------------|---|---|
| Course Code | : | IHC- 110 |
| Course Title | : | History of the Abbasids upto 1258 A.D. |
| Course Type | : | Core |
| Level/Term And Section | : | First Year, Second Semester |
| Academic Session | : | 2022-2023 |
| Course Teacher | : | |
| Pre-requisite (If any) | : | No prerequisite course |
| Credit Value | : | 3 |
| Total Marks | : | 100 (Midterm Exam 30, Final Exam 40, Internal Assessment 20, Class Attendance 10) |

Course Description:

Analysis of the origin of the Abbasid dynasty along with the Abbasid propaganda and revolution leading to the establishment of the Abbasid caliphate during the mid eight century till its fall in the mid thirteenth century. It will explore the role of the Abbasid caliphs over the years and the Golden Age of Islam which was a period of cultural, economic and scientific development with a focus on cultural and also on military achievement, it also covers the historical perspective towards the gradual decline of the caliphate and its final end when the city of Bagdad was sacked by the Mongols in 1258 causing the Abbasids flee away in Egypt.

The origin and development of some minor dynasties in the east and west when the Abbasid caliphate had to face its declining period. The rulers of these dynasties were sometimes helpful towards the Abbasid caliphs and sometimes not. The majority of these dynastic role was though short lived, some of the rulers played a very vital role towards the cause of Muslim Ummah.

Course Objectives:

Section-A

Course objectives and learning outcome:

1. In this course we have attempted to give concisely the story of one of the most important periods in the annals of the world.
2. In its extent and its political and cultural influence the expansion of the Arab race can be compared to that of the Roman.
3. But whilst the Roman took centuries to attain dominance the Arab won its place in a much shorter length of time.
4. The followers of Islam threw light on knowledge and gave an impetus to civilisation, which, without exaggeration has few parallels in the history of the mankind.

Section-B

The object of this course is to make the students acquaint with the knowledge of the emergence of a number of minor and petty dynasties in the East and West during the declining period of the Abbasid Caliphate. In addition the role of the dynastic rulers in bringing socio- economic changes, their relation with the Caliphate and the Christian World would be given adequate attention. Hence the emphasis on the growth of political power and its changes have been an important phenon of this course.

Course Learning Outcomes:

Upon successful completion of this course, the students will be able to-

1. to explore the Abbasid dynstic history including the histories ofthe regional dynasties those originated over the years under the Abbasids.
2. developing their critical thinking, research and writing skills that will enable them to make a difference in the world in whatever career they choose.
3. learn how to develop historical questions regarding gradual historical development of the regions over the years.

COURSE PLAN/SCHEDULE:

Section A

| CO | Topics to be covered | Teaching-Learning Strategies | Assessment Techniques | No. of Lectures |
|----|---|---|---|-----------------|
| 1 | Review of sources- The foundation of the Abbasid Khilafat by as-Saffah- The changes brought about by the Khilafat. Al-Mansur as the real founder of the Abbasid dynasty- Harun-ur-Rashid- his relation with the Byzantines- the Barmekides- the struggle between Amin and Mamun- character of the War-Intellectual development under Mamun. | Lecturing with multi-media tools, Q/A session | Assignments, Class tests, Final examination | 15 |
| 2 | The later Abbasid Caliphs-al-Mutawakkil, his patronage of orthodoxy- the Buwahids- the Seljuks- the crusade and its causes and effects- the decline and fall of the Abbasid dynasty. | | | 15 |
| | Section B | | | |
| 3 | Abbasid Khilafat and the Minor dynasties - Background of Minor dynasties- Minor dynasties of the West: Idrisids, Aghlabids, Tulunids, and Ikhshidids. | | | 15 |
| 4 | Minor dynasties of the East: Tahirids, Saffarids, Samanids, Ghaznavids, Buwaihids, Seljuqs: Malik Shah and Nizam al-Mulk Tusi, Rise and fall of the Assassins- Cultural Contributions- Jangis: Noor al-Deen and his successors. | | | 15 |

Assessment Strategy Evaluation Policy (Grading System) and make-up procedures:
According to the ordinance

Reference:

- Abul Fida : Kitab al-Mukhtasar fi Akbar Bashr (Vol.11), Beirut
Al-Khatib : Tarikh Baghdad, Cairo, 1319 A.H
Al-Tabari : Tarikh al-Umam Wa al-Maluk, Cairo, 1358 A.H
Al-Duri : Nashatu, Ilm al-Tarikh Inda, al-Arab; Beng. trans. Bangla Academy, Dhaka, 1982
B Holt & Lewis (ed.) : Cambridge History of Islam, 2 Vols., 1967
Guy Le Strange : Baghdad during the Abbasid Caliphate, London, 1900
P. K. Hitti : History of the Arabs, Macmillan & Co. Ltd., New York, 1968
S. Lane Poole : Muhammedan Dynasty,
-do- : Encyclopedia of Islam (Old & New editions)
Yaqubi : Al-Tarikh (Vol.11), Beirut, 1960
আর. এস. আহমদ : আরব জাতির ইতিহাস সৈয়দ আমীর আলীর A short History of the Saracens- এর বঙ্গানুবাদ), ঢাকা: বাংলা একাডেমী, ১৯৬৪
আশরাফ উদ্দিন আহমেদ : মধ্যযুগের মুসলিম ইতিহাস (১২৫৮-১৮০০), ঢাকা: বাংলা একাডেমী, ঢাকা, ১৯৭৬
এম. আর. করিম : আরব জাতির ইতিহাস, ঢাকা: বাংলা একাডেমী, ১৯৭২
ড. শেখ গোলাম মকসুদ : ইরান ও ইসলাম, ঢাকা: বাংলা একাডেমী, ১৯৭৯
হেলানী
পি. কে. হিট্টি : আরব জাতির ইতিহাস (জয়ন্ত সিংহ ও অন্যান্য কতুক বঙ্গানুবাদকৃত) ঢাকা: মল্লিক ব্রাদার্স, ১৯৯৯
মুসা আনসারী : মধ্যযুগের মুসলিম সভ্যতা ও সংস্কৃতি, ঢাকা: বাংলা একাডেমী ১৯৯৯
শেখ মুহাম্মদ লুৎফর রহমান : আরব জাতির ইতিহাস, স্টুডেন্ট ওয়েজ, ঢাকা: বাংলা বাজার, ১৯৭৬

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| Course Code | : | IHC- 111 |
| Course Title | : | Seminar and Viva Voce |
| Course Type | : | Core |
| Level/Term And Section | : | First Year, Second Semester |
| Academic Session | : | 2022-2023 |
| Course Teacher | : | |
| Pre-requisite (If any) | : | No prerequisite course |
| Credit Value | : | 1 |
| Total Marks | : | 100 (Seminar 80, Viva 10, Class Attendance 10) |

COURSE OUTLINE

SECOND YEAR (FIRST SEMESTER) 2024, JANUARY-JUNE

Each course is divided into two sections- A and B. These two sections will take two teachers.

| | | |
|------------------------|---|---|
| Course Code | : | IHC- 201 |
| Course Title | : | History of Bengal (1200-1947) |
| Course Type | : | Core |
| Level/Term And Section | : | Second Year, First Semester |
| Academic Session | : | 2023-2024 |
| Course Teacher | : | |
| Pre-requisite (If any) | : | N/A |
| Credit Value | : | 3 |
| Total Marks | : | 100 (Midterm Exam 30, Final Exam 40, Internal Assessment 20, Class Attendance 10) |

COURSE DESCRIPTION:

Muslim rule in Bengal from 1200 to 1757 A.D. Hence the year 1200 is remarkable for the advent of the Muslims in Bengal and their long reign for centuries together bringing socio-economic and cultural changes throughout the period, while the year 1757 is significant for the end of the Muslim rule and the beginning of the British colonial rule in Bengal.

British colonial rule in Bengal. The aim of this course is to give an idea about the political, social and economic condition of British Bengal to the learners. The main events of the colonial rule in Bengal are related to the growth of civil, police and judicial administration, introduction of local self government, rail, postal and tele communications, introduction of zamindari system, cash crop cultivation, growth of constitutional administration, enactment of various laws, growth of parliament, etc. Foundation of political parties, development of newspapers and periodicals, introduction of women education are also important events of the British period. On the other hand, there were many struggles and movements against the British rule.

during this period. Thus this course will give an idea to the students about the various aspects of history of two hundred years of British colonial rule in Bengal.

COURSE OBJECTIVES:

The aim of this course is to acquaint the students with the dynastic history of this period, as well as in the social, cultural and economic development that took place in this period. From this course the students will learn how communal harmony prevailed during the Muslim rule in Bengal. The objective of another part of the course is to highlight before the students the trend of the history of Bengal since the emergence of the British colonial rule under the Company in 1757 till the end of the British rule under the British Raj in 1947. Both the periods bear the testimony of historical significance. In between the periods the year 1757 is significant for the beginning of the British colonial rule in Bengal. In addition the aim of this course is to acquaint the students with the social, cultural and economic development that took place in the period under study.

COURSE OUTCOME (CO):

Upon successful completion of the course the students will be able to gather considerable skill to-

1. All noteworthy events relating to the emergence of the Muslim rule in Bengal including socio-economic and cultural development over the years under their rule.
2. Review the circumstances leading to the fall of the Muslim rule and beginning of the British colonial rule under the Company and later on under the British Raj.
3. Evaluate the development that took place under the British rule and response of the people of the area under study.
4. Explicit the nature and trend of anti- British movements aimed at achieving independence and its subsequent development and impact.

COURSE PLAN/SCHEDULE:

Section A

| CO | Topics to be covered | Teaching-Learning Strategies | Assessment Techniques | No. of Lectures |
|----|---|---|---|-----------------|
| 1 | Review of Sources- Geography and life- Muslim conquest of Bengal and the Khilji administration- Bengal under the Mamluks- the Balbani dynasty- Foundation of the Independent Sultanate in Eastern Bengal- The Ilyas Shahi Dynasty- The House of Raja Ganesh- Restoration of the Ilyas Shahi dynasty- The Habshi Rule- The Husain Shahi Dynasty of Bengal- Bengal under the Afghans. Socio-economic life under the sultanate- Development of learning and literature- Architectural activities of the sultans. | Lecturing with multi-media tools, Interactive brainstorming and Q/A session | Assignments, Class tests, Final examination | 15 |
| 2 | The Mughal conquest of Bengal- The Bara Bhaiyas: Isha Khan, Musa Khan & others. Bengal under Jahangir- Islam Khan- Qasim Khan and others. Bengal under Shahjahan- The | | | 15 |

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| | Portuguese in Bengal- Conflicts with Assam and Arakan. Bengalunder Aurangazeb- Mir Jumla, Shaista Khan, Ibrahim Khan. | | | |
| | Section B | | | |
| 3 | Bengal under the Nawab- MurshedKuli Khan, Sarfaraz Khan and Alivardi Khan, Nawab Shiraj-ud-Dowlah- The Battle of Plassey andafter math- The Battle of Boxar & the subsequent development. Socio-economic & cultural transformationof Bengal under the Mughal rule. Bengal under the English East India Company- the question of Dewani- the revenue policy-Social Condition of the Muslims andHindus Reforms under the East India Company. The Education Policy of English East India Campany- the response of the Muslims and the Hindus of Bengal. Rising of the Fakirs and Sannyasis- Peasant uprising. Muslim Reform Movement: The Faraizi Movement, the Jihad. | | | 15 |
| 4 | The Great Uprising of 1 857 and the role of the Muslims of Bengal- aftermath development. Nawab Abdul Latif Khan Bahadur- Syed Ameer Ali- the foundation of the Indian Muslim League and its activities from 1906 to 1947.ThePartitionof Bengal 1905 and its annulment, 1911. The Lucknow Pact, 1916- the Khilafat Movement and its consequences, the Non-Co-operation Movement, 1920-1922. A. K. Fazlul Haque in Bengal Politics- the Hindu-Muslim co-operation and the Bengal pact. The Muslim League and the Lahore Resolution: the movement for realisation of Pakistan. Subhas Chandra Bose and the Azad Hind Movement. The Cabinet Mission Plan and the background of transfer of power- the partition of India, 1947. | | | 15 |

Assessment Strategy Evaluation Policy (Grading System) and make-up Procedures: According to the ordinance.

Reference:

- A. F. S. Ahmed : Social Ideas and Social Changes in Bengal (1818-1935), E. J. Brill, Leiden, 1965
- A. Karim : Social History of the Muslims in Bengal (Down to 1538), the AsiaticSocietyof Bangladesh, Dhaka, 1959
- A. R. Mallick : British Policy and the Muslims in Bengal (1757-1856) Bangla Academy, Dhaka, 1977
- Charles Stewart : History of Bengal, Calcutta, 1905

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|-------------------------|---|--|
| D. P. Sinha | : | The Education Policy of the East India Company in Bengal, Punthi Pustak, Calcutta |
| Jadunath Sarkar (ed.) | : | The History of Bengal Vol-II, Muslim Period, 1200-1757, Dhaka: The University of Dhaka, 2006 |
| J. N. Sarker (ed.) | : | History of Bengal, Vol.11, Muslim Period (1200-1757), Dhaka University, 1948 |
| M. A. Rahim | : | Social and Cultural History of Bengal, Vol. (1201-1576), Vol.11, (1576-1757), Karachi, Pakistan Publishing House and Pakistan Historical Society, 1963, 1967 |
| M. R. Tarafdar | : | Husain Shahi Bengal, Asiatic Society of Bangladesh, Dhaka, 1965 |
| Mohammad Mohar Ali | : | History of the Muslims of Bengal, Vol. 1 A & IB, Dhaka: Islamic Foundation Bangladesh, 2003 |
| N. K. Sinha | : | History of Bengal (1757-1905) Calcutta University, Calcutta, 1967 |
| Ram Gopal | : | How the British Occupied Bengal, AsiaPub. House, London, 1963 |
| Shahanara Husain | : | History of Ancient Bangal, Institute of Bangladesh Studies, Rajshahi University, 2011 |
| আবদুল করিম | : | বাংলার ইতিহাস (মোঘল আমল), ১ম খণ্ড, ঢাকা: জাতীয় গ্রন্থ প্রকাশন, ২০০৭ |
| এ কে এম শাহনাওয়াজ | : | বাংলাদেশের সাংস্কৃতিক ঐতিহ্য, তৃতীয় সংস্করণ, ২০১৭ |
| এম. এ. রহিম | : | বাংলার মুসলমানদের ইতিহাস (১৭৫৭-১৯৪৭ খ্রি:) ঢাকা: আহমদ পাবলিশিং হাউজ, ১৯৮৯ |
| এম.এ. রহিম ও অন্যান্য | : | বাংলাদেশের ইতিহাস, নওরোজ কিতাবিস্তান, ঢাকা: বাংলা বাজার, ১৯৭৭ |
| এম.এ.রহিম এবং অন্যান্য | : | বাংলাদেশের ইতিহাস, ঢাকা: নওরোজ কিতাবিস্তান, ১৯৭৭ |
| ড. মো. মকসুদুর রহমান | : | স্মরণীয় বরণীয় রাজনৈতিক ব্যক্তিত্ব, ঢাকা: বাংলাদেশ বুক (সম্পাদনা) কর্পোরেশন লি., ২০১৬ |
| রমেশ চন্দ্র মজুমদার | : | বাংলাদেশের ইতিহাস, ২য় ও ৩য় খণ্ড, কলিকাতা: জেনারেল প্রিন্টার্স এ্যান্ড পাবলিশার্স প্রাইভেট লিমিটেড, ১৩৭৮ |
| রাখাল দাস বন্দোপাধ্যায় | : | বাংলার ইতিহাস, মধ্যযুগ: দ্বিতীয় পর্ব, কলিকাতা: নবভারত পাবলিশার্স |
| সুশীলা মণ্ডল | : | বঙ্গদেশের ইতিহাস, মুখ্যযুগ: দ্বিতীয় পর্ব, কলিকাতা: প্রকাশ মন্দির প্রাইভেট লিমিটেড |
| সিরাজুল ইসলাম | : | বাংলার ইতিহাস: ঔপনিবেশিক শাসন কাঠামো, ঢাকা: চয়নিকা, ২০০২ |

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|------------------------|---|---------------------------------------|
| Course Code | : | IHC- 202 |
| Course Title | : | British Rule in India (1757-1958 A.D) |
| Course Type | : | Core |
| Level/Term And Section | : | Second Year, First Semester |
| Academic Session | : | 2023-2024 |
| Course Teacher | : | |
| Pre-requisite (If any) | : | N/A |

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| Credit Hour | : | 3 |
| Total Marks | : | 100 (Midterm Exam 30, Final Exam 40, Internal Assessment 20, Class Attendance 10) |

COURSE DESCRIPTION:

The course covers the advent of the European: The Portuguese, the Dutch, the French, the English and other European Traders, Anglo-French conflict in India, introduction and expansion of the British Power in India, and the administrative setup and policies of the important British rulers from Lord Warren Hastings to Lord Dalhousie, the reaction to the Great Uprising of 1857 and the transfer of power from the East India Company to the British Crown.

The Government of India Act 1958 and the Queen's proclamation, the reorganization of different Government Departments after the Great Uprising of 1857-from Lord Canning to Lord Mount Batten, and introduction of various laws and the changes of Law one after another, and the Independence of the Indian Subcontinent in 1947.

COURSE OBJECTIVES:

The course objectives are as under:

1. The students will trace the trajectory and the basic narrative of the British rule in India.
2. The students will know the administrative setup and policies of different British rulers in India.
3. The students will track the growing socio-economic, political, and cultural discontents against the East India Company that led to the Great Uprising of 1857
4. The student will understand whether there were any changes in the dominant socio-economic, political, and cultural environment after the initiation of the British Crown Rule in India.
5. The students will understand the governance systems before and after the Great Uprising of 1857.
6. The student will learn the background of the independence movement and the emergence of two independent states-India and Pakistan.

COURSE LEARNING OUTCOMES:

1. upon successful completion of this course, the students will be able to-
2. describe the background, route, and history of the British rule in India;
3. explain the *socio-economic and cultural revulsion* against the East India Company;
4. state the Great Uprising of 1857 and move to the direct rule of the then British Crown;
5. explain the governance system introduced in India after the Great Uprising of 1857.
6. evaluate the backdrop of the independence movement and the emergence of two independent states in India.

COURSE PLAN/SCHEDULE:**Section A**

| CO | Topics to be covered | Teaching-Learning Strategies | Assessment Techniques | No. of Lectures |
|----|---|---|---|-----------------|
| 1 | Advent of the Europeans: The Portuguese, The Dutch, The French, The English and the other Europeans Traders- Anglo-French conflict in India, The growth of the British Power in India. The Background of the Battle of Plassey and its effects and significance. The secret treaty between the East India Company with Jafor AH Khan and Mir Kashem. The Battle of Boxer and the Dual Government System of Lord Robert Clive. | Lecturing with multi-media tools, Q/A session | Assignments, Class tests, Final examination | 15 |
| 2 | Judicial and Administrative Reforms of Lord Warren Hastings and Lord Cornwallis. The social, educational judicial, administrative and other reforms of Lord William Bentinck. The Doctrine of Lapse of Lord Dalhousie and its application in India. The expansion of British Dominion in India. The background of the great revolt of 1857 and the reactions to the greatrising of the 1857. | | | 15 |
| | Section B | | | |
| 3 | Circumstances leading to the transfer of power from the EastIndia Company to the British Crown. The Government of India Act 1858 and the Queen's proclamation. Lord Canning's policy of reconstruction in India. The Indian councils act of 1861. The Vernacular Press act and armsact 1878 of Lord Lytton. Administration of Lord Ripon: Ilbert Bill and Local government's act 1881. Financial Decentralization Act 1882 and other reforms. Lord Carzon and the Partition of Bangel 1905 and its annulment 1911 the Morely Mintore form of 1909 the Lucknow pact of 1916 the terms of Montegu Chelmsford reforms act of 1919, The Bengal pact of 1923 | | | 15 |
| 4 | The appointment of the Simon Commision (1927) and its reaction, the Nehru Report and the All Party Conference causes of the civil disobedience Movement beginning and expansion of this movement- the assessment of | | | 15 |

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| | the role played by Mahatma Gandhi, the roundtable conferences- the communal Award and Poona pact. The background of the Government of India Act 1935, The Lahore resolution of 1940. And Two-Nation Theory, the Cripps Proposal and the India Quit Movement of 1942, The General Election in 1945-46 and The Cabinet Mission Plan 1946, The Background of Transfer of power, The 3rd June plan of Mount Batten, 1947, The Indian Independence Act of 1947, and the partition of India Subcontinent. | | | |
|--|---|--|--|--|

Assessment Strategy Evaluation Policy (Grading System) and make-up procedures:
According to the ordinance

Reference:

- A. Ahmad Khan : The founder of Pakistan, W. Heffer and sons, Cambridge, 1942
- A. B. Rajput : Moslem League, Yesterday and Today Mohammad Ashraf, Lahore, 1948
- A. Hamid : Muslim Separatism in India, A brief survey 1858-1947, Oxford University Press, Lahore, 1967
- A. R. Mallick : British Policy and the Muslims of Bengal: Bangla Academy, Bangladesh, Dacca, 1982
- Bashir Ahmed Dar : Religious Thought of Syed Ahmad Khan, Islamic Institute, Lahore, 1957
- G. Allana : Our Freedom Fighters, 1562-1947 (Karachi: Paradise Subscription Agency 3, Bonus Road), Karachi, 1969
- H. Himsath Charles : Indian Nationalism and social Reform; Princeton University Press, New Jersey, 1964
- H H Dodwel (ed.) : The Cambridge History of India, Vols. V & VI, British India 1497-1858; The Indian Empire, 1858-1918
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- do- : History of the Freedom Movement, Vols,I, II, III, IV, Published by the Pakistan Historical Society, Karachi
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- M. Noman : Muslim India: Rise and fall of the All India Muslim League, Kitabistan, Allahmad, 1942
- P. E. Roberts : History of British India, Oxford University Press, London, 1967
- R. C. Majumdar : An Advanced History of India, Macmillan & Co. Ltd., London, 1946
- R. Muir : The Making of British India, 1756-1858 Maceston, 1915
- S. Prabadh Chandra : Sixty Years of the Congress, Lion Press, Lahore, 1946
- S. J. Gumming : Political India, Oxford University Press, London, 1932
- S. K. Narendra : The History of India (1757-1967), University of Calcutta, Calcutta, 1967
- V.A. Smith (ed.) : The Oxford History of India, ClarendonPress, Oxford, 1958

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| W. H. Moreland | : | A Short History of India, Longman, London |
| W.W. Hunter | : | The Indian Musalmans, Trabner 8 Co., London, 1871 |
| কিরণচন্দ্র চৌধুরী | : | ভারতের ইতিহাস কথা আধুনিক যুগ, তৃতীয় খণ্ড, কলিকাতা: মডার্ন বুক এজেন্সি প্রাইভেট লি., ১৯৬২ |
| অতুল চন্দ্র রায় | : | ভারতের ইতিহাস, মধ্যযুগ ও আধুনিক যুগ, কলিকাতা: মৌলিক লাইব্রেরী, ১৯৮২ |
| জীতেন্দ্র মুখোপাধ্যায় | : | ভারতবর্ষের ইতিহাস, পশ্চিমবঙ্গ রাজ্য পুস্তক পর্ষদ, কলিকাতা, ১৯৯০ |
| ড. মো. মকসুদুর রহমান | : | স্মরণীয় বরণীয় রাজনৈতিক ব্যক্তিত্ব, ঢাকা: বাংলাদেশ বুক (সম্পাদনা) কর্পোরেশন লি., ২০১৬ |
| প্রভাতাংশু মাইতি | : | ভারত ইতিহাস (১৭০৭-১৯০৫ খ্রি:), শ্রীদব প্রকাশনী, কলিকাতা, ১৯৯৫ |
| মোহাম্মদ গোলাম রসুল | : | ভারতীয় উপমহাদেশে মুসলমানদের ইতিহাস, বাংলাদেশ বুক কর্পোরেশন, রাজশাহী, ১৯৭৩ |

| | | |
|------------------------|---|--|
| Course Code | : | IHC- 203 |
| Course Title | : | Social and Cultural History of Islam till 1517 A.D. |
| Course Type | : | Core |
| Level/Term And Section | : | Second Year, First Semester |
| Academic Session | : | 2023-2024 |
| Course Teacher | : | |
| Pre-requisite (If any) | : | N/A |
| Credit Hour | : | 3 |
| Total Marks | : | 100 (Midterm Exam 30, Final Exam 40, Internal Assessment 20, Class Attendance10) |

COURSE DESCRIPTION:

The course describes the social history of pre-Islamic time till 1257 A.D. The marital status, conditions of slaves, religion and education system of pre-Islamic period have narrated. The social reform of Prophet (sm) and the society of the Umayyads and the Abbasids have discussed with special emphasis. In edition to that the social cultures of the Mamluks of Egypt have also recited.

COURSE OBJECTIVES:

1. The student will know about pre-Islamic Arabian society and their culture, religion and education system.
2. They will know about the Prophet's (sm) social order during his life time; the status of women and slave in Islamic rule. The reader will know about the non Muslims, Mawali and Shiubiyyah movement and its impact in the society. The learner will gain knowledge about the Abbasids society. The student will know about the concept of culture in Islam upto 1517 A.D.

COURSE OUTCOME:

To give a comprehensive idea about a) the conditions of Pre-Islamic social status religion, and town planning and fortification, and status of the women: b) the concept of the Islamic social structure of Prophet (sm), the charter of Madinah; and c) the knowledge about the social and cultural entity during the court life of the Umayyads (661-750 A.D.) and Abbasids (750-1258 A.D.); d) the student will also know about the concept of culture in Islam upto 1517 A.D.

