

Department of History & Pakistan Studies
Arts & Humanities
University of the Punjab, Lahore
Course Outline



Programme	BS History	Course Code	HIS/203	Credit Hours	3
Course Title	Muslim Rule in South Asia (712-1526)				
Course Introduction					
The course deals with the foundation of Muslim rule and the political and administrative developments in the Delhi Sultanate. The course also focuses on the political theories of the Sultan, coupled with their administrative styles and socio-religious ideas.					
Learning Outcomes					
On the completion of the course, the students will know:					
<ol style="list-style-type: none"> 1. Understand the politics and administration of the Delhi Sultans 2. Appreciate the problems faced by the nascent Muslim population in a Hindu dominated region 3. Comprehend the political theories and administrative ideals of the Sultans of Delhi. 					
Course Content					Assignments/Readings
Week 1	Condition of Sub-Continent on the eve of Arab Conquest.				
Week 2	Causes of Conquest of Sind and its impact				
Week 3	Motives of Ghazna's Indian campaigns.				
Week 4	Ghourid's Indian Invasions				
Week 5	The Slave Dynasty: Qutb-ud-Din Aibek, Consolidation of Muslim power under Iltutmish, Razia Sultana,				
	The Slave Dynasty: Consolidation of Muslim power under Iltutmish, Razia Sultana,				
Week 6	The Slave Dynasty: Balban: his character and achievements.				
Week 7	The Khaljis Dynasty: Jalal-ud-Din Khalji:				
Week 8	The Khaljis Dynasty: Ala ud Din Khalji: his reforms character and achievement.				

Week 9	The Tughluqs Dynasty: Ghias-ud-Din Tughluq: consolidation of the Sultanate, reforms, character, achievements.		
Week 10	The Tughluqs Dynasty: Muhammad Bin Tughluq and his policies.		
Week 11	The Tughluqs Dynasty: Firuz Shah: Reforms, his estimate.		
Week 12	Amir Timur's Invasion and its Impact.		
Week 13	The Sayyidsi Dynasty.		
Week 14	The Lodhisi Dynasty and end of Sultanate Rule		
Week 15	Causes of the downfall of the Delhi Sultanate.		
	Study of Sources:		
	Qazi Minhaj Siraj	Tabaqat-e-Nasiri	
	Zia ud Din Barani	Tarikh-e-Firuz Shahi	
	Yahya Bin Ahmad Sirhindi	Tarikh-e-Mubarak Shahi.	
	Ibn Battutah	Rahla-i-Ibn Battutah.	
Amir Khusrau	Khazain-ul-Futuh, Miftah-ul-Futuh, Nuh Sipahr, Tughluq Nama.		
Week 16	Study of Sources		
	Study of Sources		
Textbooks and Reading Material			
<p>1. Textbooks.</p> <p>Jackson, Peter. <i>The Delhi Sultanat: Political and Military History</i> Moinul Haq, S. <i>A Short History of the Sultanat of Delhi.</i> Farooq, Fouzia. <i>Muslim Rule in Medieval India: Power and Religion in Delhi Sultanat</i> Habib, M. and Khaliq Ahmad Nizami, <i>Comprehensvie History of India: The Delhi Sultanat</i></p> <p>2. Suggested Readings</p> <p>Aziz Ahmad , Muhammad. <i>The Political History and Institutions of the Early Turkish Empire of Delhi.</i></p>			

Haig, Wolseley (ed.) *Cambridge History of India* Vol. III.
 Ashraf, K.M. *Life and Conditions of the People of Hindustan*.
 Habibullah, A.B.M. *The Foundation of Muslim Rule in India*.
 Hardy, P. *Historians of Medieval India*
 Hasan, Agha Mehdi: *The Tughluq Dynasty*.
 Ikram, S. M. *History of Muslim Civilization*
 Lal, K.S. *History of the Khalijis*.
 Mirza, Waheed, *Life and Works of Amir Khursa*.
 Nazim, Muhammad, *Mahmud of Ghazna*.
 Qureshi, I.H. *The Administration of the Sultanate of Delhi*

Teaching Learning Strategies

1. Weekly Lectures
2. Term Papers
3. Review Essay of selected chapter/article from the reading list
4. Presentations
5. Book Review

Assignments: Types and Number with Calendar

1. Book Review---- 4th Week (5 Marks)
2. Review Essay--- 8th Week. (5 Marks)
3. Term Paper-----16th week (10 Marks)

Assessment

Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35%	Written Assessment at the mid-point of the semester.
2.	Formative Assessment	25%	Continuous assessment includes: Classroom participation, assignments, presentations, viva voce, attitude and behavior, hands-on-activities, short tests, projects, practical, reflections, readings, quizzes etc.
3.	Final Assessment	40%	Written Examination at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.