

# दिल्ली विश्वविद्यालय

# UNIVERSITY OF DELHI

**Bachelor of Arts (Hons) Persian**

(Effective from Academic Year 2019-20)



**Revised Syllabus as approved by**

**Academic Council**

Date:

No:

**Executive Council**

Date:

No:

**Applicable for students registered with Regular Colleges, Non Collegiate  
Women's Education Board and School of Open Learning**

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## Preamble

The objective of any programme at Higher Education Institute is to prepare their students for the society at large. The University of Delhi envisions all its programmes in the best interest of their students and in this endeavour it offers a new vision to all its Under-Graduate courses. It imbibes a Learning Outcome-based Curriculum Framework (LOCF) for all its Under Graduate programmes.

The LOCF approach is envisioned to provide a focused, outcome-based syllabus at the undergraduate level with an agenda to structure the teaching-learning experiences in a more student-centric manner. The LOCF approach has been adopted to strengthen students' experiences as they engage themselves in the programme of their choice. The Under-Graduate Programmes will prepare the students for both, academia and employability.

Each programme vividly elaborates its nature and promises the outcomes that are to be accomplished by studying the courses. The programmes also state the attributes that it offers to inculcate at the graduation level. The graduate attributes encompass values related to well-being, emotional stability, critical thinking, social justice and also skills for employability. In short, each programme prepares students for sustainability and life-long learning.

The new curriculum of B.A. (Hons) Persian offer three major components of Persian Language and Literature and Persianate culture which include the Indo-Persianate culture, the vital portion of our secular heritage. With these, a student not only becomes a responsible civilian but also well equipped to meet the growing demand of this language in south Asian studies which is becoming a fast growing discipline in many major universities at the world level. For imparting language skills especially, there are units for imparting education in functional language through language teaching modes, like practical classes in language labs and holding spoken language symposiums and interpretation sessions. Persian literature which is spread over more than a thousand years and in a vast region of minor Central Asia commonly known as Khurasan-e-Buzurg (Greater Khurasan), South Asia of which India is a major area and present Afghan-Tajikistan and a large Diaspora of the Persian speakers. The vast use of Persian words in Indian languages makes it necessary to learn it and study its literature.

The University of Delhi hopes the LOCF approach of the programme B.A. (Hons) Persian will help students in making an informed decision regarding the goals that they wish to pursue in further education and life, at large.

## **Introduction**

In order to foster quality higher education in India, the syllabus of B.A. (Hons.) in Persian is designed with the aim of improving the quality of higher education. The syllabus of B.A. (Hons.) in Persian is designed with the aim of improving the quality of higher education. The syllabus of B.A. (Hons.) in Persian enables effective participation of young people in knowledge production and participation in the knowledge economy, improving national competitiveness in a globalized world and for equipping young people with skills relevant for global and national standards and enhancing the opportunities or social mobility. Persian is not merely a language but the life line of inter-disciplinary studies in the present global scenario as it is a fast growing subject being studied and offered as a major subject in the higher ranking educational institutions at world level. In view of it the proposed course is developed with the aims to equip the students with the linguistic, language and literary skills for meeting the growing demand of this discipline and promoting skill based education. The proposed course will facilitate self-discovery in the students and ensure their enthusiastic and effective participation in responding to the needs and challenges of society. The course is prepared with the objectives to enable students in developing skills and competencies needed for meeting the challenges being faced by our present society and requisite essential demand of harmony among human society as well and for his/her self-growth effectively. Therefore, this syllabus which can be opted by other Persian Departments of all Universities where teaching of Persian is being imparted is compatible and prepared keeping in mind the changing nature of the society, demand of the language skills to be carried with in the form of competencies by the students to understand and respond to the same efficiently and effectively. The programme B.A.(Hons) Persian is a unique one as it consists range of courses which help one understand human values through one of the oldest and rich language the world has and that is Persian. A language is the method of human communication, either spoken or written, consisting of the use of words in a structured and conventional way. Likewise Persian is a language also known by Farsi is one of the Western Iranian languages within the Indo-Iranian branch of the Indo-European language family. It is primarily spoken in Iran, Afghanistan and Tajikistan (officially known as Tajik since the Soviet era), Uzbekistan and some other regions which historically were Persianate societies and considered part of Greater Iran. It is written right to left in the Persian alphabet, a modified variant of the Arabic script. In all over the world and especially in India it bears a lot of importance because it enjoyed official status for about six centuries in medieval Indian era. Most of the medieval Indian records are recorded in this language only. In today's scenario prevalent Persian vocabulary is present in almost all Indian languages.

## **Learning Outcome-based Curriculum Framework in Programme B.A. (Hons) Persian**

### ***Nature and Extent of the Programme in B.A. (Hons) Persian***

B.A. (Hons.) Persian is designed to equip the students with the skills related to Persian language and literature. This course is designed for those students who are opting it as one of

the two major courses. In view of the development and changes in Persian language at all levels and the need to equip the students with requisite information on literature up to the latest development, this course is prepared. DSE course in Persian is designed to enrich the students with requisite information on language and literature as well as the usual demands in the employment sector.