COURSE PLAN/SCHEDULE:**Section A**

| CO | Topics to be covered | Teaching-Learning Strategies | Assessment Techniques | No. of Lectures |
|----|--|---|---|-----------------|
| 1 | Formation of Pre-Islamic Arabian Society nature and characteristics social and economic groupings- day to day life pastimes fairs and amusements on the eve of Islam. Tribal organization, the women and the slaves. The emergence of new social order during the life time of the Prophet Muhammad (sm)- The fundamental rights, social equality and justice as embodied in the provisions of the Charter of Madinah and farewell pilgrimage of the Prophet. | Lecturing with multi-media tools, Interactive brainstorming and Q/A session | Assignments, Class tests, Final examination | 10 |
| 2 | Territorial expansion under the Pious Caliphs and its impact on the social transformation- the tribal conflict, the Arab and non-Arab question and the process of amelioration. The formation and organization of family in Islam- marriage and divorce the upkeep and nourishment of children- duties towards the parents- single and joint family- duties towards the near relations and the neighbors. The status of women in Islam- their rights and duties- the veiling system and its impact on the society- the position of women in other religions. | | | 10 |
| 3 | Slavery in Islam- origin of slavery in ancient world and the deplorable plights of the slaves- the position held and the rights enjoyed by the slaves in Islam. The non-Muslim subjects the Dhimmis their rights and duties. Mawali origin and development- position of the Mawali under the Umayyads and the Abbasids. Arab | | | 10 |

| | | | | |
|---|---|--|--|----|
| | dominance under the Umayyads- the growth and development of new aristocratic class and the social stratification the growth of feudalism and its impact on the society. Thenon-Arabs interests and the Shuibiyyah movement- its impact on the society. The court life under the Umayyads- characteristic feature of the urbanand rural life under the Umayyads. | | | |
| | Section B | | | |
| 4 | The Abbas id society- formation and general characteristics of the then society- the court life. The role of mosque, madrasha and zabiya in the formation of Muslim society in the period under review i.e. 570-1258 A.C. Town-planning and fortification. Economic life trade & commerce inland and international trades. | | | 10 |
| 5 | Definition and scope of Culture in general and Islamic Culture in particular- Cultural institutions and their activities in Arabia at the advent of Islam. Concept of Culture in Islam and its growth and development during the life time of the Prophet and pious caliphs-pattern of culture and local influence in the formation of early Muslim culture- the characteristics of Islamic culture and their impact on the people and state. | | | 10 |
| 6 | Definition and scope of Culture in general and Islamic Culture in particular- Cultural institutions and their activities in Arabia at the advent of Islam. Concept of Culture in Islam and its growth and development during the life time of the Prophet and pious caliphs-pattern of culture and local influence in the formation of early Muslim culture- the characteristics of Islamic culture and their impact on the people and state. | | | 10 |

Assessment Strategy Evaluation Policy (Grading System) and make-up procedures:
According to the ordinance

Reference:

- Al-Baladhuri : Futuh al-Buldan. Cairo, A.H. 1319
Al-Khatib al-Baghdadi : Tarikh-i- Baghdad, Baghdad, A.H.1349
Al-Tabri : Tarikh al-Rusal wa al-Maluk, Leiden, 964
A. Z. M. ShamulAlam : Shamsul, Family Values, BCBS, Dhaka, 1995
Amin Ahmad : Dhuhallslam, Bengali Tran. IslamicFoundation, Dhaka, 1994
A. M. A. Shushtery : Outlines of Islamic Culture, Vol. II, Bangalore, 1938

| | | |
|----------------------------------|---|---|
| D. SKhuda Bukhsh and Margoliouth | : | The Renaissance of Islam, Patna, 1922 |
| G. E. Von Granebaum | : | Islam, London, Reprint, 1961 |
| H. A. R. Gibb | : | Studies on the Civilization of Islam, London, 1969 |
| M. M. Pickthal | : | Islamic Culture, Karachi, 1923 |
| Mazheruddin | : | Women In Islam, Lahore, 2nd ed., 1959 |
| P. K. Hitti | : | History of the Arabs, London, 1968 |
| R. Levy | : | Social Structure of Islam, London, Reprint, 1965 |
| Robert Roberts | : | Social Laws of the Quran, Kitab Bhavan, New Delhi, 1977 |
| Syed AmeerAli | : | The Spirit of Islam, Reprint, London, 1955 |
| W. Watt Montgomery | : | Muhammad At Mecca, Oxford University Press, 1968 |
| -do- | : | Muhammad At Medina, Oxford University Press, Edinburgh, 1955 |
| ড. রশীদুল আলম | : | মুসলিম দর্শনের ভূমিকা, ঢাকা: মেরিট ফেয়ার প্রকাশন, ঢাকা, ২০১৭ |
| মফিজুল্লাহ কবির | : | মুসলিম সভ্যতার স্বর্ণযুগ, ঢাকা: আলোর ভূবন, ২০২০ |
| মুসা আনসারী | : | মধ্যযুগের সভ্যতা ও সংস্কৃতি, ঢাকা: বাংলা একাডেমী, ১৯৯৯ |
| শেখ লুৎফুর রহমান | : | ইসলাম, সমাজ ও রাষ্ট্র, ঢাকা: ফেমা স বুকস্, ২০১৭ |

| | | |
|------------------------|---|---|
| Course Code | : | IHC-204 |
| Course Title | : | Socio-Economic History of Bengal (1200-1947 A.D.) |
| Course Type | : | Core |
| Level/Term And Section | : | Second Year, First Semester |
| Academic Session | : | 2023-2024 |
| Course Teacher | : | |
| Pre-requisite (If any) | : | N/A |
| Credit Hour | : | 3 |
| Total Marks | : | 100 (Midterm Exam 30, Final Exam 40, Internal Assessment 20, Class Attendance 10) |

COURSE DESCRIPTION:

Socio-economic life of the people of Bengal under Sultani Period and Section. Socio-economic condition of the people of Bengal from Mughal, East India Company to the end of the British rule.

COURSE OBJECTIVES:

1. Learner will know the spread of Islam of Bengal.
2. Learner will know the formation of Muslim Society in Bengal.
3. Learner will know the socio-economic condition of the People of Bengal.
4. Learner will know the rapid changes in the socio-economic life of the people during nineteenth century and early 20th century.

COURSE LEARNING OUTCOMES:

Upon successful completion of this course, the students will be able to-

1. Analyse the formation of the Muslim Society of Bengal.
2. Explain the causes of the origin of the Muslims of Bengal.
3. Describe the causes and effects of the socio-economic life of the people of Bengal..
4. Explain the causes behind the rapid changes of the socio-economic life of the people of Bengal.

COURSE PLAN/SCHEDULE:

Section A

| CO | Topics to be covered | Teaching-Learning Strategies | Assessment Techniques | No. of Lectures |
|----|--|---|---|-----------------|
| 1 | Review of sources for the study of the subject- the socio-economic conditions of Bengal on the eve of Muslim conquest- the penetration of Islam in Bengal and its socio-economic programmes form people of this land. The Muslim conquest of Bengal and its impact on the people- the formation of society under the Bengal sultanate- the elites, middle class and the lowest class people- Festivals and rituals of the Muslims- the role of mosques, madrasahs and khanqahs for the growth and development of Muslim society- the role of ulama, mashaikh and the sufis for the betterment of social life of the people under Bengal sultanate- Racial origin of the Muslim population and their social stratification- the educational system of the Muslims under Bengal sultanate. | Lecturing with multi-media tools, Q/A session | Assignments, Class tests, Final examination | 15 |
| 2 | Hindu social groups under Bengal sultanate: Brahmins, Kayasthas and other lower classes- Caste system and the rise of Dharma Thakur and vaishnavism- the rise of Hindu nobility and their participation in the social and political affairs of the country- Interaction of the social and religious ideas. Economic conditions under Bengal sultanate- Agriculture and the irrigation system- Industry- Inland and foreign trade- Import, export and the trade routes- state revenue and its disbursement- Annual fairs, hats, bazars and the daily markets- prices of the commodities- Economic conditions of Bengal in the eyes of the foreign travelers- Rural and urban life- town planning, houses and fortifications. | | | 15 |

| | Section B | | | |
|---|---|--|--|----|
| 3 | Rural and urban life under Mughal Bengal- the court life and social gathering- pastimes, amusements and recreations- social and religious festivals- the rise of neo-aristocratic and middle class- Economic conditions- Agriculture, Industry, trade and commerce. | | | 15 |
| 4 | Plassey and its aftermath- the socio-economic conditions of Bengal- the rise of Hindu Zamindars and the Muslim Peasantry- the traditional and western system of education and the response of the people- the Calcutta Aliya Madrasah and its role for Muslim awakening- the contributions of Syed Ameer Ali, Nawab, Abdul Latif and other Muslim elites to the social upliftment of the Muslim- the socio-economic movements such as the Farazi movement- Titu Mir's movement- the indigo movement and the attitude of the Bengal peasantry- Caste system & the Brahmo samaj- Faqirs and Sanyasi uprising- Agriculture- Industries-Factories, trade and commerce- exports and imports- Trade centres and trade routes. | | | 15 |

Assessment Strategy Evaluation Policy (Grading System) and make-up procedures:
According to the ordinance

Reference:

- A. Karim : Social History of the Muslims in Bengal (Down to 1538),
Dacca: Asiatic Society of Bengal, 1959
- A. B. M. Mahmood : The Revenue Administration of North Bengal, Dacca, 1970
- A. F. Salahuddin : Social Ideas and Social Changes in Bengal, 1818-35 Leiden: E.
J. Brill, 1965
- A. Kamaruddin : A Social History of Bengal (3rd ed.), Progati Publishers, Dacca,
1970
- A. K. M. Yaqub Ali : Aspects of Society and Culture of the Varendra (1200-1576),
Rajshahi, author 1998
- Muhammad Enamul Haq : A History of Sufism in Bengal, Dhaka, 1975
- M. A. Rahim : Social and Cultural History of Bengal, Vols. I & II, Karachi,
Pakistan Historical Society, 1963, 1967
- M. M. Siddiquee : Socio-Economic Development of a Bengal District: A Study of
Jessor, 1883-1925, Rajshahi: Institute of Bangladesh Studies,
1997
- M. R. Tarafdar : Husain Shahi Bengal, Asiatic Society of Bengal, Dhaka, 1965
- N. K. Sinha : Economic History of Bengal From Plassey to the Permanent
Settlement, Vol. I, Calcutta, 1961

| | | |
|--------------------------|---|--|
| আবদুল করিম | : | বাংলার মুসলমানদের সামাজিক ইতিহাস (১৫৫৮ পর্যন্ত) ঢাকা: বাংলা একাডেমী, ১৯৯৩ |
| এম. এ. রহিম | : | বাংলার সামাজিক ও সাংস্কৃতিক ইতিহাস, ১ম ও ২য় খণ্ড, ঢাকা: বাংলা একাডেমী, ১৯৮২ |
| এম. এ. রহিম এবং অন্যান্য | : | বাংলার ইতিহাস, ঢাকা: নওরোজ কিতাবিস্তান, ১৯৮৭ |
| এন. আই. মঞ্জুর | : | রামমোহন রায় ও তৎকালীন বাংলার সমাজ, ঢাকা: সমতট প্রকাশনী, বাংলা বাজার, ১৯৯০ |
| মমতাজুর রহমান তরফদার | : | বাংলাদেশের সংস্কৃতির স্বরূপ ও সম্ভাবনা, ঢাকা: বাংলা একাডেমী, ১৯৯৪ |
| আবদুল্লাহ ফারুক | : | বাংলাদেশে অর্থনৈতিক ইতিহাস, ঢাকা: ঢাকা বিশ্ববিদ্যালয়, ১৯৮২ |
| আর. সি. মজুমদার | : | বাংলার ইতিহাস, ২য় ও ৩য় খণ্ড, কলিকাতা: জেনারেল প্রিন্টার্স এন্ড পাবলিসার্স প্রাইভেট লি., ১৯৮৭ |

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|------------------------|---|---|
| Course Code | : | IHC-205 |
| Course Title | : | Mediaeval History of South-East Asia upto 1945 A.D. |
| Course Type | : | Core |
| Level/Term And Section | : | Second Year, First Semester |
| Academic Session | : | 2023-2024 |
| Course Teacher | : | |
| Pre-requisite (If any) | : | N/A |
| Credit Hour | : | 3 |
| Total Marks | : | 100 (Midterm Exam 30, Final Exam 40, Internal Assessment 20, Class Attendance 10) |

Course Description:

The course describes the comprehensive history of pre-Islamic South-East Asia, coming and spread of Islam there. It discusses the arrival of the European traders, their activities and colonial rule in the region. Students gather an idea about the rise of the Malay powers, Nationalist movements and independence of different countries there.

COURSE OBJECTIVES:

1. Giving an idea of the geographical setting as well as the socio-economic and cultural history of South-East Asia.
2. Informing the students about the history of the arrival and spread of Islam in South-East Asia and formation of Muslim states there.
3. Familiarizing the students in the arrival of the European merchants and establishment of their colonial rule there.
4. To inform the students of the emergence of nationalist movements and the rise of different independent Muslim states in South-East Asia.

COURSE OUTCOME:

Students will develop a comprehensive idea about South-East Asia. They will understand in detail about the arrival and spread of Islam in the region. They will know about the arrival of the European traders and their colonial activities there. They will also learn about the rise of the nationalist movement and the rise of modern Muslim states there.

COURSE PLAN/SCHEDULE:**Section A**

| CO | Topics to be covered | Teaching-Learning Strategies | Assessment Techniques | No. of Lectures |
|----|---|---|---|-----------------|
| 1 | The Setting- A New concept of South-East Asia, Location, Climate, Race, Culture, Early Chinese and Indian influences, Trade communication of South-East Asia with Early Arab. | Teaching-Learning Strategies Lecturing with multi-media tools and Q/A session | Assessment Techniques Assignments, Class tests, Final examination | 10 |
| 2 | Islam in South-East Asia- The Advent of Islam in South-East Asia, The Chronology of Islamization, The Founding of Malacca, Government and Politics in Malacca, The Splendour of Malacca. | | | 10 |
| 3 | The coming of the Europeans- The Portuguese conquest of Malacca, Portuguese Access to the Spice Islands, Malacca's Warfare with Malay Neighbors, Fall of the Portuguese in Malacca, The Spaniards in the Philippines. | | | 10 |
| | Section B | | | |
| 4 | Dutch In South-East Asia- Dutch Victory in the East Indies, Establishment of Dutch Trading Supremacy, Culture system in Java, Dutch rule in Java, Relation of the Malayan powers with the Dutch. | | | 10 |
| 5 | Establishment of British Commercial Hegemony- The arrival of the English in Malay, Colonial rule of the English in Malay, The Politics, Society and Economics of Malaya since 1895 to 1941. | | | 10 |
| 6 | The Nationalist Movements in South-East Asia- Growth of Nationalist Movement in Indonesia, World war II and the Japanese invasion in South-East Asia, Independent Malaysia Federation. | | | 10 |

Assessment Strategy Evaluation Policy (Grading System) and make-up procedures:
According to the ordinance

Reference:

- Brain Harrison : South East Asia, A short History, 3rd ed., Macmillan & Co. Ltd. London, 1966
- B. R. Pearn : An Introduction to the History of South-East Asia, 2nd ed., Kuala Lumpur, Longmans of Malaysia, 1965
- Cady, John F. : South East Asia, 2nd Indian rpt., Surjeet Publications, 2006
- D. R. Sardesai : South East Asia, Past and Present, West view Press, San Francisco, 1989
- D. G. E. Hall : A History of South East Asia, 2nd ed., Macmillan & Co. Ltd., London, 1964
- G. P. Dartford : A Short History of Malaya (3rdim.), Longmans, Green and Co. Ltd., London, 1962
- Ibn Battuta : Travels in Asia and Africa: 1325-1354, Routledge & Kegan Fault Ltd. London, 1953
- M. A. Rauf : A Brief History of Islam, Oxford University Press, Kualalampur, 1964
- N. J. Ryan : The Making of Modern Malaya, Oxford University Press, Kualalampur, 1965
- P.M. Hall & Others (ed.) : The Cambridge History of Islam, Vol. 2A. Cambridge University Press, Cambridge, 1970
- Richard Allen : A short introduction to the history and politics of Southeast Asia, Oxford University Press, London, 1970
- Richard Winstedt : The Malays: A Cultural History, Routledge & Kegan Paul Ltd., London, 1953
- T. W. Arnol : The Preaching of Islam: A History of the Propagation of the Muslim Faith (2nd ed.), Constable & Co. Ltd., London, 1913
- এম. শমসের আলী : মোরো সংগ্রামের ইতিহাস, রাজশাহী: রাজশাহী বিশ্ববিদ্যালয়, ২০০২
- মোহাম্মদ মুসা আনসারী : ইন্দোনেশিয়া ও মালয়েশিয়ার ঐতিহাসিক ক্রমবিকাশ, ঢাকা: বাংলা একাডেমী, ১৯৯৩
- ইমতিয়াজ আহমেদ : দক্ষিণ-পূর্ব এশিয়ায় পর্তুগিজ বাণিজ্য (১৪৯৮-১৬৪১), ঢাকা: বাংলা একাডেমী, ২০০৮
- মোহাম্মদ মুহিবউল্লাহ : আরাকানে মুসলমান: ইতিহাস ও ঐতিহ্য, চট্টগ্রাম: আরাকান ছিদ্দিকী (সম্পা.) হিস্টোরিক্যাল সোসাইটি, ২০০০
- মো. মাহফুজুর রহমান : রোহিঙ্গা সমস্যা: বাংলাদেশের দৃষ্টিভঙ্গী, ঢাকা: ইসলামিকফাউন্ডেশন বাংলাদেশ, ২০০৫
- জহর সেন : দক্ষিণ-পূর্ব এশিয়ার ইতিহাস, কলিকাতা: পশ্চিম বঙ্গ রাজ্য পুস্তক পর্ষদ, ১৯৮৫

SECOND YEAR (SECOND SEMESTER) 2024, JULY- DECEMBER

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|------------------------|-----|--|
| Course Code | : | IHC- 206 |
| Course Title | : | History of the Ottoman Empire, Persia and Afghanistan (1258-1919 A.D.) |
| Course Type | : | Core |
| Level/Term | And | Second Year, Second Semester |
| Section | | |
| Academic Session | : | 2024-2025 |
| Course Teacher | : | |
| Pre-requisite (If any) | : | N/A |
| Credit Hour | : | 3 |
| Total Marks | : | 100 (Midterm Exam 30, Final Exam 40, Internal Assessment 20, Class Attendance10) |

COURSE DESCRIPTION:

The rise of Ottoman Turks and the foundation of Ottoman state- Accession of Orkhan, Murad I, his conquests in Europe and Asia- Byzid I- Muhammad, the restorer. The reign of Murad II- Mohamad II- Byzid II- Selim I- Sultan Sulaiman the Magnificent- Sultan Selim III and Mahmud II. Tanzimat- the Eastern Question- Greek War of Independence- From the Crimean War to the Treaty of Berlin- The young Ottoman- Abdul Hamid II and Pan Islamism. The young Turks- World War I and the secret treaties.

Historical background of Persia- Afghanistan and Central Asia, Halagu Khan, Ghazan Khan and later ILkhanids and other minor dynasties- The Timur Lane the successors of Timur-The Safavids of Persia- Shah Ismail- Shah Tahmaps- Shah Abbas the great- The Afsarids- Nadir Shah- The Zand Dynasty- Karim Khan Zand- The Qajar dynasty- Iran and the World War I- Afghanistan under dynastic rule- Independent Afghanistan- The Abdali Dynasty and later development- The condition of Afghanistan in the beginning of the 19th century- Rise of Dost Muhamad- Abdur Rahman and Habibullah Khan and their reforms.

COURSE OBJECTIVES:

1. Students should know the rise of Ottoman Empire, the one of the largest empire consists of Europe, Asia and Africa continent.
2. Students will know the History of Persia (now Iran) and rise of Afghanistan and the current crisis of Afghanistan.
3. It will enhance the knowledge and skills of the students which to acquire in this programme will help them to look for their career in teaching, research, religious organizations, Government and Non-Government organizations and international social activities.
4. It will help the students to get them selves prepared for higher education in respective fields.

COURSE OUTCOME (CO):

Upon successful completion of this course, a student will be able to -

1. Develop a comprehensive idea invasion about Ottoman History;
2. Learn about the History of Persia and Iran;
3. Gather knowledge about the foundation, rising of Afghanistan and the crisis of Afghanistan;

4. Explore remarkable themes relating to the history of Turkey, Iran and Afghanistan and its subsequent break up to the latest situations of the said states.

COURSE PLAN/SCHEDULE:

Section A

| CO | Topics to be covered | Teaching-Learning Strategies | Assessment Techniques | No. of Lectures |
|----|--|---|---|-----------------|
| 1 | Ottoman History -Rise of the Ottoman Turks, Osman to Selim the III and the World War I. | Lecturing with multi-media tools, Interactive brainstorming and Q/A session | Assignments, Class tests, Final examination | 15 |
| 2 | History of Persia, Safavid dynasty, Ilkhani dynasty, Zand dynasty. | | | 15 |
| | Section B | | | |
| 3 | Constitutional Movement of Iran and the Modern Iran | | | 15 |
| 4 | Afghanistan under dynasty and Independent Afghanistan, the Current situation of Afghanistan. | | | 15 |

Assessment strategy Evaluation Policy (Grading System) and make-up procedures: According to the ordinance.

Reference:

- A. J. A'rberi : 'The Legacy of Persia', Oxford, 1953
 B. Lewis : Emergence of Modern Turkey
 B. Spular : The Muslim World, Mongal Age (Eng. Tran.S.R.C. Bagla) Vol. II, Netherland, 1960
 D. N. Willber : Afghanistan, New Haven, 1956
 D. N. Willber : Iran Past and Present, London, 1950
 E. D. Rose : 'The early years of Shah Ismail, founder of the Safavid dynasty', Journal of the Royal Asiatic Society, London, 1896
 E. G. Brown : 'A Literary history of Persia' Three Vols. Cambridge, 1956
 Edward S. Creasy : History of the Ottoman Turks, Beirut, 1961
 G. E. Kirk : A short History of the Middle East, New York, 1955
 G. Lenczowski : The Middle East in World Affairs, Cornell University Press, 1952
 G. Hamblew : Central Asia, New York, 1969
 H. Roderic Davison : Turkey, Prentice Hall, 1968
 H. Lamb : 'Tamerlane' New York, 1928
 H.W. Blew : The Reces of Afghanistan, Calcutta, 1880
 H. A. Gibbons : The Foundation of the Ottoman Empire, London, 1968
 H.A.R. Gibb & Brown : Islamic Society and the West, Vols. I & II. H. Encyclopaedia of Islam both old and new editions
 L. Lockheart : 'The fall of the Safavid dynasty and the Afghan occupation of Persia', Cambridge University Press, 1958
 J. Malcom : History of Persia, Vols. I & II, London, 1829
 J. R. Markharm : 'A General Sketch of the History of Persia', London, 1874

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| Lord Eversely | : | Trukish Empire, Reprint, Lahore, 1957 |
| Paul Wittek | : | The rise of the Turkish Empire, R.A.S. Publication |
| -do- | : | The Rise of the Ottoman Empire, London, 1938 |
| P .K. Hitti | : | History of the Arabs, New York, 1968 |
| P. K. Sykes | : | A History of Persia, Vol. II, London, 1921 |
| S. N. Fisher | : | Middle East, A History, Kegan Paul, London, 1965 |
| Stanely Lanepoole | : | Turkey, London, 1888 |
| W. K. Frejer & Titler | : | Afghanistan, A Study of Political Developments in Central and Southern Asia, Oxford University Press, 1953 |
| আশরাফ উদ্দিন আহমেদ | : | মধ্যযুগের মুসলিম ইতিহাস, ঢাকা: বাংলা একাডেমী, ১৯৭৬ |
| ইয়াহিয়া আরমাজানী | : | মধ্যপ্রাচ্যের অতীত ও বর্তমান, এনামূল হক অনুবাদিত, ঢাকা: জাতীয় গ্রন্থ প্রকাশ, ২০১২ |
| ড. আলী মুহাম্মদ সাল্লাবী | : | উসমানী সাম্রাজ্যের ইতিহাস, ঢাকা: মুহাম্মদ পাবলিকেশন্স, ২০১৯ |
| মো. ফজলুল হক | : | আফগানিস্তানের ইতিহাস, রাজশাহী, ২০০৩ |

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| Course Code | : | IHC- 207 |
| Course Title | : | History of Modern Europe 1789-1919 A.D |
| Course Type | : | Core |
| Level/Term And Section | : | Second Year, Second Semester |
| Academic Session | : | 2024-2025 |
| Course Teacher | : | |
| Pre-requisite (If any) | : | N/A |
| Credit Hour | : | 3 |
| Total Marks | : | 100 (Midterm Exam 30, Final Exam 40, Internal Assessment 20, Class Attendance10) |

COURSE DESCRIPTION:

Europe in the 16th and 17th centuries-colonial and imperial competition among European powers- the rise of Russia and Prussia and their impact- Europe towards the end of 18th century- The Ancient Regime- Factors responsible for the outbreak of the French Revolution of 1789. The Revolution in France, the National Assembly, the Constituent Assembly, the Convention, the Directory, the Consulate.

The Rise of Napoleon, French- European War, Reforms of Napoleon, The Continental system, Fall of Napoleon. The Congress of Vienna, territorial settlements, The Congress system and its failure. Restoration of the Bourbons- The July Revolution of 1830- The Orleanis Monarcy, Metternich's system, his supremacy over Germanic Confederation- The Revolution of 1848- its different characters and different results.

Europe towards the mid 19th century- The Revolution of 1848- its different characters and different results. Industrial Revolution and as implications.