### ***Aims of Bachelor's Degree Programme in B.A. (Hons) Persian***

This proposed programme is designed to inculcate and equip the students with three major components of Persian Language and Literature and Persianate culture which include the Indo-Persianate culture, the vital portion of our secular heritage. With these, a student not only becomes a responsible civilian but also well equipped to meet the growing demand of this language in south Asian studies which is becoming a fast growing discipline in many major universities at the world level. For imparting language skills especially, there are units for imparting education in functional language through language teaching modes, like practical classes in language labs and holding spoken language symposiums and interpretation sessions. Persian literature which is spread over more than a thousand years and in a vast region of minor Central Asia commonly known as Khurasan-e-Buzurg (Greater Khurasan), South Asia of which India is a major area and present Afghanistan, Tajikistan and a large Diaspora of the Persian speakers.

### ***Graduate Attributes in B.A. (Hons) Persian:***

#### **Disciplinary knowledge**

The graduates demonstrate discipline-specific knowledge and skills and it has the ability to apply current knowledge of the discipline to professional situations and also analyses and critically evaluates multiple perspectives.

#### **Communication Skills**

This programme has courses specially designed to strengthen the communication skills of a graduate. Being a language programme it provides a chance to equip a graduate with all aspects of communication skill.

#### **Critical thinking**

The courses are designed in a way to accommodate a graduate with critical thinking by making him learn to critically evaluate arguments, assumptions, abstract concepts to make judgements, and to frame appropriate questions to achieve a solution or identify a range of solutions to a problem

#### **Problem solving**

For effective problem solving efficiency graduates are taught to manage learning tasks independently, professionally and ethically.

### **Analytical reasoning**

Analytical reasoning attribute is developed in the graduates through teaching different units of a course contents like prose and poetry.

### **Research-related skills**

The graduates get to know research related skills through the assignments and term papers on completion of each course.

### **Cooperation/Team work**

Knowing the language as a team is an essential part of learning a language and its literature. Graduates are encouraged to discuss different aspects of a language as a team.

### **Scientific reasoning**

Language learning is supplement to scientific reasoning as it is difficult to learn language without scientific reasoning. All the languages are classified and categorized according to scientific findings. Graduates are made to learn linguistic approach to a language.

### **Reflective thinking**

Reflective thinking helps to determine a graduate's strengths and weaknesses by allowing them to question values and beliefs, challenge assumptions, recognize biases, acknowledge fears, and find areas of improvement.

### **Information/digital literacy**

ICT enabled teaching methods enables a graduate towards information/digital literacy. Language learning using information technology proved very beneficial for students.

### **Self-directed learning**

To encourage a graduate to self-directing learning, it is suggested to develop various skills and attitudes towards learning for successful independent study and set learning goals of a particular course. Students need to understand themselves as learners in order to understand their needs as self-directed learning students

### **Multicultural competence**

To maintain cultural diversity students are encouraged to create an environment of multicultural competence because learning a new language builds cultural competence and tolerance. Language is considered a bridge to cross cultural understanding.

## **Moral and ethical awareness/reasoning**

Moral and ethical awareness is generally spread by two traditions one is oral and other is written. Persian language in particular is full of materials related to moral and ethical awareness.

## **Leadership readiness/qualities**

The concept of Globalization created the need to learn a second or third language. Being multi lingual enhances a student's leadership qualities. Persian often called "zaban-e-shirin/a sweet language" and its rich vocabulary in Indian languages provides an opportunity to enhance one's leadership readiness/quality.

## **Lifelong learning**

The term "life-long learners", created by Leslie Watkins recognizes that learning is not confined to childhood or the classroom but takes place throughout life and in a range of situations. Language learning is a lifelong process and the same is with Persian language and its literature. When a graduate learns a language, naturally he/she go through its literature also.

## ***Qualification Descriptors:***

There are following qualification descriptors in B.A. (Hons) Persian:

- To demonstrate all the values learnt during the programme of study
- To enable the student to see the world on human ground irrespective of religious bias

## ***Programme Learning Outcome of B.A. (Hons) Persian:***

This proposed programme is designed to inculcate and equip the students with three major components of Persian Language and Literature and Persianate culture which include the Indo-Persianate culture, the vital portion of our secular heritage. With these, a student not only becomes a responsible civilian but also well equipped to meet the growing demand of this language in south Asian studies which is becoming a fast growing discipline in many major universities at the world level. For imparting language skills especially, there are units for imparting education in functional language through language teaching modes, like practical classes in language labs and holding spoken language symposiums and interpretation sessions. Persian literature which is spread over more than a thousand years and in a vast region of minor Central Asia commonly known as Khurasan-e-Buzurg (Greater Khurasan), South Asia of which India is a major area and present Afghan-Tajikistan and a large Diaspora of the Persian speakers.

### ***Teaching-Learning Process:***

Teaching through ICT Audio-Visual Literary Magazines Recitation of Prescribed Text Organisation of Seminars/Workshop/ Academic Tours Providing Resource Materials to Students

### ***Assessment Methods:***

The student will be assessed over the duration of the programme by many different methods. These include short objectives-type quizzes, assignments, written and oral examinations, group discussions and presentations, problem-solving exercises, class test, one to one classroom teaching, conversation sessions etc.