Second Republic in France, Louis Napoleon, Second Empire, Internal and External Policies of Napoleon HI-The Risogemento, Mazzini and Cavour & Garibaldi the unification of Italy.

Germany after the Vienna settlements- The Rise of Prussia- Unification of Germany under the Leadership of Bismarch.

Rise of Modern Europe: the rise of nation- states after the weakening of the authority of he Roman catholic church- the conslidanation of the nation-states- Pre-Industrial economy-

Industrial Revolution & its influence- internal and international politics- Germany- the difference in the economic and social organisation between Germany east and west of the Elbe- Economic rivalry and the colonial policy- the system of alliances- its origin and development- testing of the alliances in international crisis- World war I- its effects.

COURSE OBJECTIVES:

The objective of the course is to present before the students the course of the European history from the beginning of colonialism and imperialism. During the commercial age of the 17th and 18th centuries the nature of competition and conflict in between the European powers and its impact, the rise of Russia, rise of Prussia will be given adequate attention. It will also touch every aspects of events prelude to the French Revolution and European Revolution of 1848. It thus makes a bridge between the medieval Europe and Post 1789 European events.

In this course the students will learn about the great explosion of the European Revolution of 1848 and its effects on Europe, the World War 1 and its effects and the Paris Peace Conference and Settlements and the rise of new nation states, the Russian Revolution of 1917 and its effects. Rise of Fascism in Italy and Nazism in Germany- aggressive foreign policy- circumstances leading to the World War 11 and results of the war.

Course Outcome (CO):

After successful completion of the course the students will be able to-

1. Develop their idea about the course of European history towards the end of the eighteenth century and the circumstances leading to the French Revolution of 1789.
2. Explore after effects of the French Revolution and some other subsequent revolutions and their aftermath development.
3. Review the course of imperialistic and colonial competition with their impact.
4. Explain the circumstances leading to the Great Catastrophe of 1914 and its aftermath development till 1919.

COURSE PLAN/SCHEDULE:

Section A

| CO | Topics to be covered | Teaching-Learning Strategies | Assessment Techniques | No. of Lectures |
|----|---|---|---|-----------------|
| 1 | Europe towards the end of 18 th century-The Ancient Regime- Factors responsible for the outbreak of the French Revolution of 1789. The Revolution in France, the National Assembly, the Constituent Assembly, the Convention, the Directory, the Consulate. The Rise of Napoleon, French- European War, Reforms of Napoleon, The Continental system, Fall of Napoleon. | Lecturing with multi-media tools, Interactive brainstorming and Q/A session | Assignments, Class tests, Final examination | 15 |
| 2 | The Congress of Vienna, territorial settlements, The Congress system and its | | | 15 |

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| | failure. Restoration of the Bourbons - The July Revolution of 1830- The Orleans Monarchy, Metternich's system, his supremacy over Germanic Confederation- The Revolution of 1848- its different characters and Revolution and As implications. | | | |
| | Section B | | | |
| 3 | Second Republic in France, Louis Napoleon, Second Empire, Internal and External Policies of Napoleon III- The Risorgimento, Mazzini and Cavour & Garibaldi the unification of Italy. Germany after the Vienna settlements- The Rise of Prussia- Unification of Germany under the Leadership of Bismarck. | | | 15 |
| 4 | Rise of Modern Europe: the rise of nation-states after the weakening of the authority of the Roman catholic church- the consolidation of the nation- states- Pre-Industrial economy- Industrial Revolution & its influence internal and international politics- Germany- the difference in the economic and social organization between Germany east and west of the Elbe- Economic rivalry and the colonial policy- the system of alliances- its origin and development- testing of the alliances in international crisis- World war I- its effects. | | | 15 |

Assessment Strategy Evaluation Policy (Grading System) and make-up Procedures: According to the ordinance.

Reference:

- A. J. P. Taylor : The Struggle for the Mastery in Europe (1848-1918)
A. J. Grant & H. Temperly : Europe in the 19th and 20th centuries, London, 1956
D. Thomson : Europe since Napoleon, London, 1958
F. M. H. Markham : Napoleon and the Awakening in Europe, 1954
F. S. Marston : The Peace Conference of 1919
J. P. T. Bury : France (1814-1940)
J. M. Thomson : The French Revolution, Oxford, 1943 & Napoleon Bonaparte, his rise fall, 1952
N. Monsorgh : The Coming of the First World War (1878-1914)
W. R. Seton Watson : Disraeli, Gladstone and the Eastern Question - A Study in Diplomacy and party politics, 1935

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| অতুল চন্দ্র রায় | : | আধুনিক ইউরোপের ইতিহাস (১৭৮৯-১৯৩৯), কলিকাতা: মল্লিক লাইব্রেরী, ১৯৯৫ |
| অধ্যাপক প্রভাতাংশু মাইতি | : | ইউরোপের ইতিহাসের রূপরেখা, কলিকাতা |
| আলী আসগর খান | : | আধুনিক ইউরোপের ইতিহাস (১৭৮৯-১৯১৯), ঢাকা: বাংলা একাডেমী, ১৯৮৩ |
| এ কে এম শাহনেওয়াজ | : | আধুনিক ইউরোপের ইতিহাস ১৪৫৩-১৭৮৯, ঢাকা: নভেল পাবলিশিং হাউজ, ২০১৭ |
| কিরণ চন্দ্র চৌধুরী | : | আধুনিক ইউরোপ (১৬৪৮-১৮৭০), কলিকাতা: মর্ডান বুক এজেন্সী প্রাইভেট লিমিটেড, ১৯৮৫ |
| প্রফুল্ল কুমার চক্রবর্তী | : | ইউরোপের ইতিহাস |

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|------------------------|---|---|
| Course Code | : | IHC- 208 |
| Course Title | : | Religious, Philosophical, Literary and Scientific Development in Islam. |
| Course Type | : | Core |
| Level/Term And Section | : | Second Year, Second Semester |
| Academic Session | : | 2024-2025 |
| Course Teacher | : | |
| Pre-requisite (If any) | : | N/A |
| Credit Hour | : | 3 |
| Total Marks | : | 100 (Midterm Exam 30, Final Exam 40, Internal Assessment 20, Class Attendance 10) |

COURSE DESCRIPTION:

Traces the intellectual and cultural aspects of life of the Muslims from the early ummah till 1492 with emphasis on religious development including fundamental institutions in Islam. It also covers the philosophical development including Muslim philosophy highlighting its nature and services plus rise and development of various theo- philosophical schools of Muslim thought and role of some renowned Muslim philosophers. It also puts emphasis on rationalism vs. scholasticism and the nature of sufism with its impact.

Scientific and intellectual development under the Muslim rulers especially during the Umayyad and the Abbasid periods including Muslim contribution to various branches of science under the respective rulers from Damascus to Cordova and also the nature and impact of transmission of Muslim science to Europe. This section also highlights the literary development with its emphasis on Muslim historiography including the development of Arabic literature and other allied sciences during the pre Islamic, the early Islamic period plus the periods of the Umayyad, the Abbasid and the Umayyads of Spain.

COURSE OBJECTIVES ARE AS UNDERNEATH:

1. The students will be able to gather knowledge about the different aspects of Muslim religious, philosophical, literary and scientific activities since the very inception of Islam till the end of the fifteenth century. Hence the course covers four main areas: the classical heritage and Islamic culture; classical Arabic science and philosophy; and Muslim traditional sciences.

2. They show the inter connectedness between the Islamic intellectual tradition and its historical predecessors of Greek and Persian provenance, ranging from poetry to science and philosophy. But the independence Muslim scholarship and the rich inner Muslim debates brought a flourishing scholastic culture in the sciences, philosophy, literature and religious sciences.
3. This bears the testimony of intellectual traditions of Islamic civilization. Hence in Islam, philosophy, theology and science have interacted intimately almost from the beginning and played an important part in the intellectual history of Islam. For the historian of science and for the student of philosophy, the rich literature of Islamic philosophy, theology and science has preserved much unique material. Philosophy was at the basis of much intellectual life in the Islamic middle Ages, the study of philosophy developed considerably, as did theology and sciences. These have in turn been crucial to the development of intellectual history in Islamic countries till today.
4. The students will also be able to evaluate the activities of a number of medieval thinkers and scientists living under Islamic rule who did play a role in transmitting Islamic science to the Christian West.

COURSE LEARNING OUTCOMES:

Upon the successful completion of the course the students will gather considerable skill to-

1. explore religious development in Islam, revelation and compilation of Quran and the collection of Hadith, fundamental principles including institutions in Islam;
2. explain Muslim philosophical development including theological- philosophical schools of Muslim thought;
3. manifest all sorts of scientific development under the Muslim rulers till the end of the fifteenth century; and
4. explicit the trend and nature of related all types of literary development under the Muslim rule from the early Islam till 1492.

COURSE PLAN/SCHEDULE:

Section A

| CO | Topics to be covered | Teaching-Learning Strategies | Assessment Techniques | No. of Lectures |
|----|--|---|---|-----------------|
| 1 | Review of Sources: Religious Development- Iman and Islam- source of Islam: Al-Hadith and Al-Ijtihad- Fundamental principles of Islam- Concept of Allah, of Nabuwat, revealed books, angels, al-Akhirah and Taqdir- Fundamental Institutions of Islam- Salat, Saum, Hajj and Zakat. | Lecturing with multi-media tools, Q/A session | Assignments, Class tests, Final examination | 15 |
| 2 | Philosophical Development: Muslim Philosophy- its nature and services- Rise and development of various theological-philosophical schools of Muslim thought- | | | 15 |

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| | Rationalism vs. Scholasticism- Sufism- Muslim Philosophers. | | | |
| | Section B | | | |
| 3 | Scientific Development: Intellectual Development under the Umayyads- Period of translation under the early Abbasids- Muslim contributions to various branches of Science under the Abbasids and the Umayyads of Spain- Transmission of Muslim Science to Europe. | | | 15 |
| 4 | Literary Development: History of the development of Arabic literature and allied sciences during the Pre-Islamic, the early Islamic and the Umayyad and the Abbasid periods. | | | 15 |

Assessment Strategy Evaluation Policy (Grading System) and make-up procedures:
According to the ordinance

Reference:

- Abdul Hai Syed : Muslim Philosophy, Islamic Foundation, Dhaka, 1985
 Amir Ali Syed : The Spirit of Islam, London, 1962
 A. M. A. Shushtery : Outline of the Islamic Culture, Bangalore Printing & Publishing Co. Ltd., Bangalore, 1954
 D. B. Mac Donald : Development of Muslim Theology: Jurisprudence & Constitutional Theory, Premier Book House, Lahore, 1960
 D. S. Khuda Baksha : Politics in Islam, Ashraf Press Ltd., Lahore, 1954
 E. G. Browne : A Literary History of Persia, Cambridge University Press, 4 Vols, Cambridge, 1954
 E. I. J. Rosenthal : Political Thought in Mediaeval Islam, Cambridge, 1962
 E. I. J. Roseenthal : Political Thought in Medieval Islam, Cambridge University Press, London, 1962
 Gaudefrey : Muslim Institution, London, 1950
 Khuda Baksha : Islamic Civilization, Vols, I & II, Calcutta, 1959
 Muzaffar Ud-Din Nadvi : Muslim Thought and its Sources, Ashraf Publisher, Lahore, 1953
 M. Muhammad Ali : The Religion of Islam, Lahore, Pakistan, 1950
 P. K. Hitti : History of the Arabs, London, Macmillan & Co.Ltd., 1972
 R. A. Nicholson : A Literary History of the Arabs, Cambridge, 1953
 T. W. Arnold (ed). : The Legacy of Islam, Oxford, 1960
 W. Montgomery Watt : The Formative Period of Islamic Thought, University Press, Edinburgh
 এম. নূর নবী : মুসলিম দর্শনের কথা, ঢাকা: আইডিয়াল লাইব্রেরী, ১৯৯৩
 মুসা আনসারী : মধ্যযুগের মুসলিম সভ্যতা ও সংস্কৃতি, ঢাকা: বাংলা একাডেমী ১৯৯৯
 শামসুল হক, : বৈপ্লবিক দৃষ্টিতে ইসলাম, ঢাকা: ইসলামিক ফাউন্ডেশন, ১৯৭৭
 রশীদুল আলম : মুসলিম দর্শনের ভূমিকা, বগুড়া: সাহিত্য সোপান, ১৯৯৬
 সামসুদ্দীন : ইসলামী সংস্কৃতির ইতিহাস, ঢাকা: ইসলামিক ফাউন্ডেশন, ১৯৯৪

সৈয়দ আমীর আলী : দ্য স্পিরিট অব ইসলাম, কলকাতা: মল্লিক ব্রাদার্স, ১৯৮৭

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|------------------------|--|
| Course Code | : IHC- 209 |
| Course Title | : Basic Principles of Economics and the Economy of Bangladesh |
| Course Type | : Core |
| Level/Term And Section | : Second Year, Second Semester |
| Academic Session | : 2023-2024 |
| Course Teacher | : |
| Pre-requisite (If any) | : N/A |
| Credit Hour | : 3 |
| Total Marks | : 100 (Midterm Exam 30, Final Exam 40, Internal Assessment 20, Class Attendance10) |

COURSE DESCRIPTION:

This course is splitted into two sections. Section A deals with simple introduction to Economics covering the definition and basics of managerial and business economics. It also analyses some basic concepts i e, utility, scarcity, transferability, forms of wealth, individual wealth, social wealth, national or real wealth including international wealth. In addition, it will analyse the distribution, production and consumption of goods and services. It will also deal with maintaining an efficient balance between unlimited wants and limited resources in every one's life.

Section B explores the concept of Bangladesh economy including some of its basic problems. Since the country's economy is agro based hence this course puts emphasis on problem and prospects of agriculture. It will also highlight national income, prospects of industrialization and building of infrastructure of the country.

COURSE OBJECTIVES:

1. This course has been incorporated in the syllabus as an with the object of acquainted the students with some key terms of Economics needed for their professional life.
2. Hence the course will enhance the basic knowledge of some essential theories of Economics which are applicable to day to day market economy and commercial sectors.

COURSE LEARNING OUTCOMES:

Upon successful completion of this course, the students will be able to-

1. Develop the ability to explain core economic terms, concepts and theories..
2. Explain the function of market and prices as allocative mechanisms.
3. Apply the concepts of equilibrium to both microeconomics and macroeconomics.
4. Accomplish the educational objectives and fulfill accreditation criteria, all economic programmes provide the knowledge, experience and opportunities necessary for students to demonstrate their attainment in professional life.
5. Attain knowledge about the world's fastest growing economy that has been largely driven by its exports of ready made garments, remittances and domestic agricultural sector.

COURSE PLAN/SCHEDULE:**Section A**

| CO | Topics to be covered | Teaching-Learning Strategies | Assessment Techniques | No. of Lectures |
|----|--|---|---|-----------------|
| 1 | Definition and scope of Economics, some basic concepts- goods, wealth, utility, demand, supply, price, income consumption, saving and investments. The Theory of Utility-Marshallian Utility Analysis- Law of Diminishing Marginal Utility- Consumer's Surplus- Criticism and Importance of the Doctrine Consumer's Surplus. The theory of demand and supply- Production, Factors of production- Division of Labour- Localisation of Industries. Laws of Returns- Law of Diminishing Marginal Returns- Law of Increasing Marginal Returns- Law of Constant Marginal Returns. | Lecturing with multi-media tools, Q/A session | Assignments, Class tests, Final examination | 15 |
| 2 | Market-Perfect and imperfect competition-Monopoly- Determination of Price under Perfect competition- Effects of Demand and Supply on Equilibrium under perfect competition- Output and Price Determination under Monopolistic Completion. The concept of national income- Difference between Gross National Income and Net National Income-Problems and methods of computing national income- Measures to remove difficulties of Measuring National Income. Money- its functions- Qualities of good money- its role in modern economy- Inflation- its causes- Measures to Combat Inflation. Banking- its classification- Functions and Credit control of the Central bank- Functions Commercial Banks- Public finance - difference between public & private finance- Importance and role of public finance in a modern economy-Budget-Public debt. | | | 15 |
| | Section B | | | |

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| 3 | Concepts of Bangladesh economy- basic problems- measures to solve the problems- future prospects. Resources- natural-mineral- power and gas- forest resource- their role in Bangladesh economy. National Income- per capital income- low standard of living. Population problem and family planning. Agriculture- its importance and problems- size of holdings- modernization of agriculture- food problem. Industrialisation- large scale- small scale and cottage industries- problems and prospects of industrial development- garments industries- its problems and prospects in the economy of Bangladesh. | | | 15 |
| 4 | Trade- domestic and foreign- measures to increase exports- nature of balance of payments. Socio-economic infrastructure- transport and communication system- its importance- problems and prospects. Unemployment problem in Bangladesh- its causes and consequences. Housing- its problem & role of the Government. Currency system of Bangladesh- inflation- its causes & effects. Banking system- function of Bangladesh bank and other commercial banks. Public finance-sources of revenue and heads of expenditure of the Government of Bangladesh. | | | 15 |

Assessment Strategy Evaluation Policy (Grading System) and make-up procedures:
According to the ordinance

Reference:

- Adarsh Chandra : Trust, First ed. 1946, Reprint, New Delhi, 1998
- Alan Stone & J. Edward : The Political economy of Public Policy, Sage Publications, Harpham (ed.) London, 1982
- Azizur Rahman Khan : The Economy of Bangladesh (Macmillan, St. Martins Press, 1972
- F.W. Jr. Mueller : Money and Banking: Organization and Function, McGraw-Hill, INC, New York, 1951
- G. Luckeit Dudley : Money and Banking, McGraw-Hill, INC, London, 1984
- G. Reynolds Lloyd : Economics: A General Introduction, Richard D. Lrwin, INC, First published, USA, 1963
- Homoud Sami Hassan : Islamic Banking, Arabian Information, London, 1985
- John M. Culbertson : Money and Banking Mc Graw-Hill INC, 2nd ed. New York, 1977
- Joseph F. Stepanek : Bangladesh- Equitable Growth Pergamon Press, New York, 1979
- Just Faaland & J. R. Parkinson : The Test Case of Development, Chand & Co. Ltd., London, 1977

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| K. K. & Dewett | : | Modern Economic theory, Shym Lai Charitable |
| Kabir Hassan | : | Banking and Finance in Bangladesh, Academic Publishers, Dhaka. 1995 |
| Kamal Siddiqui | : | The Political Economy of rural poverty in Bangladesh, National Institute of Local Government, Dacca, 1982 |
| M. A. Momin | : | Rural Poverty and Agrarian Structure in Bangladesh, Vikas Publishing House Pvt. Ltd., New Delhi, 1992 |
| Mohiudding Alamgir | : | Bangladesh: A case of Below Poverty Level Equilibrium Trap, the Bangladesh Institute of Development Studies, Dacca, 1978 |
| Narendra Krshna Shinha | : | The Economic History of Bengal, Vol.11, Firma K. L. Mukhopadhyay, Calcutta, 1968 |
| Satyendra Nath & Kumar Sen | : | An Introduction to Economic Theory, Bookland Private Das, Sisir Limited, Calcutta, 1965 |
| W. & Alfred Stonier | : | A Text Book of Economic Theory, Longmans, Haque. Dughlas C. London, 1953 |
| W. P. Nelson | : | Principles of Economics, Richard D. Lrwin, INC, Revised Edition, USA, 1960 |
| আবদুর রহমান | : | বাংলাদেশের অর্থনীতি, ঢাকা: বুক সোসাইটি, ১৯৭৩ |
| আব্দুল্লাহ ফারুক | : | বাংলাদেশের অর্থনৈতিক ইতিহাস, ঢাকা: ঢাকা বিশ্ববিদ্যালয় গ্রন্থ সংস্থা, ১৯৮৩ |
| মনজুর আলী খান ও অন্যান্য | : | বাংলাদেশের অর্থনীতি, ঢাকা: হাসান বুক হাউস, ১৯৯৪ |
| মাসুম আলী ও নূরুল আলম | : | আধুনিক অর্থবিদ্যা, ঢাকা: আইডিয়াল লাইব্রেরী, ১৯৮৭ |
| মাসুম আলী ও নূরুল আলম | : | বাংলাদেশের অর্থনীতি (কাঠামো ও উন্নয়ন), ঢাকা: আইডিয়াল লাইব্রেরী, ১৯৮৭ |
| মোহাম্মদ লুৎফুর হক ও মোস্তাফিজুর রহমান | : | বাংলাদেশের অর্থনীতি, ঢাকা: বাংলাদেশ বুক কর্পোরেশন লি., ১৯৭২ |
| লুৎফুল হক ও মোস্তাফিজুর রহমান | : | আধুনিক অর্থনীতি, ঢাকা: বাংলাদেশ কর্পোরেশন লি: প্রথম সংস্করণ, ১৯৬৭ |
| শফিকুর রহমান | : | বাংলাদেশের অর্থনীতি, ঢাকা: বাংলা একাডেমী, ১৯৭৯ |

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| Course Code | : | IHC- 210 |
| Course Title | : | Basics of Computer Applications |
| Course Type | : | Core |
| Level/Term And Section | : | Second Year, Second Semester |
| Academic Session | : | 2023-2024 |
| Course Teacher | : | |
| Pre-requisite (If any) | : | N/A |
| Credit Hour | : | 3 |
| Total Marks | : | 100 (Midterm Exam 30, Final Exam 40, Internal Assessment 20, Class Attendance10) |

COURSE PLAN/SCHEDULE:

Section A

| CO | Topics to be covered | Teaching- Learning Strategies | Assessment Techniques | No. of Lectures |
|----|---|---|---|--------------------|
| 1 | Introduction to Computer: Introduction-Types- Functions- History- Generation-Use and importance of computer in study, research and modern life. | Lecturing with multi-media tools, Interactive brainstorming and Q/A session | Assignments, Practical Class & tests, Final examination | 15 |
| 2 | Hardware: The Central Processing Unit (CPU)- Input device-output device-Memory unit Software: Types- operating system- Windows/Dos- virus- anti virus. | | | 15 |
| | Section B | | | |
| | Data Processing: Concept of Data- MS Word- MS Excel- MS Power point Networking- Internet- E-mail- Web browsing- History and Applications of Internet | | | 15 |
| | | | | |
| 4 | Digitalization: Definition of digitalization- Process of digitalization- E-Commerce- E-Governance- E-Bank The Effects of Computers: Security-Privacy- Ethics- Morality | | | 15 |

Assessment strategy Evaluation Policy (Grading System) and make-up procedures: According to the ordinance.

Reference:

- Dr. M. Lutfar Rahman : Computer Fundamentals, Dhaka, Systech Publications, 2003.
& Dr. M Alamgir Hossain
Mahbubur Rahman : Information & Comunication Technology, Dhaka, Systech Publications.
Peter Norton : Introduction to Computers. 7th Edition, Tata McGraw-Hill, 2010
Stallings, William : Computer Networking With Internet Protocols And Technology, 1st ed. India, Pearson, 2003.
কে. এম. তারিকুল ইসলাম : কম্পিউটার নেটওয়ার্কিং, ৭ম সং, ঢাকা: সিসটেক পাবলিকেশন্স, ২০১৬
রেজা চৌধুরী
মাহবুবুর রহমান : মাইক্রোসফট উইন্ডোজ ১০, ঢাকা: সিসটেক পাবলিকেশন্স, ২০১৫
মাহবুবুর রহমান, : মাইক্রোসফট উইন্ডোজ ১০, ঢাকা: সিসটেক পাবলিকেশন্স, ২০১৫
মো. আজিজুর রহমানখান : কম্পিউটার হার্ডওয়্যার, মাইনট্যানেন্স এন্ড ট্রাবলশুটিং, ঢাকা: জ্ঞানকোষ প্রকাশনী, ২০১৫

সুহৃদ সরকার : এক্সপার্ট নেটওয়ার্কিং, ঢাকা: জ্ঞানকোষ প্রকাশনী, ২০১৬

Course Code : **IHC- 211**
Course Title : Seminar and Viva Voce
Course Type : Core
Level/Term And Section : Second Year, Second Semester
Academic Session : 2023-2024
Course Teacher :
Pre-requisite (If any) : N/A
Credit Hour : 1
Total Marks : 100 (Seminar 80, Viva 10, Class Attendance 10)

COURSE OUTLINE

THIRD YEAR (FIRST SEMESTER) 2025, JANUARY- JUNE

| | |
|------------------------|--|
| Course Code | : IHC- 301 |
| Course Title | : Development of Muslim Painting |
| Course Type | : Core |
| Level/Term And Section | : Third Year, First Semester |
| Academic Session | : 2024-2025 |
| Course Teacher | : |
| Pre-requisite (If any) | : N/A |
| Credit Hour | : 3 |
| Total Marks | : 100 (Midterm Exam 30, Final Exam 40, Internal Assessment 20, Class Attendance10) |

Course Description:

This is the major course for the third-year students of Islamic History and Culture. It has given to focus on the origin and development of Muslim painting, its subject matters under the successive Muslim dynasties such as Umayyad & Abbasid, Mamluk & Fatimid in Egypt, and Umayyad in Spain, Persian Muslim empires (Mongol, Timurid, and Safavid), Ottoman Turks, and Sultanate & Mughal in India. It also efforts on the instructive information, empirical knowledge & machinery devices of early Islamic period, Arab genre scene, battle scene of middle ages, romanticism, mourning & miraculous scene, military invasion of the Ottoman, miniature paintings of India, portraiture and also religious events. The students gather knowledge the various distinctions of Muslim paintings and evaluate the aesthetics value between the Muslim and pre-Muslim paintings. They also determine the positions of Muslim painting among the world art. This course emphasizes on the different styles of Muslim calligraphy and the calligrapher's position in the Muslim society.

Course Objectives:

1. To demonstrate a broad overview of different theoretical and methodological approaches used by art historians.
2. Critically assess the value of these approaches for the study of Muslim painting in Islamic era.
3. To understand better the mixtures of Islamic and pre-Islamic painting traditions that contributed to distinctive characteristics of the medieval art of the Islamic world.
4. To develop understanding of history, major styles and contemporary issues of Islamic painting.

Course Outcome:

On successful completion of this course, students should be able to:

1. Make critically understand the various difference of painting in the reconstruction of Islamic history.
2. Provide in-depth critical understanding of painting as an important aspect of the socio-cultural milieu of the past;
3. Be acquainted with schools of painting held in the major Muslim cities.
4. Learn to apply theories and methodologies from the field of Art History.

COURSE PLAN/SCHEDULE:**Section A**

| CO | Topics to be covered | Teaching-Learning Strategies | Assessment Techniques | No. of Lectures |
|----|--|---|--|-----------------|
| 1 | The attitude of the Muslim theologians of Islam towards painting- Factors responsible for the development of Muslim painting in spite of theological opposition- The origin and development of Muslim painting- The subject matters of Muslim painting. | Lecturing with multi-media projector, Collaborating thinking and S/Q session in the class | Assignments/presentation, Class tests, Final examination | 08 |
| 2 | Arab painting (Mosaic and Fresco): Early Mosaic paintings at the Dome of the Rock - The great Mosque of Damascus- Palace of Qasr al-Minia and Khirbat al-Mafjar- Early fresco paintings at Quseir Amra and Samarra. | | | 08 |
| 3 | Arab painting (Manuscript illustration): The Mesopotamian School of Painting- Northern Iraq or Mosul School of Painting- Syrian or Aleppo School of Painting- Bagdad- Wasit School of Painting- Contribution of al-Wasiti and his position in Muslim painting. | | | 10 |
| 4 | Fatimid Painting- Maghreb School of Painting- Paintings under the Mamluks. | | | 04 |
| | Section B | | | |
| 5 | Persian Painting: Mongol School of Painting (Ilkhanid- Jalair- Inju- Mozaffarid). Timurid School of Painting (Siraj and Herat)- Contribution of Bihzad and his specialty in Muslim painting. | | | 10 |
| 6 | The Safavid School of Painting- its distinguishing features- Riza-i-Abbasi and his contribution in Muslim painting- Ottoman painting and its features. | | | 07 |
| 7 | Development of Muslim Painting in India under the Delhi Sultans- The beginning of Mughal painting- Painting under the successive Mughal rulers. | | | 06 |

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|---|--|--|--|----|
| 8 | Major Styles of Muslim Calligraphy- Kufic, Naskh, Nastaliq, Aqlam al-Sitta- the position of calligraphers. | | | 07 |
|---|--|--|--|----|

Assessment Strategy Evaluation Policy (Grading System) and make-up procedures: According to the ordinance

Reference:

- A. Papadopoula : Islam and Muslim Art, London (Thames and Hudson Ltd.), 1980
- A. K. Khalib : The Splendor of Islamic Calligraphy, London (Thames and Hudson Ltd.), 1996
- A. Ziaudiin : A Monograph on Muslim Calligraphy, Calcutta (Visva-Bharati Book shop), 1936
- B. Gary : Persian Painting, London (Rizzoli), 1977
- D. T. Rice : Islamic Art, London (Thames and Hudson), 1965
- do- : Islamic Painting: A survey, Edinburgh (Columbia University Press), 1971
- D. T. Rice : Islamic Art, London (Thames and Hudson), 1965
- do- : Islamic Painting: A survey, Edinburgh (Columbia University Press), 1971
- F. R. Martin : The Miniature Paintings and Painters of Persia, India and Turkey, London (B. Quaritch) 1912
- J. V. S. Wilkinson & L. Binyon : Persian Miniature Painting, Oxford (Dover Publications), 1971
- O. Amina : Imperial Mughal Painters : Indian Miniatures from the Sixteenth and Seventeenth Centuries, Paris (Flammarion), 1992
- P. Brown : Indian Painting under the Mughals, Oxford (University press), 1924
- R. Ettinghausen : Arab Painting, London (The World Publishing Company), 1962
- S. R. Canby : Persian Painting, London (Interlink Pub Group), 2004
- S. M. Dimand : A Handbook of Muhammadan Art, New York (Hartsdale House), 1947
- T.W.Arnold : Painting in Islam, Oxford, 1930
- এ বি এম হোসেন : ইসলামী চিত্রকলা, ঢাকা: খান ব্রাদার্স, ২০০৪
- এ. কে. এম. ইয়াকুব আলী : মুসলিম মুদ্রা ও হস্তলিখন শিল্প, ঢাকা: বাংলা একাডেমী, ১৯৮৯
- এ- : মুসলিম স্থাপত্য ও শিল্পকলা, ঢাকা: নভেল পাবলিশিং, ২০১৩
- মোহাম্মদ আব্দুর রহীম : ইসলামী ক্যালিগ্রাফি, যোগাযোগ পাবলিশার্স, ঢাকা, ২০০৭
- সৈয়দ মুস্তাফা সিরাজ : মুসলিম চিত্রকলার আদিপর্ব এবং অন্যান্য, কোলকাতা: মিত্র ও ঘোষ পাবলিশার্স লিমিটেড, বাংলা ১৪০০
- সৈয়দ মাহমুদ হাসান : মুসলিম চিত্রকলা, ঢাকা: মিল্লাত লাইব্রেরী, ১৯৮৮

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|------------------------|---|
| Course Code | : IHC- 302 |
| Course Title | : Development of Muslim Administration |
| Course Type | : Core |
| Level/Term And Section | : Third Year, First Semester |
| Academic Session | : 2024-2025 |
| Course Teacher | : |
| Pre-requisite (If any) | : N/A |
| Credit Hour | : 3 |
| Total Marks | : 100 (Midterm Exam 30, Final Exam 40, Internal Assessment 20, Class Attendance 10) |

COURSE DESCRIPTION:

This is one of the basic courses for the third year (Hons) students of Islamic History and Culture. Basically this Course has been formed by five major parts. A. Administrative practices of the Pre- Islamic Arabs B. Administration under the Prophet (sm.) C. Administration under the pious Caliphs D. Umayyad administration and E. Administration under the Abbasids. The duration of the course is Pre-Islamic Arabia up to 1258 A.D.

COURSE OBJECTIVES:

1. Student will know about the Pre-Islamic political institution of Arabia and their impact upon Muslim administration.
2. Student will know about the administrative system of the Islamic state under the prophet (sm.) and the Pious Caliphs.
3. Student will learn about the chronological development of the Muslim administration till 1258 A.D.

COURSE OUTCOME:

Upon Successful completion of this course, a student will be able to

1. Explain the Administrative system of the pre Islamic Arabia and its impact upon the Muslim Administration.
2. Describe about the shariah based administration.
3. Better understand of the different sectors of the Islamic administration.
4. Make a Comparative study with the modern Administration.

COURSE PLAN/SCHEDULE:

Section A

| CO | Topics to be covered | Teaching-Learning Strategies | Assessment Techniques | No. of Lectures |
|----|---|------------------------------|-----------------------|-----------------|
| 1 | Administrative practices of the Pre-Islamic Arabs: Tribal Govt. of the Arabs-Govt. of | Lecturing with multi- | Assessments, Class | 10 |

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|---|---|--|--|----|
| | Macca- Madinaand other cities- Their impact upon Muslim administration. | | | |
| 2 | Administration under the Prophet: Constitutional position of the Prophet at Madina- Nature of the Prophet's administration- TheShura and its application- The conception of sovereignty- The Prophet's civil administration- Thearmy- The judiciary and the raven | | | 10 |
| 3 | Administration under the Pious Caliphs: Origin and development of the Caliphate- Rule of succession of the pious Caliphs- The civil- Military- Revenue- Judicial administration | | | 10 |
| | Section B | | | |
| 4 | Administration under the Umayyads: Nature of administration- The Central and Provincial administration- Thearmy-The judiciary and the police- The revenue- Growth and development of the Arab navy- Reforms of Umar bin Abdul Aziz. | | | 15 |
| 5 | Administration under the Abbasids: Nature of administration- Origin and development of Wazirat The Central and Provincial administration- The army- The revenue- The judiciary- The Policeand the Hisbah. | | | 15 |

Assessment strategy Evaluation Policy (Grading System) and make-up procedures:
According to the ordinance.

Reference:

- E. I. J. Rosenthal : Political Thought in Mediaeval Islam, Cambridge University Press, Cambridge, 1958
- H. K. Sherwani : Studies in Muslim Political Thought and Administration, Lahore: Muhammad Ashraf, 1945
- Khuda Baksha : Politics in Islam, Ashraf Publication, Lahore, 1954
- Muhammad amidullah : Muslim conduct of State, Ashraf Publication, Lahore, 1953
- N. Aghnides : Mohammedan Theories of Finance, Premier Book House, Lahore, 1961
- R. Levy : The Social Structure of Islam, Cambridge University Press, Cambridge, 1957
- S. A. Q. Hussaini : Arab Administration, Ashraf Publication, Lahore, 1961
- S.A.Q. Hussaini : Construction of the Arab Empire, Orientalia, Lahore, 1954
- S.M.Imamuddin : Arab Muslim Administration, Karachi, 1976
- T. W. Arnold : The Caliphate, Lahore, 1965

মুহাম্মদ আলী আসগর : মুসলিম প্রশাসন ব্যবস্থার ক্রমবিকাশ, রাজশাহী: বুকস্ প্যাভিলিয়ন, ১৯৮১
 খান, মোখলেছুর রহমান ও
 শেখ মুহাম্মদ লুৎফর
 রহমান
 মুহাম্মদ ইয়াসীন মায়হার : রাসূল মুহাম্মদ (সা.) এর সরকার কাঠামো, অনুবাদক ব্যবস্থাপনায় মুহাম্মদ
 সিদ্দিকী ইবরাহীম ভূঁইয়া, ঢাকা: ইসলামিক ফাউন্ডেশন, ১৯৯৪
 শেখ মুহাম্মদ লুৎফর : ইসলাম রাষ্ট্র ও সমাজ, ড. মো. ফজলুল হক (সম্পা.) ঢাকা: ফেমা স বুকস্,
 রহমান ২০১৭

| | |
|------------------------|--|
| Course Code | : IHC-303 |
| Course Title | : Bangladesh Studies |
| Course Type | : Core |
| Level/Term And Section | : Third Year, First Semester |
| Academic Session | : 2024-2025 |
| Course Teacher | : |
| Pre-requisite (If any) | : N/A |
| Credit Hour | : 3 |
| Total Marks | : 100 (Midterm Exam 30, Final Exam 40, Internal Assessment 20, Class Attendance10) |

COURSE DESCRIPTION:

Social stratification, politicization of the people and religious festivals. Language movement, Economic disparity and political parties in East Pakistan. Awami league regime and the constitutional development of Bangladesh.

COURSE OBJECTIVES:

1. Students will know about geographical location and geographical features of Bangladesh.
2. Students will know about the History of East Pakistan from 1947-1970.
3. Students will know about the war of liberation.
4. Students will know about history of Bangladesh since 1971 A.D.

COURSE OUTCOME (CO):

Upon successful completion of this course, a student will be able to

1. Explain gradual development of the political outlook of the Bengali Muslims.
2. Describe political domination of West Pakistan.
3. Explain the constitutional development of Bangladesh.
4. Describe the dimension of the foreign policy of Bangladesh.

COURSE PLAN / SCHEDULE:**Section A**

| CO | Topics to be covered | Teaching-Learning Strategies | Assessment Techniques | No. of Lectures |
|----|---|---|---|-----------------|
| 1 | Geographical location and geographical features of Bangladesh- classification of the people- social stratification- Politicization of the people- religious outlook & religious festivals. Gradual development of the political outlook of the Bengali Muslims- Impact of the Lahore Resolution in their politicization-Fight for a separate homeland and the role of the Bengali Muslims- Creation of Pakistan and its impact. | Lecturing with multi-media tools, Interactive brainstorming and Q/A session | Assignments, Class tests, Final examination | 15 |
| 2 | Political domination of West Pakistan- Language Movement- Economic disparity- Political parties in East Pakistan- Jukto Front- Election of 1954- Constitution of 1956- The 1958 Martial Law- constitution of 1962- Six Point programme- Mass upsurge- The Election of 1970- The role of Awami League. | | | 15 |
| | Section B | | | |
| 3 | The postponement of the sitting of the National Assembly- The Army Crackdown- The Genocide- the War of Liberation- Victory and the Emergence of Bangladesh- The Awami League regime and the Constitutional development of Bangladesh- Opposition movement. The 1975 coup and its impact-growth and development of Bangladesh nationalism- constitutional amendments- the Martial Law and the Ershad regime- | | | 15 |

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|---|--|--|--|----|
| | Role the opposition political parties- the election process- the opposition movement and end of the dictatorial power. | | | |
| 4 | General election of 1991 and Parliamentary practice- medea of Care-taker Government- the election of 1996-the democratic progress-the general election of 2001 and its impact- the anti government movement throughout the period. The economic policy and its implementation- the Jamuna Bridge and its socio-economic effects- the dimension of the foreign policy of Bangladesh- The Caretaker government movement- The general election of 2008. | | | 15 |

Assessment Strategy Evaluation Policy (Grading System) and make-up procedures:
According to the ordinance.

Reference:

- A. K. Muin-ud-Din : History of the Fara'idi Movement in Bengal (1818-1906), Pakistan Historical Society, Karachi, 1965
- A. Kamaruddin : The Social History of East Pakistan, Crescent Book Centre, Dhaka, Bangladesh
- A.R. Mallick : British Policy and the Muslims of Bengal (1757-1856), Asiatic Society of Pakistan, Dhaka, 1961
- D. P. Sinha : The Educational Policy of the East India Company in Bengal, Punthi Pustak, Calcutta
- N. K. Sinha : The History of Bengal 1757-1947, University of Calcutta, Calcutta, 1967
- N. Sinha : Economic History of Bengal, (From Plassy to the Permanent Settlement) Vol.1, Calcutta
- Sirajul Islam (ed.) : History of Bangladesh, 3, Vols. Dhaka, Asiatic Society of Bangladesh, 1995
- T. W. Arnold : The Caliphate, Lahore, 1965
- W.W. Hunter : Annals of Rural Bengal, Smith Elder & Co. London
- এম. এ. রহিম : বাংলার মুসলমানদের ইতিহাস (১৭৫৭-১৯৪৭), ঢাকা: আহমদ পাবলিশিং হাউস, ১৯৮৪
- এ কে এম শাহনাওয়াজ : বাংলাদেশের সাংস্কৃতিক ঐতিহ্য, ঢাকা: ২০১৭
- ড. মুনতাসীর মামুন ও ড. মো মাহবুবুর রহমান : স্বাধীন বাংলাদেশের অভ্যুদয়ের ইতিহাস, ঢাকা: সুবর্ণ বুকস্, ২০১৭
- ড. মো. মকসুদুর রহমান : স্বাধীন বাংলাদেশের অভ্যুদয়ের ইতিহাস, ঢাকা: আলোক বুক ডিপো, (সম্পা.) ২০১৫
- বঙ্গবন্ধু শেখ মুজিবুর রহমান : অসমাপ্ত অত্মজীবনী, ঢাকা: ইউনিভার্সিটি প্রেস লিমিটেড, ২০১৬
- বদরুদ্দীন ওমর : পূর্ব বাংলার ভাষা আন্দোলন ও তৎকালীন রাজনীতি, ঢাকা: ১৯৭৪
- মাহবুব তালুকদার : বধ্যভূমি, ঢাকা: বাংলা বাজার, ১৯৯৭

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|------------------------|---|---|
| রফিকুল ইসলাম | : | একাত্তরের মুক্তিযুদ্ধ, ঢাকা: আগামনী প্রকাশনী, ১৯৯৩ |
| রফিকুল ইসলাম | : | লক্ষ প্রাণের বিনিময়ে, ঢাকা: অনন্যা, ১৯৭৪ |
| রমেশচন্দ্র মজুমদার | : | বাংলাদেশের ইতিহাস (৩য় খণ্ড, আধুনিক যুগ,) কলিকাতা: ১৯৭৪ |
| সিরাজুল ইসলাম | : | বাংলার ইতিহাস: ঔপনিবেশিক শাসন কাঠামো, ঢাকা: বাংলা একাডেমী, ঢাকা, ১৯৮৪ |
| সিরাজুল ইসলাম (সম্পা.) | : | বাংলাদেশের ইতিহাস, ঢাকা: বাংলাদেশ এশিয়াটিক সোসাইটি, ১৯৯৩ |
| সৈয়দ আনোয়ার হোসেন | : | বাংলাদেশে সশস্ত্র প্রতিরোধ আন্দোলন, ঢাকা: এশিয়াটিক সোসাইটি, ১৯৮৪ |
| ও মুনতাসির মামুন | : | |

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|------------------------|---|---|
| Course Code | : | IHC-304 |
| Course Title | : | Arab States in Asia |
| Course Type | : | Core |
| Level/Term And Section | : | Third Year, First Semester |
| Academic Session | : | 2024-2025 |
| Course Teacher | : | |
| Pre-requisite (If any) | : | N/A |
| Credit Hour | : | 3 |
| Total Marks | : | 100 (Midterm Exam 30, Final Exam 40, Internal Assessment 20, Class Attendance 10) |

COURSE PLAN / SCHEDULE:

Section A

| CO | Topics to be covered | Teaching-Learning Strategies | Assessment Techniques | No. of Lectures |
|----|---|---|---|-----------------|
| 1 | Historical background of the area - end of the Ottoman empire and emergence of new states in West Asia. | Lecturing with multi-media tools, Interactive brainstorming and Q/A session | Assignments, Class tests, Final examination | 10 |
| 2 | Syria under the Ottomans- political development and the growth of Arab nationalism- World War I and Syria- the French Mandate Nationalist movement Independent Syria political parties- Formation of the UAR- Its collapse and aftermath. | | | 10 |
| 3 | Lebanon under the Ottomans- World War I and the French Mandate- Independent Lebanon Political development and civil war- political parties- Lebanese foreign policy, Transition to second Republic. | | | 10 |
| | Section B | | | |
| 4 | Origin and development of the Palestine problem- creation of the state of Israel and the role of the Great powers & the UNO - | | | 10 |

| | | | | |
|---|--|--|--|----|
| | Arab- Jewish wars and their effects- PLO and the intifada- the Palestinian Autonomy Accord of 1993 and the present position of the problem. Rise of Jordan as a state- Internal political development. | | | |
| 5 | Iraq under the Ottomans- World War 1 and the British Mandate- Anglo-Iraqi relation- political development since 1918- the Kurdish question- occupation of Kuwait and its effects. | | | 10 |
| 6 | Arabian Peninsula- Rise of Saudi Arabia- Ibn Saud's reforms- central administration and foreign policy. Civil war in Yemen and its impact- Persian Gulf states- Formation of the UAE & its administrative structure-Kuwait and its constitutional changes & impact. | | | 10 |

Assessment Strategy Evaluation Policy (Grading System) and make-up procedures:
According to the ordinance.

Reference:

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 Arthur Goldschmidt : A Concise History of the Middle East, Colarato: Westview Press, 1970
 Bernard Lewis & P.M. Holt : Historians of the Middle East, London: Oxford University Press, 1962
 Don Petertz : Middle East Today, Rinehart & Winston, London, 1963
 Fahim I. Qubain : Crisis in Lebanon, Frank Cass Washington: Middle East Institute, 1961
 Gary Troeller : The Birth of Saudi Arabia, Britain and the Rise of the House of Saud, London: Frank Cass, 1976
 George Antonius : The Arab Awakening: The Story of Arab National Movement, London: Hamish Hamilton, 1955
 George Kheirullah : Arabia Reborn, New Mexico, New Mexico: The University of New Mexico Press, 1952
 George Lenczowski : The Middle East in World Affairs, London: Cornell University Press, 1952
 Geral de Gaury : Rulers of Mecca, London: George G. Harraph and Co. Ltd., 1951
 Gerald Saparrow : Modern Jordan, George Allen & Unwin, London, 1961
 Jackh Earnest : Background of the Middle East, (ed.), New York, 1952
 John Marlowe : The Persian Gulf in the Twentieth Century, London, 1962
 Majid Khadduri : Independent Iraq : A study in Iraqi Politicssince 1932, Oxford University Press, 1951

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|------------------------|---|---|
| Muhammad Abdullah | : | United Arab Emirates, A Modern History, London: Groom Helm & Branes & Noble, Morsyl978 |
| P. M. Holt | : | Egypt and the Fertile Crescent 1516-1922, A Political History, New York: Cornell University Press, 1966 |
| Rapail Patai | : | The Kingdom of Jordan, Princeton: Princeton University Press, 1958 |
| S.N.Fisher | : | The Middle East A History, London: Routledge and Kegan Paul, 1960 |
| Stephen H. Longrig | : | Iraq, 1900 - 1950, London: Oxford University Press, 1953 |
| W. B. Fisher | : | The Middle East A physical, Social and Regional Geography, London: Methuen and Co. Ltd. 1961 |
| সফিউদ্দিন জোয়ারদার | : | আধুনিক মধ্যপ্রাচ্য ১ম খণ্ড, ঢাকা: বাংলা একাডেমী, ১৯৭৮ |
| -এ- | : | আধুনিক মধ্যপ্রাচ্য ২য় খণ্ড, ঢাকা: বাংলা একাডেমী, ১৯৮৭ |
| এ বি এম হোসেন | : | মধ্যপ্রাচ্যের ইতিহাস, অটোমান সাম্রাজ্য থেকে জাতিসত্তা রাষ্ট্র, ঢাকা: বিশ্ববিদ্যালয় মঞ্জুরী কমিশন, ২০১১ |
| প্রফেসর ডা. খাজা নাছির | : | বিশ্বের ইতিহাস ও সভ্যতা, ১ম খণ্ড, শ্রাবন প্রকাশনি, ২০১৭ |
| উদ্দিন মাহমুদ | : | |
| -এ- | : | বিশ্বের ইতিহাস ও সভ্যতা, ২য় খণ্ড, শ্রাবন প্রকাশনি, ২০১৭ |

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|------------------------|---|--|
| Course Code | : | IHC- 305 |
| Course Title | : | Development of Muslim Architecture (religious & secular) (outside India) |
| Course Type | : | Core |
| Level/Term And Section | : | Third Year, First Semester |
| Academic Session | : | 2024-2025 |
| Course Teacher | : | |
| Pre-requisite (If any) | : | N/A |
| Credit Hour | : | 3 |
| Total Marks | : | 100 (Midterm Exam 30, Final Exam 40, Internal Assessment 20, Class Attendance10) |

Course Description:

This is the basic course of architecture for the third-year students of Islamic History and Culture. It introduces to students about the beginning and development of Muslim architecture in Arab, Syria, Persia, central Asia, Spain, Turkey, Egypt and north Africa under the pious Khilafat, Umayyad, Abbasid and the petty dynasties of central Asia, Ottoman and Fatimids which are the live documents of mediaeval history of Muslim architecture. It provides students with a clear idea about the different architectural styles and their amalgamation according to the local environment and adequate construction materials and its significance in the cultural history of Islam. It gives a clear idea about the religious and secular architecture of Muslim in those areas.

Course Objectives:

1. To demonstrate the formation and development of Muslim art and architecture to the students;

2. To explain the architectural variations and their features of Muslim architecture according to the soil, environment, climate and culture to the students.
3. To interpret the ad-mixtures of Muslim architecture developed in Arab, Syria, Persia, Central Asia, Turkey, Egypt and North Africa.
4. To uphold the interplay with nomadic and sedentary traditions that characterises the art and architecture of the period and areas.

Course Outcome:

1. Students will have a clear conception about the characteristics of early Muslim architecture and their importance in the socio-economic and cultural history of Islam.
2. Students will have knowledge about the various architectural styles of the Islamic architecture outside India and its regional and dynastic diversity.
3. Knowledge of art and architecture along with political history will make students as true historians.
4. It will create a strong love for architecture among the students and motivate them to study on this field.

COURSE PLAN/SCHEDULE:

Section A

| CO | Topics to be covered | Teaching-Learning Strategies | Assessment Techniques | No. of Lectures |
|----|---|---|--|-----------------|
| 1 | Pre-Islamic background of Arab building art- Holy Kaaba- The beginning of mosque architecture: The Mosque of the Prophet at Medina- The Basra, Kufa and Fustat mosques. | Lecturing with multi-media projector, Collaborating thinking and S/Q section in the class | Assignments/presentation, Class tests, Final examination | 07 |
| 2 | The Dome of the Rock at Jerusalem- The first Aqsa mosque- Jami Masjid of Damascus: the first standard form- its influence on subsequent mosque architecture- Other Umayyad secular buildings, Forts & mosques | | | 08 |
| 3 | The Jami masjids of Baghdad, Raqqa, Samarra and Abu Dulaf- Characteristics of Abbasid mosque architecture- difference between Umayyad and Abbasid secular buildings, Forts & mosques. | | | 10 |
| 4 | Mosques of the minor dynasties in the West: the mosque of Ahmad ibn Tulun at Cairo and the mosque at Qairawan different Influences worked on them. | | | 05 |
| | Section B | | | |

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|---|---|--|--|----|
| 5 | The Jami masjid of Cordova- its chronological history- Model of subsequent architecture in Spain. | | | 08 |
| 6 | The Fatimid mosques of al Mahdiya, al-Azhar and al-Hakim- New features- History of al- Azhar mosque- Model of subsequent architecture in North Africa. | | | 09 |
| 7 | Persian mosques in the East: The Tarik Khana at Damghan and the masjid-i-Jami at Isfahan Development of Persian standard form and compare with Arab, Ottoman and Mughal standard mosque- Special characteristics of Ottoman mosque. | | | 12 |

Assessment Strategy Evaluation Policy (Grading System) and make-up procedures:
According to the ordinance

Reference:

- Creswell : A Short Account of Early Muslim Architecture, Oxford (Penguin Books), 1958
- do- : Early Muslim Architecture: Umayyads, Early Abbasids and Tulunids, 2 Vols, Oxford (Hacker Art Books), 1978
- do- : The Muslim Architecture of Egypt, Oxford (Hacker Art Books), 1978
- E. T. Richmond : Moslem Architecture- its origin, causes and consequences, London (Royal Asiatic Society), 1936.
- G. Michell (ed.) : Architecture of the Islamic World, London (Thames and Hudson), 1978
- G. T. Rivorja : Moslem Architecture- its origin & development, London (Oxford University Press), 1918
- G. Goodwin & Hasanuddin : A History of Ottoman Architecture, London (Thames and Hudson), 1997
- M. Barry : Colour and Symbolism in Islamic Architecture, London (Thames and Hudson), 1996
- M. Frishman & H. Khan : The Mosque: History, Architectural Development & Regional Diversity, London (Thames & Hudson), 2002
- M. S. Briggs. : Muhammad Architecture in Egypt & Palestine, Oxford (Clarendon Press), 1947
- এ বি এম হোসেন : আরব স্থাপত্য, ঢাকা: বাংলাদেশ শিল্পকলা একাডেমী, ১৯৭৯
- ড. এ. কে. এম. ইয়াকুব আলী : মুসলিম স্থাপত্য ও শিল্পকলা, ঢাকা: নভেল পাবলিশিং হাউস, ২০১৩
- সৈয়দ মাহমুদুল হাসান : মুসলিম শিল্পকলা ও স্থাপত্য, ঢাকা: নভেল পাবলিশিং, ২০১৬

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|------------------------|---|---|
| Course Code | : | IHC- 306 |
| Course Title | : | Fundamentals of Sociology |
| Course Type | : | Core |
| Level/Term and Section | : | Third Year First Semester |
| Academic Session | : | 2022-2023 |
| Course Teacher | : | |
| Credit Value | : | |
| Pre-requisite (If any) | : | N/A |
| Total Marks | : | 100 (Midterm Exam 30, Final Exam 40, Internal Assessment 20, Class Attendance 10) |

Course Description

Sociology is the scientific study of society and social relationships. This course will introduce students to the basics of sociology—definition, scope and nature of sociology, sociological concepts, the sociological imagination, importance of studying sociology, and relationship between sociology and other social sciences along its origin and development. Students will be acquainted with the sociological perspectives and a brief understanding on socialization.

Intended Learning Objectives (ILOs)

Major objectives of this course are:

1. To introduce the fresher's to the origin and development of sociology as a separate branch of knowledge;
2. To provide the students with knowledge of the basic concepts of this discipline that will help them develop sociological imagination;
3. Provide insight regarding the relationship among social, political, economic, religious and others institutions in societies.

Course Learning Outcomes (CLOs)

On successful completion of this course, students will be able to:

1. Explain and use basic sociological concepts, perspectives and relate sociology to other disciplines.
2. Illustrate the elements and theoretical underpinnings of socialization, culture and social control and factors affecting social life.
3. Define and describe social structure and its components along with the different social institutions; and
4. Compare between the different social processes and describe the factors related to social change.

COURSE PLAN/SCHEDULE:**Section A**

| CO | Topics to be covered | Teaching-Learning Strategies | Assessment Techniques | No. of Lectures |
|----|--|---|---|-----------------|
| 1 | <p>Introduction</p> <p>Definition, origin and development, scope, and nature of sociology; Sociological perspective and sociological imagination; Relationship between sociology and other social sciences; Importance of studying sociology; Emergence of sociology in Bangladesh.</p> <p>Sociological Perspectives</p> <p>Functionalism; Conflict; Symbolic Interactionism; Social Exchange, Feminism.</p> <p>Factors affecting Social Life Geography; Heredity; Culture; Technology.</p> | Lecturing with multi-media tools, Interactive brainstorming and Q/A Session | Assignments, Class tests, Final Examination | 15 |
| 2 | <p>Basic Concepts of Sociology Society; Community, Institution; Association; Organization; Group; Role and status; Norms and values; Folkways and mores; <i>Gemeinschaft and Gesellschaft</i>.</p> <p>Culture</p> <p>Definition; Characteristics; Functions; Elements; Aspects of Culture; Cultural lag; Subculture; Culture and civilization. Acculturation, cultural diffusion, cultural trait and cultural complex.</p> <p>Socialization Definition and types of socialization; Stages of socialization; Process of socialization; Agents of Socialization; Elements of socialization; Re-socialization; De-socialization.</p> | | | 15 |
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| 4 | <p>Social Structure Definition, types and components of social structure; Pre-requisites of society; Marxist and non-Marxist views of social structure.</p> <p>Social Inequality and Stratification Definition, dimensions and forms; Social mobility; Age; Gender; Race and ethnicity.</p> <p>Social Institution Definition; Characteristics; Functions; Forms</p> | | | 15 |
| 5 | <p>Social Process Adaptation; Assimilation; Accommodation;</p> <p>Co-operation, Competition and Conflict;</p> <p>Social Control Definition, functions, forms and agencies; Conformity and deviance; Crime.</p> <p>Social Change Definition, types and factors; Evolution, progress, development and change; Social disorganization and social movement, Globalization.</p> | | | 15 |

Assessment Strategy Evaluation Policy (Grading System) and make-up Procedures: According to the ordinance.

Reference:

| | | |
|--|---|---|
| Appelbaum, R. P., and Chambliss, W. J | : | 1997. <i>Sociology: A Brief Introduction</i> . New York: Longman. |
| Barkan, S. E. | : | 2016. <i>Sociology: Understanding and Changing the Social World</i> , Comprehensive Edition, v. 1.0. Washington, DC: Flat World Education, Inc. |
| Bierstedt, R. | : | 1963. <i>The Social Order</i> . New York: McGraw-Hill Company Inc. |
| Bottomore, T. B | : | 1962. <i>Sociology: a Guide to Problems and Literature</i> . Revised ed. New Delhi: Blackie and Son. |
| Broom, L., and Selznick, P. | : | 1963. <i>Sociology</i> . New York: Harper and Row. |
| Eshleman, J. Ross, Barbara G. Cashion, and Laurence A. Basirico. | : | 1993. <i>Sociology: An Introduction</i> . 4 th ed. New York: Harper Collins College Publishers Inc. |
| Giddens, A. | : | 2009. <i>Sociology</i> . 6th ed. Cambridge and Maiden, MA: Polity Press. |

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| | | |
| Inkles, A. | : | 1971. <i>What is Sociology?</i> New Delhi: Prentice-Hall of India Pvt. Ltd. |
| MacIver, R. M., and Page, C. H. | : | 1962. <i>Society: An Introductory Analysis</i> . New York: Macmillan |
| Ogburn, W. F., and Nimkoff, M. F. | : | 1953. <i>A Handbook of Sociology</i> . London: Routledge and Kegan Paul Ltd. |
| Stolley, K. S. | : | 2005. <i>The Basics of Sociology</i> . Westport, CT and London: Greenwood Press. |
| Tischler, H. | : | 2011. <i>Introduction to Sociology</i> . 10th ed. Belmont, CA: Wadsworth, Cengage Learning. |

COURSE OUTLINE

THIRD YEAR (SECOND SEMESTER) 2025, JULY- DECEMBER

| | | |
|------------------------|---|---|
| Course Code | : | IHC- 307 |
| Course Title | : | Mediaeval Administration in India |
| Course Type | : | Core |
| Level/Term And Section | : | Third Year, Second Semester |
| Academic Session | : | 2025-2026 |
| Course Teacher | : | |
| Pre-requisite (If any) | : | N/A |
| Credit Hour | : | 3 |
| Total Marks | : | 100 (Midterm Exam 30, Final Exam 40, Internal Assessment 20, Class Attendance 10) |

COURSE PLAN / SCHEDULE:

Section A

| CO | Topics to be covered | Teaching-Learning Strategies | Assessment Techniques | No. of Lectures |
|----|---|---|---|-----------------|
| 1 | Administration of the Sultans of Delhi, Sources- Relation Between the Caliphate and the Sultanate- Nature of Administration of Delhi Sultanate The Royal Household- The Central and Provincial Government. | Lecturing with multi-media tools, Q/A session | Assignments, Class tests, Final examination | 15 |
| 2 | The Army- Revenue and Agrarian policy- Industrial policy- Justice, Police and the Hisbah- Reforms of Sultan Alaaddin Khalji and Firoz Shah Tughlaq- Sher Shah's Administration. | | | 15 |
| | Section B | | | |

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| 3 | Administration under the Mughals: Nature of Administration- The Emperor-Foreign policy. | | | 15 |
| 4 | Central Government-Provincial and Local Government-Mansobder system. The Army- The Judiciary- Finance and Revenue- Agrarian policy. | | | 15 |

Assessment strategy Evaluation Policy (Grading System) and make-up procedures:
According to the ordinance.

Reference:

- AbdulAziz : The Mansabdari System and the Mughal Army, Allahabad, 1941
- E. Tomas : Revenue Sources of the Mughals Empire, London, 1878
- E.I.J.Rosenthal : Political Thought in Mediaeval Islam, Cambridge University Press, Cambridge, 1958
- F. Bernier : Travels in the Mughal Empire, London, 1914
- H.K.Sherwani : Studies in Muslim Political Thought and Administration, Lahore: Muhammad Ashraf, 1945
- I. H. Qureshi : Administration of the Sultanate of Delhi, Pakistan Historical Society, Karachi, 1958
- Ibn Hasan : The Central Structure of the Mughal Empire, Oxford, 1936
- Jadu NathSarker : Mughal Administration, Calcutta, 1920
- Khuda Baksha : Politics in Islam, Ashraf Publication, Lahore, 1954
- Moreland : India from Akbar to Aurangzeb, London, 1923
- MuhammadAkbar : Administration of Justice by the Mughals, Lahore, 1948
- MuhammadHamidullah : Muslim conduct of State, Ashraf Publication, Lahore, 1953
- N. Aghnides : Mohammedan Theories of Finance, Premier Book House, Lahore, 1961
- P. Saran : The Provincial Government of the Mughals, Allahabad, 1941
- R. Levy : The Social Structure of Islam, Cambridge University Press, Cambridge, 1957
- R. P. Tripathi : Some Aspects of Muslim Administration, Allahabad, 1959
- S.A.Q.Hussaini : Arab Administration, Ashraf Publication, Lahore, 1961
- S.A.Q.Hussaini : Administration under the Mughals, Dacca, 1962
- do- : Construction of the Arab Empire, Orientalia, Lahore, 1954
- S.M. Imamuddin : Arab Muslim Administration, Karachi, 1976
- T.W. Arnold : The Caliphate, Lahore, 1965
- W. Irvine : The Army of the Indian Mughals, London, 1903.
- মুহাম্মদ আলী আসগর খান, মোখলেছুর রহমান ও শেখ মুহাম্মদ লুৎফর রহমান : মুসলিম প্রশাসন ব্যবস্থার ক্রমবিকাশ, রাজশাহী:বুকস্ প্যাভিলিয়ন, ১৯৮১
- মুহাম্মদ ইয়াসীন মায়হার সিদ্দিকী : রাসূল মুহাম্মদ (সা.) এর সরকার কাঠামো, অনুবাদ ব্যবস্থাপনায় মুহাম্মদ ইবরাহীম ভূঁইয়া, ঢাকা: ইসলামিক ফাউন্ডেশন, ১৯৯৪

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|------------------------|--|
| Course Code | : IHC- 308 |
| Course Title | : Modern Egypt and the Sudan since 1800 A.D. |
| Course Type | : Core |
| Level/Term And Section | : Third Year, Second Semester |
| Academic Session | : 2025-2026 |
| Course Teacher | : |
| Pre-requisite (If any) | : N/A |
| Credit Hour | : 3 |
| Total Marks | : 100 (Midterm Exam 30, Final Exam 40, Internal Assessment 20, Class Attendance10) |

COURSE DESCRIPTION:

The Napoleon Bonaparte's invasion of Egypt and its effects. Rise of Muhammad Ali Pasha his reforms, his successors. This section also consist British occupation of Egypt. Nationalist movement, Nationalization of the Suez Canal, UAR - Anwar Sadat, Husni Mubarak and later development.

The conquest of Sudan and Anglo-Egyptian condominium till independence. Political development of the Sudanese Republic.Revolution and its impact, internal conflict and the rise of South Sudan and subsequent development.

COURSE OBJECTIVES:

1. Students will know about Napoleon Bonaparte's invasion and occupation of Egypt including the rise of Muhammad Ali Pasha and his dynastic rule.
2. Students will develop a strong foundation of knowledge about modern Egypt, and the Sudan, South Sudan along with subsequent development over the years.
3. It will enhance the knowledge and skills of the students which to acquire in this programme will help them to look for their career in teaching, research organizations, religious institutions, and Government and Non-Government organizations.
4. It will also help the students to get themselves prepared for higher education in respective fields.

COURSE OUTCOME (CO):

Upon successful completion of this course, a student will be able to -

1. develop a comprehensive idea invasion about Napoleon Bonaparte's invasion of Egypt;
2. learn about the nationalist movement of Egypt;
3. gather knowledge about the Suez Canal and its subsequent nationalization and after effects;
4. explore remarkable themes relating to the history of the Sudan and its subsequent break up leading to the emergence of South Sudan as an independent state.

COURSE PLAN/SCHEDULE:**Section A**

| CO | Topics to be covered | Teaching-Learning Strategies | Assessment Techniques | No. of Lectures |
|----|---|---|---|-----------------|
| 1 | Egypt : Historical background of Egypt- Napoleon Bonaparte's invasion of Egypt and its effects- Rise of Muhammad Ali Pasha to power his reforms- his successors - the Suez canal | Lecturing with multi-media tools, Interactive brainstorming and Q/A session | Assignments, Class tests, Final examination | 15 |
| 2 | British occupation of Egypt (1882)- Nationalist movement- Egyptian independence by the British (1922)- Constitution of 1923 and Anglo- Egyptian relation till 1952. | | | 15 |
| | Section B | | | |
| 3 | Republican Egypt- the coup of 1952 Nasserism Nationalization of the Suez Canal, UAR- Anwar Sadat and Camp David Agreement- Husni Mubarak and later development. | | | 15 |
| 4 | History of the Sudan- Anglo-Egyptian condominium till independence- Political turmoil and break up of the Sudan and the rise of South Sudan as an independent state and in stability. | | | 15 |

Assessment strategy Evaluation Policy (Grading System) and make-up procedures:
According to the ordinance.

Reference:

- A. Baddour : Sudanese-Egyptian Relations, the Hague, 1960
 Afaf Lutfi & Sayyid : A History of Egypt: From the Arab conquest to the present
 Marsot (Second edition), Cambridge University Press, Cambridge, 2007
 Charles D. Cremins : The Arabs and the World: Nasser's Arab Nationalist Policy, New
 York, 1963
 E.M.W. Daly Refaat Bey : The Awakening of the Modern Egypt, London, 1947
 Evelyn Baring : Modern Egypt, Cambridge University Press, Cambridge, 2010
 H. Dodwell : The Founder of Modern Egypt, Cambridge, 1931
 J. M. Ahmed : The Intellectual Origins of Egyptian Nationalism, London, 1960
 Leonardi Cheroy : Dealing with Government in South Sudan: Histories of Chief
 ship, Community and State, Boydell and Brewer, New York, 2013
 Mekki Shibeika : The Independent Sudan, New York, 1960
 Oystein H Ronald Sen : A History of South Sudan from slavery to independence,
 Cambridge University Press, U.K, 2016

- P. J. Vatikotes : The History of Modern Egypt: From Muhammad Ali to Mubarak, Johns Hopkins University Press, Baltimore, 1991
- P. J. Vatikotes : The Egyptian Army in Politics, Bloomington, 1961
- P. Mansfield : Nasser's Egypt, London, 1963
- P. M.Holt : Egypt & the Fertile Crescent 1516-1922, A Political History. Cornell University Press, New York, 1966
- R. L.Tignor : Modernization and Colonial Rule in Egypt, 1882-1914, Princeton, 1966
- Tom Little : Egypt, New York, 1958
- এ বি এম হোসেন : মধ্যপ্রাচ্যের ইতিহাস, অটোমান সাম্রাজ্য থেকে জাতিসত্তা রাষ্ট্র, ঢাকা: বিশ্ববিদ্যালয় মঞ্জুরী কমিশন, ২০১১
- ড. গোলাম কিবরিয়া ভূঁইয়া : আধুনিক সিরিয়া, মিশর, সুদান এবং লিবিয়ার রাষ্ট্র নৈতিক ইতিহাস, ঢাকা: খান ব্রাদার্স, ২০১৬
- ড. সৈয়দ মাহমুদুল হাসান : আধুনিক মুসলিম বিশ্ব, তুরস্ক, ইরান, আফগানিস্তান, মিশর, আরব রাষ্ট্রসমূহ, ঢাকা: নভেল পাবলিশার্স, ২০০৬

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| Course Code | : IHC-309 |
| Course Title | : Modern Turkey, Iran, Afghanistan and Central Asian Muslim States Since 1919 A.D. |
| Course Type | : Core |
| Level/Term And Section | : Third Year, Second Semester |
| Academic Session | : 2025-2026 |
| Course Teacher | : |
| Pre-requisite (If any) | : N/A |
| Credit Hour | : 3 |
| Total Marks | : 100 (Midterm Exam 30, Final Exam 40, Internal Assessment 20, Class Attendance 10) |

COURSE DESCRIPTION:

Traces the events and circumstances relating to the emergence of the Turkish Republic following the World War I with its background study putting emphasis on its political development and its role in regional and international arena. It also explores the role of army in Turkish politics unveiling its far reaching consequences. Another part of this section relates to the rise of Iran and its gradual political development under the Pahlavi rule after the World War I when the Qajar rule came to an end. It also highlights the circumstances leading to the Islamic Revolution and overthrow of the Pahlavi rule with its aftermath consequences regionally and internationally including recent nuclear crisis.

Modern history of Afghanistan and its modernization process under different rulers including ideological transformation leading to the overthrow of the monarchical rule and the emergence of Republic including foreign intervention and its aftermath effects. The remaining part of this

section relates to the emergence of a number of Central Asian Muslim States after the fall of Soviet Union highlighting their internal political development and economic potentiality in addition to their external relationship over the years.

COURSE OBJECTIVES:

Students will be acquainted with the gradual historical development of Turkish Republic, Iran, Afghanistan and Central Asian Muslim states since early twentieth century. Studying this course allows the students to gather knowledge about the gradual development of the history of the regions in depth and to build a new way of looking at the outside world as a whole. It will also help in developing the valuable critical thinking and writing skills on the course of the history of the regions in general and the related themes in particular. Since the course bears the testimony of progressiveness and innovative, it will no doubt makes the students dynamic.

COURSE OUTCOME (CO):

Upon successful completion of this course, a student will be able to gather considerable skill to-

1. Explore all remarkable themes relating to the emergence of the modern Turkish Republic as a result of the successful nationalist movement following the World War I dooming European conspiracy;
2. Explain modernizing policy under Mustafa Kamal and democratic development thought the period;
3. Review the course of Turkish Politics and the role of the army there in with its far reaching consequences;
4. Evaluate Turkish role in regional and international arena;
5. Manifest the rise of Iran and its gradual development under the Pahlavi rule and its aftermath;
6. Explicit the nature and trend of Afghan history under the monarchy and after including international intervention and its effects;
7. Interpret the historical background relating to the emergence of central Asian Muslim states in modern times including their gradual development internally and externally.
8. Learn how to develop historical questions relating to the gradual development of different aspects of the concerned regions.

COURSE PLAN/SCHEDULE:**Section A**

| CO | Topics to be covered | Teaching-Learning Strategies | Assessment Techniques | No. of Lectures |
|----|---|---|---|-----------------|
| 1 | Impact of the World War I on the Ottoman empire- Turkish nationalist movement and emergence of modern Turkey- Mustafa Kamal- Kamalism or his reforms- Democratic Party rule of 1960 and its impact on Turkish Politics and the army. | Lecturing with multi-media tools, Interactive brainstorming and Q/A session | Assignments, Class tests, Final examination | 15 |
| 2 | Iran: Rise of Reza Shah to Power- his reforms- Internal Political development- Nationalization of oil and its impact- Muhammad Reza Shah and the White Revolution. The Islamic movement- the flight of the Shah and aftermath- Iran-Iraq war & its effects- the political parties. | | | 15 |
| | Section B | | | |
| 3 | Afghanistan: Amanullah and his reforms - Growth of nationalism- the third Afghan war- Anglo- Afghan Treaty of 1921- Internal problems- reforms- foreign affairs- rebellion against Amanullah- Bachha-i-Saquo- Nadir Shah- his rule- internal political development. World War II and after- Fall of the Monarchy- the Republican Afghanistan problems and prospects- communist menace- Daud Khan and later developments -the Mujahideen and the Taliban Movement- the present picture - The US role in the Crisis. | | | 15 |
| 4 | Central Asian Muslim States: Central Asia-Land and peoples-Political condition of central Asian states in 19th and first half of 20 th centuries- Condition of central Asian Muslim states under Soviet rule- Emergence of independent states- Political, developments in independent Central Asian Muslim State: 1. Tajikistan 2. Turkmenistan 3. Kazakhstan 4. Kirgizistan 5. Uzbekistan 6. Azerbaijan | | | 15 |

Assessment strategy Evaluation Policy (Grading System) and make-up procedures: According to the ordinance.

Reference:

- Amin Banani : The Modernization of Iran (1921-1941), Standford Universtiy Press, Standford, 1961
- Anthony Hyman : Afghanistan under Soviet Domination 1964-91, London, 1992
- A. H. Dani : Central Asia Today
- Don Peretz : Middle East Today, Rinehart & Winston, London, 1936
- E. G. Browne : The Persian Revolution, Cambridge University Press, Cambridge, 1910
- do- : Literary History of Persia, CambridgeUniversity Press, Cambridge, 1951
- Fraser Tytler : Afghanistan, London: Oxford University Press, 1953
- G. Lenczowski : The Middle East in World Affairs, CornellUniversity Press, 1952
- J. Toynbee & Kirkwood : Turkey
- J.Toynbee : Survey of International Affiars, O.U.P.1972
- K.P. Misra : Afghanistan in Crisis, New Delhi, 1981
- Lord Everesely : The Turkish Empire, Reprint, Lahore, 1957
- Luke Harry : The Making of Modern Turkey, London, 1936
- M. Prince Philips : A History of Turkey, London, 1956
- M.S. Anderson : The Eastern Question, London, 1966
- Ojalili, R. & others (ed.) : Tazikistan: The Trails of Independence
- Peter Avery : Modern Iran, London, 1965
- S.M. Imamuddin : A Modern History of the Middle East and NorthAfrica, Vols. I & II
- S. N. Fisher : The Middle East, A History, Routledge & Kegan Paul, London, 1960
- এ এইচ দানী : আজকের মধ্য এশিয়া, ঢাক: ২০০০
- এ এইচ দানী : নতুন আলোকে মধ্য এশিয়া, ঢাকা: ২০০০
- এ বি এম হোসেন : মধ্যপ্রাচ্যের ইতিহাস, অটোমান সাম্রাজ্য থেকে জাতিসত্তা রাষ্ট্র, ঢাকা: বিশ্ববিদ্যালয় মঞ্জুরী কমিশন, ২০১১
- ওবেইদ জাগীরদার : তালিবান ও আফগানিস্তান, ঢাকা: শিকড়, ২০০৩
- ড. সৈয়দ মাহমুদুল হাসান : আধুনিক মুসলিম বিশ্ব, তুরস্ক, ইরান, আফগানিস্তান, মিশর ও আরব রাষ্ট্রসমূহ ঢাকা: নভেল পাবলিশার্স, ২০০৬
- দেবেন্দ্র কৌশিক : আধুনিক মধ্য এশিয়া, প্রগতি প্রকাশনী, ১৯৭৬
- মো. মাইনুল আহসান খান : সমকালীন মুসলিম বিশ্ব, ইসলাম ও বাংলাদেশ, ঢাকা: বিশ্ব সাহিত্য ভবন, ১৯৯৮
- বদরুদ্দীন উমর : মার্কিন সাম্রাজ্যবাদ, ঢাকা: জাতীয় গ্রন্থ প্রকাশন, ২০০৪
- সফিউদ্দিন জোয়ারদার : আধুনিক মধ্যপ্রাচ্য (১খণ্ড), ঢাকা: বাংলা একাডেমী, ১৯৭৮
- সফিউদ্দিন জোয়ারদার : আধুনিক মধ্যপ্রাচ্য (২য় খণ্ড), ঢাকা: বাংলা একাডেমী, ১৯৭৮

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|------------------------|---|
| Course Code | : IHC- 310 |
| Course Title | : North African Muslim States in Modern Times |
| Course Type | : Core |
| Level/Term And Section | : Third Year, Second Semester |
| Academic Session | : 2025-2026 |
| Course Teacher | : |
| Pre-requisite (If any) | : N/A |
| Credit Hour | : 3 |
| Total Marks | : 100 (Midterm Exam 30, Final Exam 40, Internal Assessment 20, Class Attendance 10) |

COURSE DESCRIPTION:

The course describes the comprehensive Political History of North African Countries. It discusses the Geographical description and specification of areas. Arrival of the Arabs. Conquest of the Osmaniya dynasty and the European penetration. It extends to include various aspects of European Colonization's policy and their determination to maintain direct control of North African countries. It also discusses how colonial power's pillaged the land, destroyed old cultures, displaced local languages, transformed ancient customs, devastation of traditional society, economy and military alliances and how they created new ones throwing up in their wake new historical opportunities. The course describes the nationalist movement and independence of different countries there. It also covers the role of nationalist parties and leaders to rise of North African Countries nationalism.

COURSE OBJECTIVES:

Learning Objectives and outcomes are the skill sets, competencies and knowledge students should acquire in their discipline before graduation.

1. Identify the key events which express/define change over time in a particular place or region.
2. Explain how people have existed, acted and thought in particular historical periods.
3. Explain what influence the past has on the present.
4. This programme addresses questions such as "why are other cultures different from ours"? By studying the past, students will learn more about what makes populations.
5. Having progressed further in their studies, students can focus on a region, country or period in time.

COURSE OUTCOME (CO):

Upon successful completion of this course, a student will be able to gather considerable skill to-

1. Be aware of historiography as a field of study in North African History.
2. Understand how historians use periodization and chronology.
3. Compare and contrast historical interpretations (Historiography).
4. Student will be able to reviewing the state of the field to identify a new topic and locate their
5. These Specializations will help the students decide which career path to take. History graduates go on to pursue careers in research and heritage, education and museum sectors, as well as public relations and journalism.

COURSE PLAN/SCHEDULE:**Section A**

| Section A | | | | |
|-----------|--|---|---|-----------------|
| CO | Topics to be covered | Teaching-Learning Strategies | Assessment Techniques | No. of Lectures |
| 1 | North Africa: Geographical description and specification of areas- Arrival of the Arabs-Conquest of the Osmaniya dynasty and the European penetration.Libya: Nationalist Movement-Emergence of Modern Libya- Contributions of Emir Idris- Revolutions and rise of Muammamr Gaddafi to Power- Green Revolution. | Lecturing with multi-media tools, Interactive brainstorming and Q/A session | Assignments, Class tests, Final examination | 15 |
| 2 | Tunisia: The French protectorate- the Hussinid dynasty rule over Tunisia from 1881-1956- French colonization Nationalist Movement- Dastur Party: Old and New, contributions of Habib Bourguiba- Bourguiba's internal and external policies Outstanding reforms- Modernization of Tunisia- The Bizerta crisis, 1961- Revolutionary Republic and President Zainul Abedin bin Ali. | | | 15 |
| | Section B | | | |
| 3 | Algeria: French Occupation and colonization of Algeria- Algerian Nationalist Movement- Opposition movement of Amir Abdul Qadir- French exploitation- Struggle for independence from 1954-62- Contributions of Farhat Abbas- Ahmed bin Bella- Yusuf bin Khedda- Houeri Boumedin- FLN- ALN- Role of French Prisedent de Gaulle- Declaration of Algerian Independence and Sovereignty in 1962- Ahmed Ben Bella- First President (1962-65)-deposition of Ben Bella by counter revolution by Hourri Boumedin (1965-79). | | | 15 |
| 4 | Morocco: Franco Spanish occupation of Morocco Agreement of 1904 and 1912- Sharifian dynasty rule over Morocco- Morocco under Spain and France (1904-1915)- Sultan Abdul Aziz- Sultan Abdul Hafiz- Role of French Resident General- Rise of Nationalism- Revolt of Abd al-Karim 1921-26- Role of Political Parties- | | | 15 |

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| Independence Movement under Sultan Muhammad V- Declaration of independence of the United Morocco | | | |
| Independent Morocco's first king Muhammad V and present king Hassan VI. | | | |

Assessment strategy Evaluation Policy (Grading System) and make-up procedures:
According to the ordinance.

Reference:

- Anthoney John : About Tunisia, London, 1961.
 D.E.Ashfore : Political Change in Morocco, Princeton, 1961.
 -do- : Prespectives of a Moroccoan Nationalist, New York, 1964.
 -do- : Hassan II, King of Morocco, London, 1962.
 -do- : The Moroccans- Yesterday and Today, 1962- 63.
 E. O'balance : The Algerian Insurrection 1954-62, London, 1967.
 G. Lenczowski : The Middle East in World Affairs, New York, 1961.
 General Allal al Fassi : The Independence Movement in Arab North Africa, Trans. Z Muserbeh, Washington, 1954.
 I. W. Zartman : Morocco: Problems of New Power, New York, 1964.
 I.W.Rartima : Government and Politics in North Africa, New York, 1964.
 J. Roy : The War in Algeria, New York, 1961.
 L.C. Brewn : State and Society in Independent North Africa, Washington, 1966.
 M. Khadduri : Modern Libya, A Study in Political Development, John Hopkins Press, 1963.
 N. Epton : Oasis Kingdom, The Libyan Story, New York, 1953.
 Norman John : Labour and Politics in Libya and Arab Africa, New York, 1995.
 R. Landan : Mohammed, King of Morocco, Rabat, 1967.
 এ বি এম হোসেন : মধ্যপ্রাচ্যের ইতিহাস, অটোমান সাম্রাজ্য থেকে জাতিসত্তা রাষ্ট্র, ঢাকা: বিশ্ববিদ্যালয় মঞ্জুরী কমিশন, ২০১১
 ড. সৈয়দ মাহমুদুল হাসান : আধুনিক মুসলিম বিশ্ব, তুরস্ক, ইরান, আফগানিস্তান, মিশর ও আরব রাষ্ট্রসমূহ, ঢাকা: নভেল পাবলিশার্স, ২০০৬

- Course Code : **IHC- 311**
 Course Title : History of Modern Europe Since 1919 A.D
 Course Type : Core
 Level/Term And Section : Third Year, Second Semester
 Academic Session : 2025-2026
 Course Teacher :
 Pre-requisite (If any) : N/A
 Credit Hour : 3
 Total Marks : 100 (Midterm Exam 30, Final Exam 40, Internal Assessment 20, Class Attendance10)

COURSE DESCRIPTION:

Post-war I settlement, different treaties, and period of fulfillment. Spanish civil war and its causes and effects. Foreign policy in Europe, World War II, and its causes and effects in European Union. All the histories are from 1919 A.D.

COURSE OBJECTIVES:

1. Students will know about post-war I settlement.
2. Students will know about the Spanish civil war and its consequences.
3. Students will learn about the foreign policy in Europe.
4. Students will learn about World War II along with its causes and effects.

COURSE OUTCOME (CO):

Upon successful completion of this course, a student will be able to

1. Explain various treaties accomplished for the post-war I settlement and the period of fulfillment.
2. Describe causes and effect of the Spanish civil war.
3. Explain the foreign policy of Germany in Europe from 1919 A.D.
4. Describe the causes and effect of World War II in European Union.

COURSE PLAN/SCHEDULE:**Section A**

| CO | Topics to be covered | Teaching-Learning Strategies | Assessment Techniques | No. of Lectures |
|----|---|---|---|-----------------|
| 1 | The post-war I settlement- the Treaty of Versailles- the Treaty of St. Germain - the Treaty of Nuiiley- the Treaty of Trianon International relation between the wars- the priod of settlement the period of fulfillment- the period of repudiation and revisionism . | Lecturing with multi-media tools, Interactive brainstorming and Q/A session | Assignments, Class tests, Final examination | 15 |
| 2 | The Spanish civil war- Russia in world war I- the political parties in pre-revolutionary Russia the revolution of 1917- causes and effects- the nature of the new society as desired by the Bolshevik Government- the oppositive policy- collectivization and forced industrialization. | | | 15 |
| | Section B | | | |
| 3 | Foreign policy- Germany in between the wars- Fall of the Weimar Republic- Rise of Hitler to power- His policies- Austro-German crisis (1938) i.e. Anschluss- Chchoslovakian crisis & the Polish crisis- its impact- the policy of appeasement | | | 15 |

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| | France between the wars- security problems- Italy between the wars- Rise of Fascism- Internal and external policies of the Fascist Government. | | | |
| 4 | World war II- its causes and effects -Post-war balance of power- origin and development of the cold war- Movement towards European integration- NATO-EEC- Balance of power- Arms race and arms control- end of the cold war and its aftermath- European Union etc. | | | 15 |

Assessment strategy Evaluation Policy (Grading System) and make-up procedures:
According to the ordinance.

Reference:

- Anthony M. A. Wood : Europe 1815 - 1945, London, 1964
C E and Black : A History of Twentieth Century Europe, New York, 1972
C. D. M Ketelbey : A History of Modern Times from 1789, Oxford University Press, Calcutta, 1973
E. Lipson : Europe in the 19th and 20th centuries, London, 1960
F. Lee Benns : Europe Since 1914 In its World setting , New York, 1962
Grant and Temperly : Europe in the 19th and 20th centuries, London, 1956
J. N. West wood : Russia Since 1917, New York, 1980
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অতুল চন্দ্র রায় : আধুনিক ইউরোপের ইতিহাস, কলিকাতা: মৌলিক লাইব্রেরী, ১৯৯৫
ড. আলী আসগড় খান : আধুনিক ইউরোপের ইতিহাস (১৭৮৯-১৯১০), ঢাকা, বাংলা একাডেমী, ১৯৮৩
ড. এমরান জাহান : আধুনিক ইউরোপের ইতিহাস, ঢাকা: অবসর পাবলিকেশন্স, ২০১৬
সালিম আরিফ : আধুনিক ইউরোপের ইতিহাস ১৭৮৯-১৯৪৫, ১ম খন্ড ও ২য় খন্ড, ঢাকা: নভেল পাবলিশিং হাউজ, ২০১৭

- Course Code : **IHC-312**
Course Title : Development of Political Theory and Political Organisation
Course Type : Core
Level/Term And Section : Third Year, Second Semester
Academic Session : 2024-2025
Course Teacher :
Pre-requisite (If any) : N/A
Credit Hour : 3
Total Marks : 100 (Midterm Exam 30, Final Exam 40, Internal Assessment 20, Class Attendance 10)

COURSE DESCRIPTION

The course is splitted into two sections. Section A provides with different aspects of political theory relating to its definition. Scope with eemphasis on its relation with other social sciercs. It also deals with theories regarding the origin of the state and its gradual evolution and highlights the nature of sovereignty, nation and nationality, citizenship, liberty and its safeguard.

Section B of the course deals with the thoughts of political thinkers through ages relating to the political theories, constitutional development our the years and their comparative study along with the different organs of the government, dectorate and building democracy in modern states including public opinion and emergence of political parties and their role.

COURSE OBJECTIVES:

1. The course provides a broad introduction to political science — an overview of central political thoughts, ideas and ideologies, knowledge of important institutions and Bangladesh politics and public administration, different political systems, fundamental knowledge of international politics.
2. Thecourse also provides a wider and deeper knowledge of Political Science by understanding political science perspectives and applying methods and techniques.

Outcome of the Study: Learning this course, Students will gather more knowledge about the political concept, government and politics, political system and problems of political development. Students will be able to analyze political arguments and engage in rational decision-making by the presentation of evidence. This course will help the students to answer questions about political Science related topics such as: Introduction to Political Science, political behaviour, Some basic concepts of State, Society, Association, Sovereignty, Law, Equality, Nation and Nationality, constitution, Classification of Government, Democracy, Political Parties, Legislature, Executive and Judiciary, Theory of Separation of Powers, Public opinion etc.

Goals of the Study: This course has three principal goals. The first is to develop the foundational knowledge of political Science related to multidimensional thoughts. Through this course, students will be able to learn more about political science related matters such as definition of political science, the state, political Ideas, power, political violence, Introduction to law, political development, religion, human rights liberties and contemporary political thought. The second is to introduce students to the different perspectives or intellectual frameworks for making sense of overall ideas and creating knowledge about political science. The third is to encourage students to practise national politics and develop an academic understanding. By the end of the academic year, students who invest an honest effort and actively participate in class will be able to describe political institutions and behaviours.

COURSE PLAN / SCHEDULE:**Section A**

| CO | Topics to be covered | Teaching-Learning Strategies | Assessment Techniques | No. of Lectures |
|----|---|---|---|-----------------|
| 1 | <p>Political Theory: Definition, Scope and its relation to other subjects, source of Political theory & Problems of its study.</p> <p>Evolution of state: Theories of the origin of state- End and Functions of state, Islamic Concept of State-Welfare State.</p> <p>Sovereignty: Its definition, John Austin's Theory of Sovereignty, different forms of Sovereignty.</p> | Lecturing with multi-media tools, Q/A session | Assignments, Class tests, Final examination | 15 |
| 2 | <p>Law: Definition, Sources and Classification of Law, Law and Morality.</p> <p>Nation & Nationality: Elements of Nationality, Nation & State, Definition of Nationalism and Growth of Nationalism.</p> <p>Citizenship: Citizen & Alien, Various Methods of acquiring Citizenship, Loss of Citizenship.</p> <p>Liberty & Rights: Definition, forms of Liberty, Safeguards of Liberty.</p> | | | 15 |
| | Section B | | | |
| 3 | <p>Political Thinkers: Socrates, Plato, Aristotle, St. Augustine, St. Thomas Aquinas, Niccolo Machiavelli.</p> <p>Constitution: Nature and Classification- Constitution making and amending process- Characteristics of good constitution. Constitution of Bangladesh, U.K. and U.S.A.</p> <p>Forms of Government: Democratic and Dictatorial- Unitary and Federal- Parliamentary and Presidential.</p> | | | 15 |
| 4 | <p>Organs of Government: Legislature, Executive and Judiciary- their functions and importance- Separation of power:</p> <p>Its meaning, importance and practical working. The Electorate: Role of the Electorate in modern democracy, Universal adult suffrage, Direct and</p> | | | 15 |

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| | indirect election- Public opinion. Political party: The rise of party system- The single and multiparty system, Functions of political parties, political parties in Bangladesh. | | | |
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Assessment Strategy Evaluation Policy (Grading System) and make-up procedures:
According to the ordinance

Reference:

- H. J. Laski : Grammar of politics, 4th edition, George Allen and Unwin, London, 1951
- H. Pinter : The Theory and Practice of Modern Govt., Methucu and Co., London, 1954
- H. Pinter : The Theory and Practice of Modern Gov. Methucu & Co., London, 1954
- H. Sabine George : History of Political Theory, 3rd edition, George G Harrap and Co., London, 1954
- H. Sabine George : History of Political Theory, 3rd edition, George G. Harrap and Co., London, 1954
- H.J. Laski : Grammar of Politics 4th edition, George Allenand Unwin, London, 1951
- H.K. Sherwain : Studies in Muslim Political Thought and Administration, Muhammad Ashraf, Lahore, 1945
- H.K.M. Sherwain : Studies in Muslim Political Thought and Administration, Ashraf Publication, Lahore, 1945
- J. W. Garner : Political Science and Government, World Press, Calcutta, 1951
- J. W. Garner : Political Science and Government, World Press, Calcutta, 1951
- R. G. Gettel : Political Science, Revised edition, World Press, Calcutta, 1950
- R.G. Gettel : Political Science, Revised edition, World Press, Calcutta, 1950
- W. A. Dunning : History of Political Theories, Macmillan & Co. Ltd., New York, 1951
- W. A. Dunning : History of political Theories, Macmillan & Co., New York, 1951
- আবুল ফজল হক : বাংলাদেশের শাসন ব্যবস্থা ও রাজনীতি, রংপুর: টাউন স্টোর্স, ১৯৯২
- এমাজ উদ্দিন আহমেদ : রাষ্ট্রবিজ্ঞানের কথা, ঢাকা: বাংলাদেশ বুক করপোরেশান লি:, ১৯৯৪
- আয়েশা উদ্দিন : রাষ্ট্রচিন্তা পরিচিতি, রাজশাহী: মৌসুমী পাবলিকেশনস, ১৯৯৫
- সত্যসাধন চক্রবর্তী ও : ভারতের শাসন ব্যবস্থা ও রাজনীতি, কলকাতা: শ্রীভূমি পাবলিশিং হাউজ, ১৯৯৩
- নিমাই প্রামাণিক : রাজনৈতিক তত্ত্ব ও সংগঠন, ঢাকা: বুক সোসাইটি
- বিপুল রঞ্জন নাথ : রাজনৈতিক তত্ত্ব ও সংগঠন, ঢাকা: বুক সোসাইটি
- মো. মকসুদুর রহমান : রাষ্ট্রীয় সংগঠনের রূপরেখা, ঢাকা: আলোক বুক ডিপো, ২০১৪
- বিপুল রঞ্জন নাথ : রাজনৈতিক তত্ত্ব ও সংগঠন, ঢাকা: বুক সোসাইটি

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| Course Code | : | IHC-313 |
| Course Title | : | Seminar and Viva Voce |
| Course Type | : | Core |
| Level/Term And Section | : | Third Year, Seconed Semester |
| Academic Session | : | 2024-2025 |
| Course Teacher | : | |
| Pre-requisite (If any) | : | N/A |
| Credit Hour | : | 1 |
| Total Marks | : | 100 (Seminar 80, Viva 10, Class Attendance 10) |

FORUTH YEAR (FIRST SEMESTER) 2026, JANUARY-JUNE

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|------------------------|--|
| Course Code | : IHC-401 |
| Course Title | : Development of Muslim Architecture in India |
| Course Type | : Core |
| Level/Term And Section | : Fourth Year, First Semester |
| Academic Session | : 2025-2026 |
| Course Teacher | : |
| Pre-requisite (If any) | : N/A |
| Credit Hour | : 3 |
| Total Marks | : 100 (Midterm Exam 30, Final Exam 40, Internal Assessment 20, Class Attendance10) |

Course Description:

This is one of the compulsory courses for the fourth-year students of Islamic History and Culture. It gives a concrete idea about the architectural history of medieval India which is the authentic documents of history. It also introduces with the different architectural styles under the several Muslim dynasties like the Mamluk, the Khalji, the Tughluq, the Sayyed, the Lodi, the Suri and even the Mughal. The students gather knowledge the various distinctions of architecture to reconstruct the Indian history and make a comparative study among the early Islamic, Persian and Ottoman architecture outside India. It also focuses on the architectural and cultural assimilation between Indian and outside Islamic heritage.

Course Objectives:

1. To interpret a broad overview of different theoretical and methodological approaches used by art historians and archaeologists.
2. To critically assess the value of these approaches for the study of architectural history in India.
3. Understand better the ad-mixtures of Persian, Turkey & other central Asian and South Asian traditions which contributed to develop a distinctive feature of the medieval art of the Islamic world.

Course Outcome: On successful completion of this course, students should be able to:

1. To make better understand of the various differences of architecture in the reconstruction the Indian history
2. To provide in-depth of understanding of architecture as an important aspect of the socio-cultural milieu of the past.
3. To create a strong love for architecture among the students and motivate them to study in these areas.
4. To selective and critical apply to the appropriate theories and methodologies in their written & verbal works.

COURSE PLAN/SCHEDULE:**Section A**

| CO | Topics to be covered | Teaching-Learning Strategies | Assessment Techniques | No. of Lectures |
|----|---|---|--|-----------------|
| 1 | The formation of Indo-Muslim architecture and its nomenclature- Sources and characteristics of Indo-Muslim architecture- Pre-Sultanate mosques, tombs and minarets in India- Imperial style of Indo-Muslim architecture- Its beginning under the Slave kings- The twelve century mosques at Delhi and Ajmer- Other representative examples of the period such as Qutb Minar- Sultan Ghori and Tomb of Iltutmish, Different influences worked on them. | Lecturing with multi-media projector, Collaborating thinking and S/Q session in the class | Assignments/presentation, Class tests, Final examination | 08 |
| 2 | Khalji dynasty and their architectural aspiration- Alai Darwaza: an outstanding work of art- Its influence on subsequent Muslim architecture- Jamat Khan mosque and exceptional design. | | | 05 |
| 3 | Buildings of Tughlaq and Tughluqian features- Tomb of Ghiyas-ud-din and the landmark of Indo-Muslim architecture- Other representative examples of this age such as Begumpuri and Kalan mosque at Turkman Gate- Khirki and Kalan mosque at Nizamuddin: a unique style of Muslim architecture- Tomb of Khan-i-Jahan Tilangani and the first example of a new type of tomb-structure. | | | 07 |
| 4 | Relics of the Sayyid & Lodi era- Bara Gumbad mosque and the beginning of a new style in Indian sub-continent- Model of succeeding mosque architecture of the period- Some selected square and octagonal tombs under successive rulers. | | | 06 |
| 5 | Suri dynasty- Sur mausoleums at Sasaram: boast of Indo-Muslim architecture- A group of tomb buildings of Suri period- Qila-i-Kuhna Mosque: the connecting bridge of Sultanate and Mughal mosques- Panchmukhi Mosques of the Afghan reign. | | | 04 |

| | Section B | | | |
|----|---|--|--|----|
| 6 | Introduction of Mughal Architecture- Tomb of Humayun and the beginning of a new building style- Its effect on consequent tombs architecture. | | | 04 |
| 7 | Akbar The Great and his architectural works- Fathpur-Sikri Jami and its characteristics- Tomb of Akbar: a new formation in Indo-Muslim architecture- Model of subsequent mosque architecture of the age. | | | 07 |
| 8 | Jahangir and the Mughal architecture: Tomb of I'timad-ud-Daulah and the transition from stone to marble- Model of later architecture in India. | | | 06 |
| 9 | The marble architecture of Shahjahan: Delhi Jami and the Persian influences on it- Immortal Taj and climax of Mughal architecture. | | | 06 |
| 10 | Aurangzeb and Later Mughal architecture- Badshahi mosque at Lahore- Tomb of Rabia Durrani at Aurangabad- difference between sultanate and Mughal mosques- Development of Indian standard form and compare with Persian standard mosque. | | | 07 |

Assessment strategy Evaluation Policy (Grading System) and make-up procedures:
According to the ordinance.

Text Books:

- A. B. M. Husain : Fathpur-Sikri and its Architecture, Dacca (Bureau of National Reconstruction), 1970
 -do- : The Manara in Indo-Muslim Architecture, Dacca (Asiatic Society of Pakistan), 1970
 B. L. Nagarch : Encyclopaedia of Indian Architecture (Islamic), Delhi (Bharatiya Kala Prakashan), 2008
 -do- : History of Architecture in all Countries from the earliest times to the present day, 5 Vols., London (John Murray), 1874
 -do- : The immortal Taj Mahal: the evolution of the tomb in Mughal Architecture, Bombay (D. B. Taraporevala Sons), 1972
 E. B. Havell : Indian Architecture, Its Psychology, Structure and History from the Earliest Muhammadan Invasion to the Present Day, London (John Murray), 1913
 E. Koch : Mughal Architecture, Germany (Prestel-Verlag), 1991
 F. Martin : The Mosque, London (Themes and Hudson), 1997

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| G. Michell & Amit Pasricha | : | Mughal Architecture & Gardens, Delhi (Antique Collectors' Club), 2011 |
| G. Michell (ed.) | : | Architecture of the Islamic World, London (Thames and Hudson), 1978 |
| J. Fergusson | : | History of Indian and Eastern Architecture, 2 Vols., London, (John Murray), 1910 |
| P. Brown | : | Indian Architecture (Islamic Period), Bombay (Taraporevala Sons & Co. Ltd.), 1975 |
| R. Nath | : | History of Sultanate Architecture, New Delhi (Abhinav Publications), 1978 |
| S. Grover | : | The Architecture of India: Islamic (727-1707), New Delhi (Vikas Publishing House), 1981 |
| S. M. Latif | : | Agra, Historical and Descriptive, Calcutta, 1896 |
| W. Haig (ed.) | : | Cambridge History of India, Vols. III and IV (Relevant chapters), Bombay (S. Chand & Co.), 1957 |
| এ বি এম হোসেন | : | ইতিহাস ও শিল্পকলা, মধ্যপ্রাচ্য ও দক্ষিণ এশিয়ার সংযোগ, ঢাকা: নভেল পাবলিশিং হাউস, ২০১৬ |
| মুহাম্মদ মোখলেছুর রহমান | : | সুলতানী আমলে মুসলিম স্থাপত্যের বিকাশ, রাজশাহী: রাজশাহী বিশ্ববিদ্যালয়, ১৯৯৬ |
| -এ- | : | মুঘল স্থাপত্য, রাজশাহী: সৈয়দ সুফিয়া খাতুন, ২০১১ |
| সুলতান আহমদ | : | ভারতের মুসলিম স্থাপত্য, ঢাকা: প্রতীক প্রকাশনা সংস্থা, ২০০৩ |

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|------------------------|---|---|
| Course Code | : | IHC- 402 |
| Course Title | : | Bengal Architecture (1200-1947) |
| Course Type | : | Core |
| Level/Term And Section | : | Fourth Year, First Semester |
| Academic Session | : | 2025-2026 |
| Course Teacher | : | |
| Pre-requisite (If any) | : | N/A |
| Credit Hour | : | 3 |
| Total Marks | : | 100 (Midterm Exam 30, Final Exam 40, Internal Assessment 20, Class Attendance 10) |

Course Description:

This is another basic course for the fourth-year students of Islamic History and Culture. It gives a concrete idea of the architectural history of medieval and modern time of Bengal up to 1947. It introduces to students about the beginning and development of Muslim architecture in Bengal during the sultanate and Mughal period and the colonial architecture under the British rule that is the authentic documents of history. The students gather knowledge about the religious and secular architecture of Bengal. This course introduces the different architectural styles under the several Muslim dynasties like Khalji Malik, Ilias Shahi, Hosen Shahi, Mughal Subedars and Nawabs and the colonial Bengal. It also focuses on the cultural assimilation of the indigenous and outside Bengal constructional features.

Course Objectives:

1. To demonstrate the formation and development of Muslim and colonial architecture to the students.
2. To explain the architectural variations and their features according to the soil, environment, climate, culture etc. to the students.
3. To interpret the cultural assimilation of the indigenous and outside Bengal constructional features.
4. To attract students to the architecture of Bengal as a living witness and one of the most fundamental sources of history and to inspire research on this field.

Course Outcome:

On successful completion of this course, students should be able to:

1. Students will have a clear conception about the beginning and development of Muslim and colonial architecture and their significance in the socio-economic and cultural history of Bengal.
2. Students can gather knowledge about the various architectural styles of Muslim and colonial architecture of Bengal.
3. Knowledge of art and architecture along with political history will make students as true historians.
4. It will create a strong sense of love for architecture among the students and motivate them to study on this field.

COURSE PLAN / SCHEDULE:**Section A**

| CO | Topics to be covered | Teaching-Learning Strategies | Assessment Techniques | No. of Lectures |
|----|--|---|--|-----------------|
| 1 | Background and formation of Muslim architecture in Bengal, Its sources and characteristics Building activities under the governors of Delhi Sultanate- Representative monuments of the period: Mosque and Tomb of Zafar Khan Ghazi, the Bari Masjid and the Chhota Pandua Minar. | Lecturing with multi-media projector, Collaborating things and S/Q session in the class | Assignments/presentation, Class tests, Final examination | 10 |
| 2 | Styles of Muslim monuments: Ilyas Shahi Style- the great Mosque of Adina, the Eklakhi Mausoleum and the beginning of the real or the national style of Bengal Architecture: Development of the style during the later Ilyas Shahi and Husain Shahi periods with representative examples such as Tatipara Mosque, Darasbari Mosque, Bara Sona Mosque, | | | 14 |

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| | Chhota Sona Mosque, Bagha mosque, Sura mosque, Kushamba mosque and others and others. | | | |
| 3 | Khan Jahan and regional style with distinguish monuments such as Tomb of Khan Jahan, Shatgumbad Mosque, Masjidkur Mosque, Masjidbari mosque, Baba Adammosque, Sankarpasa mosque, Chunakhula mosque, Ronobajoypur mosque, Singra Mosque | | | 06 |
| | Section B | | | |
| 4 | Early Mughal style: the Monuments of Old Maldah and Rajmahal, the Kherua and Chatmohar Mosques- the real Mughal style as represented by the monuments of the capital cities of Dhaka, Rajmahal, Murshidabad and other places- Development of Temple Architecture. | | | 10 |
| 5 | Colonial architecture- a conglomeration of Anglo-Muslim styles; Mani Begum Masjid, other religious building of Murshidabad, Calcutta and other places; | | | 10 |
| 6 | Sucular buildings- Ahsan Manjil palace, Uttara Gonabhavan, Puthia palace, and Temples, Tajhat palace, Dhupalhati palace, Curzon Hall, Carmichael college, Rajshahi college, Rajshahi Bara kuthi, Sardah kuthi, Mollahati Bara kuthi. | | | 10 |

Assessment strategy Evaluation Policy (Grading System) and make-up procedures:
According to the ordinance.

Text Books:

- A. H. Dani : Muslim Architecture in Bengal, Dhaka (Asiatic Society of Bangladesh), 1961
- ABM Hussain (ed.) : Architecture, Cultural Survey of Bangladesh Series-2, Dhaka (Asiatic Society of Bangladesh), 2007 (both English & Bengali)
- do- : Gawr-Lakhnawti, Dhaka (Asiatic Society of Bangladesh), 1997
- do- : Architecture of the Islamic World, London (Thames and Hudson), 1978
- G. Michell(ed.) : The Islamic Heritage of Bengal, Paris (Unesco), 1984
- N. Ahmed : Buildings of the British Raj in Bangladesh, Dhaka (University Press Ltd.), 1986
- Perween Hasan : Sultans and Mosques: The Early Muslim Architecture of Bangladesh, Harverd (I.B. Tauris), 2007

| | | |
|----------------------------|---|--|
| Syed Mahmudul Hasan | : | Mosque Architecture of Pre-Mughal Bengal, Dhaka (University Press Ltd.), 1979 |
| আ ক মো জাকারিয়া | : | বাংলাদেশের প্রত্নতত্ত্ব, ঢাকা: দিব্য প্রকাশ, ২০০৭ |
| -ঐ- | : | বাংলাদেশের প্রাচীন কীর্তি, ১ম ও ২য় খণ্ড, ঢাকা: বাংলাদেশ শিশু একাডেমী, ঢাকা, ১৯৯৪ |
| এবনে গোলাম সামাদ | : | ইসলামী শিল্পকলা, ঢাকা: বাংলা একাডেমী, ঢাকা, ১৯৮৯ |
| এ বি এম হোসেন (সম্পা.) | : | স্থাপত্য, কালানুক্রমের একটি ধারাবাহিক ইতিহাস, ঢাকা: বাংলাদেশ এশিয়াটিক সোসাইটি, ২০০৭ |
| কাজী মো. মোস্তাফিজুর রহমান | : | রাজশাহী জমিদারদের প্রাসাদ-স্থাপত্য (১৭৯৩-১৯৫০), ঢাকা: বাংলাদেশ এশিয়াটিক সোসাইটি, ২০০৯ |
| -ঐ- | : | পুঠিয়া রাজবংশ, ইতিহাস ও স্থাপত্য, ঢাকা: বাংলা একাডেমী, ২০১৭ |
| মো. জাহাঙ্গীর আলম | : | রংপুর বিভাগ, ইতিহাস ও প্রত্নসম্পদ, ঢাকা: আহমদ পাবলিশিং হাউস, ২০১৮ |
| রতনলাল চক্রবর্তী | : | বাংলাদেশের মন্দির, ঢাকা: বাংলা একাডেমী, ১৯৮৭ |
| সুকুমার বিশ্বাস | : | ভারতের মুসলিম স্থাপত্য, ঢাকা: প্রতীক প্রকাশনা, ২০০৩ |
| সুলতান আহমদ | : | বাংলাদেশের পুরাকীর্তি, ঢাকা: বাংলা একাডেমী, ঢাকা, ১৯৯৪ |

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|------------------------|---|---|
| Course Code | : | IHC-403 |
| Course Title | : | International Affairs Since 1900 A.D. |
| Course Type | : | Core |
| Level/Term And Section | : | Fourth Year, First Semester |
| Academic Session | : | 2025-2026 |
| Course Teacher | : | |
| Pre-requisite (If any) | : | N/A |
| Credit Hour | : | 3 |
| Total Marks | : | 100 (Midterm Exam 30, Final Exam 40, Internal Assessment 20, Class Attendance 10) |

COURSE DESCRIPTION:

International System: Evaluation, trends and transformation- The United Nations Organization (UNO): (a) The Security Council, General Assembly and Political deliberations (b) Economic and Social Council and the development agenda (c) Other Agencies- The North Atlantic Treaty Organization (NATO)- its origin and development. The Non-aligned Movement and its importance- The post-cold war foreign policy of the USA- Conflict and cooperation in the Middle East with particular reference to the Palestine issue- Power Politics in the Persian Gulf & its impact, the Lebanese Crisis & the role of the outsiders, the Kurdish Question & International diplomacy- Other international Problems such as the recent Afghan crisis & Kashmir problem.

The Organization of Islamic Conference (OIC) and the Islamic political initiatives- the Gulf cooperation Council (GCC)- The International and Regional Trade and Financial Institution: EEC/G-8./World Bank and International Monetary Fund (IMF). Asian Development Bank for re-construction and development, new international economic order and the North-South

Dialogue, the Organization of Petroleum Exporting Countries (OPEC), SAARC- ASEAN and bilateral relation with the big powers and Asian Countries.

COURSE OBJECTIVES:

1. Students will know about League of Nation, UNO, NOTO, OIC and major organs of the International History.
2. Students will develop their pragmatic knowledge about the significant tropic about the modern history.
3. This course also highlights the different aspects of the civilization which is needful for the students.
4. It will also help the studentsto getthemselves prepared for higher education in respectivefields.

COURSE OUTCOME (CO):

Upon successful completion of this course, a student will be able to -

1. Descriptions of the major events of International affairs;
2. Burning issues of the modern times;
3. Geo-political tendencies of the big powers after the First World War;
4. Analysis the trends and transmissions of the World politics.

COURSE PLAN/SCHEDULE:

Section A

| CO | Topics to be covered | Teaching-Learning Strategies | Assessment Techniques | No. of Lectures |
|----|--|---|---|-----------------|
| 1 | The International System: evaluation, trends and transformation- The United Nations Organisation (UNO): (a) The Security Council, General Assembly and Political deliberations (b) Economic and Social Council and the development agenda (c) Other Agencies The North Atlantic Treaty Organisation (NATO)- its origin and development. | Lecturing with multi-media tools, Interactive brainstorming and Q/A session | Assignments, Class tests, Final examination | 15 |
| 2 | The Non-aligned Movement and its importance- The post-cold war foreign policy of the USA- Conflict and cooperation in the Middle East with particular reference to the Palestine issue- Power Politics in the Persian Gulf & its impact, the Lebanese Crisis & the role of the outsiders, the Kurdish Question & International diplomacy Other | | | 15 |

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|---|---|--|--|----|
| | international Problems such as the recent Afghan crisis & Kashmir problem. | | | |
| | Section B | | | |
| 3 | The Organisation of Islamic Conference (QIC) and the Islamic political initiatives the Gulf cooperation Council (GCC)- The International and Regional Trade and Financial Institution: EEC/G- 8./World Bank and International Monetary Fund (IMF). | | | 15 |
| 4 | Asian Development Bank for re-construction and development, New international economic order and the North-South Dialogue, the Organisation of Petroleum Exporting Countries (OPEC), SAARC ASEAN- and bilateral relation with the big powers and Asian Countries. | | | 15 |

Assessment strategy Evaluation Policy (Grading System) and make-up procedures: According to the ordinance.

Reference:

- Alison Broinowski (ed.) : Understanding ASEAN, Mcmillan, Hongkong, 1982
Black C.E./ Helmerich : Twentieth Century Europe. N.4, 1956
C.H. Carr : International Relations between the two World Wars, London, 1963
F. P. Chambers : This Age of Conflict, New York, 1962
Even Luard : A History of the United Nations Vols. I & II, Macmillan Press, 1989
F. Lee Benms : World Since 1914, New York, 1951
Walter Michel (ed.) : Social Democracy in a Post Communist Europe, Frank Cass. UK. 1994
K.P. Misra (ed.) : Afghanistan in Crisis, Vikas Publication House, New Delhi, 1981
Sudarshan Chawla : South-East Asia under the New Balance of Power, Praeger, New York, 1974
Sydney D. Bailey : The United Nations: A Short Political Guide, Macmillan Press, 1989
P. R. Baehr : The United Nations: Reality and Ideal, Praeger, New York, 1984
Leon Gordenker Tozef : Agreements for Arms Control: A Critical Survey, Taylor & Goldblat Francis, 1982
David Green Way : International Trade Policy, London, 1985
A. R. Bhuiyan : Intra-Regional Cooperation in south Asia : Problems & Potentials
আব্দুল লতিফ খান : আন্তর্জাতিক সংগঠন ও বিষয়াবলী, ঢাকা: সিঁড়ি বিজ্ঞান, ১৯৯৫
ড. তারেক শামসুর রহমান : বাংলাদেশ ও আন্তর্জাতিক রাজনীতি, ঢাকা: এম. আব্দুল্লাহ্ এ-সঙ্গ, ২০১৫

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| -ঐ- | : | বিশ্বরাজনীতির একশো বছর ১ম ও ২য় খণ্ড, ঢাকা: শোভা প্রকাশ, ২০২০ |
| -ঐ- | : | নয়া বিশ্বব্যবস্থা ও সমকালীন আন্তর্জাতিক রাজনীতি, ঢাকা: শোভা প্রকাশ, ২০২২ |
| মো: মইনুল হোসেন খান | : | সাধারণ জ্ঞান, আন্তর্জাতিক ও বাংলাদেশ, ঢাকা: খান প্রকাশনী, ১৯৯৪ |
| সৈয়দ মনোয়ার ও অন্যান্য | : | আন্তর্জাতিক সমস্যা ও বিশ্ব রাজনীতি, ঢাকা: মাওলা ব্রাদার্স, ২০১২ |

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|------------------------|---|---|
| Course Code | : | IHC- 404 |
| Course Title | : | History of Muslim Administration |
| Course Type | : | Core |
| Level/Term and Section | : | Fourth Year First Semester |
| Academic Session | : | 2022-2023 |
| Course Teacher | : | : |
| Credit Value | : | : |
| Pre-requisite (If any) | : | N/A |
| Total Marks | : | 100 (Midterm Exam 30, Final Exam 40, Internal Assessment 20, Class Attendance 10) |

Course Description

This is one of the basic courses for the Fourth Year First Semester (Hons) students of Islamic History and Culture. Basically this course has been formed by five major parts. **A.** Administrative practices of the pre-Islamic Arabs **B.** Administration under the prophet (sm.) **C.** Administration under the pious Caliphs **D.** Umayyad administration and **E.** Administration under the Abbasids. Muslim Administration in India also an important part of this course.

Intended Learning Objectives (ILOs)

Major objectives of this course are:

1. Student will know about the pre-Islamic political institution of Arabia and their impact upon Muslim administration.
2. Student will know about the administrative system of the Islamic state under the prophet (sm.) and the Pious Caliphs.
3. Student will learn about the chronological development of the Muslim administration till 1258 A.D.
4. Student will learn about the Muslim administration in India.

Course Learning Outcomes (CLOs)

On successful completion of this course, students will be able to:

1. Explain the Administrative system of the pre Islamic Arabia and its impact upon the Muslim Administration.
2. Describe about the shariah based administration.
3. Better understand of the different sectors of the Islamic administration.
4. Make a Comparative study with the modern Administration.

COURSE PLAN/SCHEDULE:**Section A**

| CO | Topics to be covered | Teaching-Learning Strategies | Assessment Techniques | No. of Lectures |
|----|---|---|---|-----------------|
| 1 | Muslim Administration during the Khilafat Background–Pre-Islamic Political Institutions–al-Mala : The city state of Mecca, Arab Tribal System–Arab Administration under Prophet (sm) and Khulafa-i-Rashidun: Charter of Madinah– Sovereignty in Islam–Majlis-us-Shurah–Civil, Military, Judicial and Revenue administration under the Prophet Concept of Khilafat and mode of succession–Administrative system under Khulafa-i-Rashidun, Central & Provincial Administration– Administration under the Ummayyads: Central and Provincial government–various Diwans–Administrative reforms of Umar II–Development of Arab Navy–Mawali–Zimmi. Administration under Abbasids: Nature of administration– Wazarat–Central and Provincial government–Army–various Diwans: Judiciary–Revenue–Shurtah–Hisbah–Development of Arab Navy | Lecturing with multi-media tools, Interactive brainstorming and Q/A Session | Assignments, Class tests, Final Examination | 15 |
| 2 | Muslim Administration in India Sources–Relation of Delhi Sultans with the Caliphs–actual sovereign Sultan–Royal household–Central Administration; Finance and Revenue–Military Organization–Judiciary–Police Organization–Provincial and local administration–Mughal central administration–Emperor–power and functions–Royal Insignia–finance and land revenue–Military administration–Mansabdari System–Judicial administration–Provincial and local government. | | | 15 |

Assessment Strategy Evaluation Policy (Grading System) and make-up Procedures:
According to the ordinance.

| | | |
|---------------------------|---|---|
| Al-Baladhuri. | : | Al-Futuh-al-Buldan (tr. into English by P.K. Hitti), New York, 1966 |
| Arnold, T.W. | : | The Caliphate, Oxford, 1974 |
| Aziz. A. | : | The Mansabdari System and the Mughal Army, Allahabad, 1941 |
| Barakatullah, Mohammad. | : | The Khilafat, Dhaka, 1970 |
| Bhargava, K.D. | : | Survey of Muslim Culture and Institutions, Allahabad, 1981 |
| Habib, Irfan. | : | Agrarian System of Mughal India, London, 1963 |
| Habib, Irfan. | : | An Atlas of the Mughal Empire, Delhi, 1982 |
| Hamidullah, M. | : | Muslim Conduct of State, Lahore, 1958 |
| Hamidullah, M. | : | Rasul-i-Akram ki Siyasi Zindigi, Karachi, 1961 |
| Hitti, P.K. | : | History of the Arabs, (7th ed.), London, 1961 |
| Hussaini, S.A.Q. | : | Administration under the Mughals, Lahore, 1952 |
| Hussaini, S.A.Q. | : | The Constitution of Arab Empire, Lahore, 1959 |
| Hussaini, S.A.Q. | : | Arab Administration , Lahore, 1956 |
| Ibn Hasan. | : | Central Structure of Mughal Empire, London, 1936 |
| Ibn Hawqal. | : | Al-Masalik Wal Mamalik, Leiden, 1938 |
| Aghnides, N.P. Mohammadan | : | Theories of Finance, Lahore, 1961 |
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| Moreland, W.H. | : | Agrarian System of Mughal India, Cambridge, 1929 |
| Qureshi, I.H. | : | Mughal Administration, Allahabad, 1936 |
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| খান, আলী আসগর ও অন্যান্য. | : | মুসলিম প্রশাসন ব্যবস্থার ক্রমবিকাশ, রাজশাহী, ১৯৭৯ |

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|------------------------|---|---|
| Course Code | : | IHC- 405 |
| Course Title | : | Women and Islam |
| Course Type | : | Core |
| Level/Term and Section | : | Fourth Year First Semester |
| Academic Session | : | 2022-2023 |
| Course Teacher | : | : |
| Credit Value | : | : |
| Pre-requisite (If any) | : | N/A |
| Total Marks | : | 100 (Midterm Exam 30, Final Exam 40, Internal Assessment 20, Class Attendance 10) |

Course Description

Women and Islam is one of the fundamental courses of Fourth Year First Semester Students of Islamic History & Culture. It introduces to students about Gender and Sex Gender in Quran and Hadith, Women and Islamic family laws, women in Islamic History (Bibi Khadija, Hazrat Ayesha, Hazrat Fatema, Zainab, Sakina, Rabeya Basri, prominent personalities in Sultanate and Mughal India. Students also know the Women in Muslim Societies Muslim women in war, politics, administration and other professions-sectarian attitude towards Muslim women's participation in politics. Non-Muslim women in Muslim majority states Representation of Women in Media Education and Muslim Women.

Intended Learning Objectives (ILOs)

Major objectives of this course are:

1. Students will be able to gather knowledge about Gender and Sex Gender in Quran and Hadith and Islamic family laws.
2. Students will know about the Women in Islamic History (Bibi Khadija, Hazrat Ayesha, Hazrat Fatema, Zainab, Sakina, Rabeya Basri, prominent personalities in Sultanate and Mughal India.
3. Students will learn about the Women in Muslim Societies Muslim women in war, politics, administration and other professions.
4. Students will be able to gather knowledge about the non-Muslim women in Muslim majority states Representation of Women in Media Education and Muslim Women.

Course Learning Outcomes (CLOs)

On successful completion of this course, students will be able to:

1. Description of the Review of Sources and Explain the history of women in Islam.
2. Explore the Women in Islamic History (Bibi Khadija, Hazrat Ayesha, Hazrat Fatema, Zainab, Sakina, Rabeya Basri, prominent personalities in Sultanate and Mughal India.
3. Explain the Women in Muslim Societies Muslim women in war, politics, administration and other professions.
4. Student can explain the non-Muslim women in Muslim majority states Representation of Women in Media Education and Muslim Women.

COURSE PLAN/SCHEDULE:**Section A**

| CO | Topics to be covered | Teaching-Learning Strategies | Assessment Techniques | No. of Lectures |
|----|--|---|---|-----------------|
| 1 | Gender and Sex Gender in Quran and Hadith: Equality as believer, status in marriage, inheritance, hijab (purdah) Women and Islamic family laws vis-a-vis constitutional rights (case study: Bangladesh)–CEDAW (Convention for the Elimination of all Discrimination Against Women) : a UN Convention | Lecturing with multi-media tools, Interactive brainstorming and Q/A Session | Assignments, Class tests, Final Examination | 15 |
| 2 | Construction of ideal womanhood in popular Islamic literature: behaviour books (Beheshti Zewar) Women in Islamic History (Bibi Khadija, Hazrat Ayesha, Hazrat Fatema, Zainab, Sakina, Rabeya Basri, prominent personalities in Sultanate and Mughal India) | | | 15 |
| | | | | |
| 4 | Women in Muslim Societies Muslim women in war, politics, administration and other professions –sectarian attitude towards Muslim women's participation in politics | | | 15 |
| 5 | Non-Muslim women in Muslim majority states Representation of Women in Media Education and Muslim Women: Nawab Faizunnesa, Fazilat unNesa, Mamlukul Fatema Khanam, Mahmuda Khatun Siddiqua, Shamsunnahar Mahmud, Rokeya Sakhawat Hossain Islamic Feminism | | | 15 |

Assessment Strategy Evaluation Policy (Grading System) and make-up Procedures: According to the ordinance.

Reference:

| | | |
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| হক, মফিদুল. | : | নারীমুক্তির পথিকৃৎ, ঢাকা, ২০০৬ |

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|------------------------|---|---|
| Course Code | : | IHC- 406 |
| Course Title | : | History of the Muslim in South East Asia |
| Course Type | : | Core |
| Level/Term and Section | : | Fourth Year First Semester |
| Academic Session | : | 2022-2023 |
| Course Teacher | : | : |
| Credit Value | : | : |
| Pre-requisite (If any) | : | N/A |
| Total Marks | : | 100 (Midterm Exam 30, Final Exam 40, Internal Assessment 20, Class Attendance 10) |

Course Description

This is one of the basic courses for the Fourth Year First Semester (Hons) students of Islamic History and Culture. Basically this course has been formed by the major parts. **A.** Early history of South East Asia **B.** Malacca Sultanate (1402-1511) **C.** European penetration.

Intended Learning Objectives (ILOs)

1. Students will be able to gather knowledge about Early history of South East Asia.
2. Students will know about the Malacca Sultanate (1402-1511).
3. Students will be able to gather knowledge about European penetration.

Course Learning Outcomes (CLOs)

Upon successful completion of this course, the students should be able to-

1. Description of the Review of Sources and Explain the early history of South East Asia.
2. Explore the Malacca Sultanate (1402-1511).
3. Explain the European penetration.

COURSE PLAN/SCHEDULE:

Section A

| CO | Topics to be covered | Teaching-Learning Strategies | Assessment Techniques | No. of Lectures |
|----|--|---|---|-----------------|
| 1 | Sources of early history of South East Asia–Location & Significance–The Non-Islamic background & Sino-Indian influences–Early Trade Communication & the Muslim Maritime trade in South East Asia–The Advent & spread of Islam–China in Southeast Asia–The Malacca Sultanate (1402-1511): Establishment–Rise of Malacca as a mercantile Kingdom & as a regional power–Reasons for its rapid rise–Malacca’s territorial expansion–Foreign policy (Malacca-China relations, MalaccaSiam relations) Malacca-Bengal trade relations–Malacca’s Maritime trade–Malacca as a Diffusion centre of Islam– Government and Politics of Malacca Sultanate–Socio-cultural life – Decline & fall. | Lecturing with multi-media tools, Interactive brainstorming and Q/A Session | Assignments, Class tests, Final Examination | 15 |

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| 2 | | | | 15 |
| 4 | | | | 15 |
| 5 | European penetration: The Portuguese–the Spaniards in the Philippines–The Dutch & the VOC–The British East India company–the Anglo-Dutch Treaty of 1824–Culture System–Islam in the Philippines and Brunei | | | 15 |

Assessment Strategy Evaluation Policy (Grading System) and make-up Procedures: According to the ordinance.

Reference:

| | | |
|---|---|---|
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| Beri, K.K. | : | History and Culture of South East Asia (Modern), New Delhi, 1994. |
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| Robert Edward Elson | : | Suharto: a political biography, Cambridge University Press, London, 2001. |
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| Williams, Lea E | : | South East Asia: A History, New york, 1976 |
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| Zainuddin, Ailsa, M.A., B. Ed. | : | A Short History of Indonesia, Sydney, 1968. |
| আনসারী, মুসা | : | ইন্দোনেশিয়া ও মালয়েশিয়ার ঐতিহাসিক ক্রমবিকাশ, বাংলা একাডেমী, ঢাকা-১৯৯৩। |
| সেন, জহর, | : | দক্ষিণ-পূর্ব এশিয়ার ইতিহাস, কলকাতা, ১৯৯৬। |

FORUT YEAR (SECOND SEMESTER) 2026, JULY- DECEMBER

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|------------------------|---|---|
| Course Code | : | IHC- 407 |
| Course Title | : | Muslim Minorities in Contemporary World |
| Course Type | : | Core |
| Level/Term and Section | : | Fourth Year Second Semester |
| Academic Session | : | 2022-2023 |
| Course Teacher | : | |
| Credit Value | : | |
| Pre-requisite (If any) | : | N/A |
| Total Marks | : | 100 (Midterm Exam 30, Final Exam 40, Internal Assessment 20, Class Attendance 10) |

Course Description

Muslim Minorities in Contemporary World is one of the fundamental courses of 4th Year 2nd Semester Students of Islamic History & Culture. It introduces to students about Islam as a growing religion: Theories of migration, race, ethnicity and culture– religious minority and diasporic society. Students also know the spread of Islam in Europe and the formation of Muslim communities in Europe. It's also introduces Muslims in North America, Canada and the West Indies Muslim Minorities in Asia and Africa, history of the Rohingyas and their current problems, Muslims in Sri Lanka, Nepal and China Recent labour migration and Muslim communities in East Asia.

Intended Learning Objectives (ILOs)

1. Students will be able to gather knowledge about Muslim Minorities in Contemporary World.
2. Students also know the spread of Islam in Europe and the formation of Muslim communities in Europe.
3. Students will be able to gather knowledge about the Muslims in North America, Canada and the West Indies Muslim Minorities in Asia and Africa, history of the Rohingyas and their current problems.
4. Students will be able to gather knowledge about the Muslims in Sri Lanka, Nepal and China Recent labour migration and Muslim communities in East Asia.

Course Learning Outcomes (CLOs)

Upon successful completion of this course, the students should be able to-

1. Description of the Review of Sources and Explain the history of Muslim Minorities in Contemporary World.
2. Explore the spread of Islam in Europe and the formation of Muslim communities in Europe.
3. Explain the Muslims in North America, Canada and the West Indies Muslim Minorities in Asia and Africa, history of the Rohingyas and their current problems.
4. Explain the Muslims in Sri Lanka, Nepal and China Recent labour migration and Muslim communities in East Asia.

COURSE PLAN/SCHEDULE:**Section A**

| CO | Topics to be covered | Teaching-Learning Strategies | Assessment Techniques | No. of Lectures |
|----|--|---|---|-----------------|
| 1 | Introduction : Islam as a growing religion: Theories of migration, race, ethnicity and culture– religious minority and diasporic society | Lecturing with multi-media tools, Interactive brainstorming and Q/A Session | Assignments, Class tests, Final Examination | 15 |
| 2 | Muslims in Europe: Introduction and spread of Islam in Europe Formation of Muslim communities in Europe: Early Muslim communities–conversion to Islam; Muslim migration in colonial and post-colonial times– living conditions, religious institutions and community organisations Islam and politics in Europe: government policies and the legal system in the UK and France – European Union's foreign policy– ‘The War on Terrorism’ (?) | | | 15 |
| 4 | Muslims in North America: Islam in the USA: migration of Muslims to America– Changes in the US legal system and Muslim community in the USA – Muslim religious groups and movements in the USA | | | 15 |
| 5 | Muslims in Canada and the West Indies Muslim Minorities in Asia and Africa Myanmar: history of the Rohingyas and their current problems Muslims in Sri Lanka, Nepal and China Recent labour migration and Muslim communities in East Asia: Japan, Korea and Singapore Muslims in South Africa | | | 15 |

Assessment Strategy Evaluation Policy (Grading System) and make-up Procedures: According to the ordinance.

Reference:

| | | |
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| Nielsen, Jorgen S. | : | Muslims in Western Europe, Edinburgh, 2004 |
| Nielsen, Jorgen S. and Stefano Allievi (ed.). | : | Muslim Networks and Transnational Communities in and across Europe, Leiden, 2003 |
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| | | Oxford, 2003 |
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| Svenberg, Ingvar and Westerlund, David. | : | Islam Outside the Arab World, Richmond, 1999 |
| Matar, Nabil. | : | Islam in Britain 1558-1685, Cambridge, 1998 |
| Saeed, Edward. | : | Orientalism: the Western Concept of Orient, New York, 1979 |
| Smith, Jane. | : | Islam in America, Columbia, 2000 |
| | : | Israeli, Raphael. Islam in China: Religion, Ethnicity, Culture and Politics, New York, 2002 |

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|------------------------|---|---|
| Course Code | : | IHC- 408 |
| Course Title | : | Development of Philosophy and sects in Islam |
| Course Type | : | Core |
| Level/Term and Section | : | Fourth Year Second Semester |
| Academic Session | : | 2022-2023 |
| Course Teacher | : | : |
| Credit Value | : | : |
| Pre-requisite (If any) | : | N/A |
| Total Marks | : | 100 (Midterm Exam 30, Final Exam 40, Internal Assessment 20, Class Attendance 10) |

Course Description

This is one of the basic courses for the Fourth Year Second Semester (Hons) students of Islamic History and Culture. Basically this course has been formed by three major parts.

A. Muslim Philosophy B. Sufism C. Sects.

Intended Learning Objectives (ILOs)

1. Students will be able to gather knowledge Muslim Philosophy.
2. Students will know about the Sufism, principle of Sufi orders, Internal and external sources–Fundamental Tenants of Sufism- Hasan al-Basri–Dhunnun alMirsi–Imam Gazzali–Muhiuddin Ibn Al-Arabi– Maulana Jalaluddin Rumi–Iqbal–Sufism in Bengal.
3. Students will be able to gather knowledge about the Sects: Kharijites– Shi'ites– Jabarites– Qadarites– Murjites–Mutazilites– Asharites– Qarmatians-Assassins– Ikhwan-us-Safa.

Course Learning Outcomes (CLOs)

Upon successful completion of this course, the students should be able to-

1. Description of the Review of Sources and Explain the Muslim philosophy.
2. Explore the Sufism.
3. Explain the Sects life Kharijites, Shi'ites-Jabarites-Qadarites etc.

COURSE PLAN/SCHEDULE:**Section A**

| CO | Topics to be covered | Teaching-Learning Strategies | Assessment Techniques | No. of Lectures |
|----|---|---|---|-----------------|
| 1 | Muslim Philosophy: Internal and external sources–Al-Kindi–AlFarabi–Ibn Miskawaih–Ibn Sina–Ibn Rushd–Al-Razi–Ibn Tofail–Ibn Bajja–Ibn Hazm. | Lecturing with multi-media tools, Interactive brainstorming and Q/A Session | Assignments, Class tests, Final Examination | 15 |
| 2 | Sufism: Principal Sufi Orders–Internal and external sources– Fundamental Tenants of Sufism- Hasan al-Basri–Dhunnun alMirsi–Imam Gazzali–Muhiuddin Ibn Al-Arabi–Maulana Jalaluddin Rumi–Iqbal–Sufism in Bengal. | | | 15 |
| | | | | |
| 4 | Sects: Kharijites– Shi'ites– Jabarites– Qadarites– Murjites– Mutazilites– Asharites– Qarmatians– Assassins– Ikhwan-us-Safa. | | | 15 |
| 5 | | | | 15 |

Assessment Strategy Evaluation Policy (Grading System) and make-up Procedures: According to the ordinance.

Reference:

| | | |
|-----------------------|---|--|
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| Arberry, A.J. | : | Doctrine of the Sufis, Cambridge, 1935 |
| Arnold, Thomas. | : | The Legacy of Islam, Oxford, 1959 |
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| Bhargava, K.D. | : | A Survey of Islamic Culture and Institutions, Allahabad, 1981 |
| De Boer, | : | A. The History of Philosophy in Islam, London, 1933 |
| Hai, S.A. | : | Muslim Philosophy, Dhaka, 1982 |
| Haq, M. Enamul. | : | Sufism in Bengal, Dhaka, 1975 |

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| Iqbal, Muhammad. | : | Reconstruction of Religious Thought in Islam, New Delhi, (Reprint) 1984 |
| Khuda Baksh, S. | : | Contributions to the History of Islamic Civilization, Vol. II, Calcutta, 1930 |
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| Macdonald, D.B. | : | The Religious Attitude and Life in Islam, Chicago, 1909 |
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| Nicholson, R.A. | : | Mystics of Islam, London, 1914 |
| Nicholson, R.A. | : | Studies in Islamic Mysticism, Cambridge, 1921 |
| Rahman, Syedur. | : | An Introduction to Islamic Culture and Philosophy, Dacca, 1970 |
| Shariff, M. M. (ed.). | : | History of Muslim Philosophy, 2 Vols. Delhi, 1989 |
| Wensinck, W. | : | The Muslim Creed, Cambridge, 1932 |
| আলম, রশীদুল. | : | মুসলিম দর্শনের ভূমিকা, ঢাকা, ১৯৮৯ |
| ইসলাম, আমিনুল. | : | মুসলিম দর্শন ও সংস্কৃতি, ঢাকা, ২০০১ |
| ইসলাম, আমিনুল. | : | ইসলাম ধর্ম ও মুসলিম দর্শন, ঢাকা, ১৯৯৫ |

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|------------------------|---|---|
| Course Code | : | IHC- 409 |
| Course Title | : | Sufism in India |
| Course Type | : | Core |
| Level/Term and Section | : | Fourth Year Second Semester |
| Academic Session | : | 2022-2023 |
| Course Teacher | : | : |
| Credit Value | : | : |
| Pre-requisite (If any) | : | N/A |
| Total Marks | : | 100 (Midterm Exam 30, Final Exam 40, Internal Assessment 20, Class Attendance 10) |

Course Description

Sufism in India is one of the basic courses for the Fourth Year Second Semester (Hons) students of Islamic History and Culture. Basically this course has been formed by three major parts.

A. Origin and development of Sufism **B.** Main Sufi order in India
C. Brief Introduction of Sufi Literature.

Intended Learning Objectives (ILOs)

1. Students will be able to gather knowledge Sufism in India.
2. Students will know about the Origin of Sufism: Meaning and Definition, historical development, Sufis: Hasan Basri, Rabia Basri, Zunnun Misri and Junaid Bagdadi-Ghazali Abdul Qadir Jilani.
3. Students will be able to gather knowledge about Chisti order, Suhrawardi Order, Na Qshbani order, Firdausi Order Suv orders etc.

Course Learning Outcomes (CLOs)

Upon successful completion of this course, the students should be able to-

1. Description of the Review of Sources and Explain the Sufism in India.
2. Explore the Origin of Sufism: Meaning and Definition, historical development, Sufis: Hasan Basri, Rabia Basri, Zunnun Misri and Junaid Bagdadi-Ghazali Abdul Qadir Jilani.
3. Explain about Chisti order, Suhrawardi Order, Na Qshbani order, Firdausi Order Sub orders etc.
4. Explain and Brief Introduction to Sufi Literature.

COURSE PLAN/SCHEDULE:**Section A**

| CO | Topics to be covered | Teaching-Learning Strategies | Assessment Techniques | No. of Lectures |
|----|--|---|---|-----------------|
| 1 | ORIGIN AND DEVELOPMENT OF SUFISM 1. ORIGIN OF SUFISM: MEANING AND DEFINITION 2. HISTORICAL DEVELOPMENT 3. EARLY SUFIS: HASAN BASRI, RABIA BASRI, ZUNNUN MISRI AND JUNAID BAGHDADI 4. AL – GHAZALI 5. ABDUL QADIR JILANI | Lecturing with multi-media tools, Interactive brainstorming and Q/A Session | Assignments, Class tests, Final Examination | 15 |
| 2 | MAIN SUFI ORDERS IN INDIA 1. CHISHTI ORDER 2. SUHRAWARDI ORDER 3. QADRI ORDER 4. NAQSHBANDI ORDER 5. FIRDAUSI ORDER 6. SUB ORDERS(selected) | | | 15 |
| | | | | |
| 4 | BRIEF INTRODUCTION TO SUFI LITERATURE 1. AKHBARUL AKHYAR 2. FAWAIDUL FAWAID 3. KASHF –UL- MAHJUB 4. MAKTUBAT – E- SADI | | | 15 |
| 5 | | | | 15 |

Assessment Strategy Evaluation Policy (Grading System) and make-up Procedures: According to the ordinance.

Reference:**Essential Reading:**

| | | |
|-----------------|---|--|
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| Nicholson, R.A, | : | Mysticism of Islam, Routledge, 1914 |
| Nicholson R.A, | : | Studies in Islamic Mysticism, Osmania University Press, 1921 |
| Rizvi,S.A.A., | : | A History of Sufism In India, Delhi, 1975 |

Suggested readings:

| | | |
|--|---|---|
| Haq, Md. Enamul, | : | A History of Sufism in Bengal, Dacca, 1975 |
| Hussain, Syed Nisar, | : | Ideals and Realities of Islam, London, 1975 |
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|------------------------|---|---|
| Course Code | : | IHC- 410 |
| Course Title | : | Modern Muslim World and the Globalization |
| Course Type | : | Core |
| Level/Term and Section | : | Fourth Year Second Semester |
| Academic Session | : | 2022-2023 |
| Course Teacher | : | : |
| Credit Value | : | : |
| Pre-requisite (If any) | : | N/A |
| Total Marks | : | 100 (Midterm Exam 30, Final Exam 40, Internal Assessment 20, Class Attendance 10) |

Course Description

Modern Muslim World and Globalization is one of the important courses for the Fourth Year Second Semester (Hons) students of Islamic History and Culture. Basically this course has been formed by three major parts. **A. Modern Muslim World B. Mandatory rule in Middle-East C. Islam and Globalization D. Modern economic theories and Islam.**

Intended Learning Objectives (ILOs)

1. Students will be able to gather knowledge about Modern Muslim World
Impact of World War on the Ottoman Sultanate– Kamal Pasha–Turkey after Kamal Pasha
Invasion of Egypt by Napoleon Bonaparte– Muhammad Ali Pasha and his successors– British
occupation of Egypt– Independence Movement of Egypt– Gamal Abdul Naser– Egypt after
Naser.
2. Students will know about the the Mandoroty rule in Middle-East.
3. Students will be able to gather knowledge about Modern economic theories and Islam.

Course Learning Outcomes (CLOs)

Upon successful completion of this course, the students should be able to-

1. Description of the Review of Sources and Explain Modern Muslim World.
2. Explore the Mandatory rule in Middle-East.
3. Explain and Brief Islam and Globalization
4. Explore Modern economic theories and Islam.

COURSE PLAN/SCHEDULE:**Section A**

| CO | Topics to be covered | Teaching-Learning Strategies | Assessment Techniques | No. of Lectures |
|----|---|---|---|-----------------|
| 1 | Modern Muslim World Impact of World War on the Ottoman Sultanate– Kamal Pasha– Turkey after Kamal Pasha Invasion of Egypt by Napoleon Bonaparte– Muhammad Ali Pasha and his successors– British occupation of Egypt– Independence Movement of Egypt– Gamal Abdul Naser– Egypt after Naser | Lecturing with multi-media tools, Interactive brainstorming and Q/A Session | Assignments, Class tests, Final Examination | 15 |
| 2 | Mandatory rule in Middle-East– Establishment of the state of Israel– Arab-Israel wars and agreements– P.L.O. – Fattah– Hamas– Emergence and development of the Saudi Arabia, Syria, Lebanon, Yemen and the Gulf states– Independence movement of Iraq–1958 revolution of Iraq–Saddam Hossain–Gulf Wars– Liberation movements and development of the state of Sudan, Libya, Tunisia, Algeria, Morocco and other Muslim state of Africa Persia under the Kazar rule– Pahlavi era–Islamic revolution–Iran after the revolution Afghanistan under the Barakhzais– Republican Afghanistan– Soviet occupation and Afghan resistance– emergence of the Taliban | | | 15 |

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|---|--|--|--|----|
| 4 | Islam and Globalization Globalization–racism and globalization– Muslims and contemporary world politics: 'War on Terrorism' (?)–Western projection of Muslims as terrorists– problems and remedies Islam and Nationalism: Transnationalism in Islam–Cultural pluralism and Islam–Islam and democracy: Western perceptions and Islamic views –The Jihad– Fundamentalism–Orientalism | | | 15 |
| 5 | Modern economic theories and Islam : Capitalism–Socialism– Communism– Recent Movements in Islam: Wahabism–Ahl-i-Hadith (Salafiyah) movement–Pan-Islamism–Ikhwan- alMuslemin–Sanusi Movement– Bahaism–Babi Movement– Ahmadiyyah (Qadiani) Movement –Muhammadiyyah Movement The role of world, regional and Islamic organizations: African Union, Arab League, ASEAN, D-8, EU, GCC, IDB, IMF, OIC, OPEC, SAARC, WTO, World Bank, UNO | | | 15 |

Assessment Strategy Evaluation Policy (Grading System) and make-up Procedures:
According to the ordinance.

Reference:

| | | |
|---------------------|---|---|
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| আনসারী, মুসা. | : | ঐতিহাসিক বিকাশ ধারা, ঢাকা, ১৯৯৭ |
| কাদের, মোঃ আবদুল. | : | তুরস্কের ইতিহাস, ১ম খণ্ড, ঢাকা, ১৯৮৬ |
| জোয়ার্দার, সফিউদ্দিন. | : | আধুনিক মধ্যপ্রাচ্য ১ম ও ২য় খণ্ড, ঢাকা, ১৯৭৮, ১৯৮৭ |
| দেবেন্দ্র, কৌশিক. | : | আধুনিক মধ্য এশিয়া, মস্কো, ১৯৭০ |

Course Code : **IHC-411**
 Course Title : Fundamentals of Research Methodology and Dissertation Writing
 Course Type : Core
 Level/Term And Section : Fourth Year, Second Semester
 Academic Session : 2025-2026
 Course Teacher :
 Pre-requisite (If any) : N/A
 Credit Hour : 3
 Total Marks : 100 (Midterm Exam 30, Final Exam 40, Internal Assessment 20, Class Attendance 10)

COURSE PLAN/SCHEDULE:

Section A

| CO | Topics to be covered | Teaching-Learning Strategies | Assessment Techniques | No. of Lectures |
|----|---|---|--|-----------------|
| 1 | Fundamentals of research: Definition and importance of Research- Objectives of Research- Types of Research- Characteristics of Research- Defining of problem. Research Ethics, Plagiarism: Research ethics, responsibility and accountability of the researchers, Plagiarism and use of plagiarism detection softwares and impact of Research. | Lecturing with multi-media projector, Collaborating things and S/Q session in the class | Assignments/presentation, Class tests, Final examination | 10 |
| 2 | Research Proposal: Title of the problem- Introduction- Statement of the problem- Objectives of the study- The Rationale and significance of the study- Review of literature- Data collection- Hypothesis- Methodology of the study- Budget- Time schedule- Organization of Thesis or Dissertation- Bibliography. | | | 14 |
| 3 | Literature Review and documentation: Methods of literature survey, use of library, books, journals, e-journals, thesis, chemical abstracts and patent database- Importance of documentation, documentation techniques, use of computer programs/packages (online resources such as- scientific search engines and online servers) in literature survey and documentation. | | | 06 |

| | Section B | | | |
|---|--|--|--|----|
| 4 | Data collection, analysis and hypothesis : Classification of data and methods of data collection- Sample size, sampling procedure and methods- Data processing and representation of data- Types of hypothesis (experimental and non-experimental)- Hypothesis testing (parametric and non-parametric tests), Types of errors and their control)- Design of a Good Questionnaire- Critical Examination of Sources. | | | 10 |
| 5 | Structure and organization of research reports: Title, abstract, key words, introduction, methodology, results, discussion, conclusion, acknowledgement, references, questions, footnotes, endnotes, tables, bibliography and illustrations. | | | 10 |
| 6 | Format of a Research work: Writing a Research paper-Critical Checking of the Writing- Editing and Evaluating of the Research work. | | | 10 |

Assessment strategy Evaluation Policy (Grading System) and make-up procedures:
According to the ordinance.

Reference

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Jay D. Schavaneveldt
K.N. Chitnis : Research Methodology in History, AtlanticPublishers &
Distrubutors, New Delhi, 1990
কাজী সাইফুদ্দীন : থিসিস ও গবেষণার রূপরেখা, ২য় মু. ঢাকা: বিনুক প্রকাশনী, ২০১২
ড. মোহাম্মদ ফখরুল : থিসিস ও গবেষণা পদ্ধতি, ঢাকা: মাতৃভূমি প্রকাশনী, ২০১৭
ইসলাম
শাহজাহান তপন : থিসিস ও অ্যাসাইনমেন্ট লিখন, পদ্ধতি ও কৌশল, ২য় সং, ঢাকা:
প্রতিভা, ১৯৯৩
Md Zainul Abedin : A Handbook of Research, Book Syndicate, Dhaka, 2005
Shanti Bhusan Mishra : HANDBOOK OF RESEARCH METHODOLOGY & Alok
Shashi Educreation, August, 2017

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|------------------------|---|--|
| Course Code | : | IHC- 412 |
| Course Title | : | Comprehensive |
| Course Type | : | Core |
| Level/Term And Section | : | Fourth Year, Second Semester |
| Academic Session | : | 2025-2026 |
| Course Teacher | : | |
| Pre-requisite (If any) | : | N/A |
| Credit Hour | : | 3 |
| Total Marks | : | 100 (Midterm Exam 30, Final Exam 40, Internal Assessment 20, Class Attendance10) |

All the students will sit for a 3:30 hour's comprehensive examination. The question of the examination will be set on the basic of various themes covered by all the courses taught in 4 years. Besides, especial emphasize will be given on introductory sociology, basic concepts of sociology social research methods, sociological theories and theories of social change and developments.

| | | |
|------------------------|---|---|
| Course Code | : | IHC-413 |
| Course Title | : | Seminar and Viva Voce |
| Course Type | : | Core |
| Level/Term And Section | : | Third Year, Seconed Semester |
| Academic Session | : | 2024-2025 |
| Course Teacher | : | |
| Pre-requisite (If any) | : | N/A |
| Credit Hour | : | 1 |
| Total Marks | : | 100 (Seminar 80, Viva 10 Class Attendance 10) |

Part D

Grading and Evaluation:

Evaluation of students' performance will be based on Continuous Internal Evaluation (CIE) and Semester End Examination (SEE). SEE includes midterm examination and final examination whereas CIE contains class test, quiz, attendance, presentation, assignments/case study/ term paper/ project/ viva/ group work. CIE will cover 50% of the total marks and the remaining 50% are reserved for SEE. The plan of the department of Political Science will be,

| Type | Name | Marks | % |
|-------|-------------------------------------|-------|-----|
| CIE | Class attendance | 10 | 10 |
| | Active and oral class participation | 10 | 10 |
| | Assignment/project Presentation | 10 | 10 |
| | Sudden Quiz | 10 | 10 |
| | Class test | 10 | 10 |
| SSE | Midterm examination | 20 | 20 |
| | Final Examination | 30 | 30 |
| Total | | 100 | 100 |

1) Grading Scale and Grades:

| Numerical Grade | Letter Grade | Grade Point |
|----------------------|--------------|-------------|
| 80% and above | A+ | 4.00 |
| 75% to less than 80% | A | 3.75 |
| 70% to less than 75% | A- | 3.50 |
| 65% to less than 70% | B+ | 3.25 |
| 60% to less than 65% | B | 3.00 |
| 55% to less than 60% | B- | 2.75 |
| 50% to less than 55% | C+ | 2.50 |
| 45% to less than 50% | C | 2.25 |
| 40% to less than 45% | D | 2.00 |
| Less than 40% | F | 0.00 |

2) Cumulative Grade Point Average:

Student's performance will be evaluated on the basis of Grade Point Average (GPA) semester wise and Cumulative Grade Point Average (CGPA) of total completed courses.

The CGPA will be computed in the following manner:

$$\text{CGPA} = \frac{\text{Sum of (Earned Credit} \times \text{Corresponding Grade Points)}}{\text{Total Credits}}$$

3) Retake:

- a. If a student obtains F grade(s) in any courses for any reasons, s/he must retake the course(s).
- b. For retake and improvement a student can take a maximum of 12 credits or 4 courses altogether in any semester.
- c. If s/he passes after appearing at the retake examination, the (passed) result will be used for calculation of GPA and CGPA, but past grade must be recorded in the students' database; or grade report will be shown as 'R' (Retake). But in final official transcript (after completion of the degree) 'R' will not be shown.
- d. If a student obtains F grade(s) after the end of the program, s/he will get a chance to complete the course (s) within additional 2 years after the end of his/her specific time of completing the degree. But in case of fail in Pre-Requisite course(s), the student must retake the course in the succeeding semester.
- e. Except for Pre-Requisite course(s), a student can retake the course(s) at his/her convenient semester(s).
- f. A retake student will complete all course curriculums (i.e. class attendance, class test, assignment etc.) including midterm and final examinations of the specific course(s). In special cases, if the student cannot attend classes or continuous assessment (i.e., assignment, class test etc.), previous marks can be accepted to calculate GPA.
- g. If course(s) cannot be offered due to any reason (i.e., course drop or unavailability of students etc.), department can take necessary steps to arrange only midterm and final examination for the retake student(s). In such cases, other marks except midterm and final examination will be carried forward from the previous semester where s/he attended the course(s).
- h. The department may arrange separate examinations with separate questions (for midterm and final examinations only) for retake students if it cannot be accommodated in the regular examination schedule. But the examination must be completed in not more than 7 working days after the completion of midterm or final examinations.
- i. Students who want to retake a course must get his/her registration completed at the beginning of each semester.
- j. A student will have to pay requisite fee of the per credit fees for the retake course(s).
- k. Retake rules are applicable for both Undergraduate and Graduate/Masters programs.
- l. If a student retakes his/her failed course(s) after finishing normal duration of the program, s/he will pay only registration fee, exam fee and requisite fee for retake of course(s). If s/he fails to improve again, no refund of fees will be made.

4) Improvement:

- a. A student obtaining B, B-, C+, C and D grades may improve the grade(s) by appearing in the midterm and final examinations or final examination.
- b. A student may improve above mentioned grade(s) in any semester along with regular courses. In case of improvement after passing all courses of the respective program, a student will be allowed once in the succeeding semester, but s/he has to take approval from the head/coordinator of the department
- c. For improvement and retake a student can take a maximum of 12 credits or 4 courses altogether in any semester.

- d. To prepare the improvement results, the course teachers can only modify midterm and final examination marks of the students in the result automation process. Other marks (i.e., class test, assignment etc.) will be automatically generated by the software from the previous database.
- e. A student will have to pay requisite fee of the per credit fees for the improvement of grades.
- f. If an examinee fails to improve his/her result, the previous result in the software will stand.
- g. If a student improves his/her course(s) after finishing normal duration of the program, s/he will pay only registration fee, exam fee and requisite fee for improve of course(s). If s/he fails again, no refund of fees will be made.

5) Semester Drop:

- a. After getting enrolled for a semester, if any student fails to continue academic activities (i.e. class, exam, practical, assignment, presentation etc.) up to midterm examination, s/he will be considered as a semester drop student. In this case s/he will not be allowed to sit for the final exam.
- b. After getting enrolled for a semester, if any student completes all academic activities, but fails to appear at the midterm examination, the student may be allowed to sit for the final exam.
- c. Semester drop student may get readmission in the subsequent semester on payment of semester drop fee and his/her paid amount (full/partial) will be adjusted at the time of readmission. However, if any student discontinues the study forever, s/he will not get back the money paid at the time of admission.
- d. In case of semester drop or withdrawal, a student will be considered as a fresh student for the semester. S/he will get all chances for improvement, retake and re-admission like a fresh student. However, a student must complete his/her program within the time mentioned in section 7 from the time of his /her first semester admission.