### ***Programme Duration:***

B.A. (Hons.) Persian programme will be of three years duration. Each year will be called an academic year and will be divided into two semesters. Thus there will be a total of six semesters. Each semester will consist of sixteen weeks.

### ***Programme Structure:***

The programme will consist of six-credit courses, four-credit courses and two credit courses. All six credit courses will comprise of theory classes. Four credit courses will comprise of theory classes. Two credit courses will comprise of theory classes only (two credits). For theory classes, one credit indicates a one hour lecture per week

The programme includes Core Courses (CC) and elective courses. The core courses are all compulsory courses. There are three kinds of elective courses: Discipline-Specific Elective (DSE), Generic Elective (GE) and Skill Enhancement Course (SEC). In addition there are two compulsory Ability Enhancement Courses (AEC).

To acquire a degree in Persian a student must study fourteen Core Courses, four Discipline-Specific Electives, four Generic Electives, two Skill Enhancement Courses and two compulsory Ability Enhancement Courses. The Core Courses, Discipline-Specific Electives and Generic Electives are six-credit courses. The Skill Enhancement Courses are four-credit courses while the Ability Enhancement Courses are two credit-courses. A student has to earn a minimum of 144 credits to get a degree in B.A. (Hons.) Persian.

There will be fourteen Core Courses which are to be compulsorily studied to complete the requirements for an Honours degree in B.A. Persian. The students will study two Core Courses each in Semesters I and II, three Core Courses each in Semesters III and IV, and two Core Courses each in Semesters V and VI. The Core Courses will be of six credits each.

The programme offers six Discipline-Specific Electives (DSEs), of which the student must choose any two in each of the Semesters V and VI. The DSEs will be of six credits each.



Different Generic Elective (GE) courses will be offered to the students of the B.A. (Hons.) Persian programme by other departments of the college and the student will have the option to choose one GE course each in Semesters I, II, III, and IV. The GEs will be of six credits each. The Department of Persian will offer six GE courses for students of other departments. The students will undertake two Skill Enhancement (SE) courses of four credits each in Semesters III and IV. which they can choose from the list of SE courses offered by their college. The SE courses will be of four credits each. The Department of Persian is offering seven such courses.

The two compulsory Ability Enhancement Courses (AECs): AE1 (Environmental Sciences) and AE2 (English communication) will be of two credits each (theory only). The student will take one each in Semesters I and II.

### ***Credit Distribution of B.A. (Hons.) Persian programme***

<b>Courses</b>	<b>Credits (Theory + Tutorial)</b>	
	<b>Theory</b>	<b>Tutorial</b>
Core Courses (6 Credits) (14 Papers)	14X5 = 70	14X1 = 14
Discipline Specific Elective (6 Credits) (4 Papers)	4X5 = 20	4X1 = 4
Generic Elective (6 Credits) (4 Papers)	4X5 = 20	4X1 = 4
Skill Enhancement Course (4 Credits) (2 Papers)	2X4 = 8	
Ability Enhancement Compulsory Course (4 Credits) (2 Papers)	2X4 = 8	
	<b><u>Total</u></b>	<b><u>148</u></b>

### Structure of B.A (Hons) Persian:

Semester	Core Course (14)	Ability Enhancement Compulsory Course (AECC) (2)	Skill Enhancement Course (SEC) (2)	Discipline Specific Elective (DSE) (4)	Generic Elective (GE) (4)
<b>SEM-I</b>	<b>C-PRN – I</b> Applied Persian Grammar & Translation	<b>Environmental Science</b>			<b>GE-01</b>
	<b>C-PRN – II</b> An outline of the History of Persian speaking regions (upto Ghaznavids period)				
<b>SEM-II</b>	<b>C-PRN – III</b> Introduction to Persian Prose & Poetry	<b>English Communication/ MIL Persian A/B*</b>			<b>GE-02</b>
	<b>C-PRN – IV</b> History of Indo- Persian Literature, Prose, Poetry and Rhetoric				
<b>SEM-III</b>	<b>C-PRN – V</b> Modern Persian Prose		<b>SEC-01</b>		<b>GE-03</b>
	<b>C-PRN – VI</b> Modern Persian Poetry				
	<b>C-PRN – VII</b> Classical Persian Prose				
<b>SEM-IV</b>	<b>C-PRN – VIII</b> Classical Persian Poetry		<b>SEC-02</b>		<b>GE-04</b>
	<b>C-PRN – IX</b> Indo-Persian Prose				
	<b>C-PRN – X</b> Indo-Persian Poetry				
<b>SEM-V</b>	<b>C-PRN – XI</b> Sufistic Persian Literature			<b>DSE-01</b>	
	<b>C-PRN – XII</b> Ethical Persian Literature			<b>DSE-02</b>	
<b>SEM-VI</b>	<b>C-PRN – XIII</b> Essay and Translation			<b>DSE-03</b>	
	<b>C-PRN – XIV</b> Spoken Persian& Interpretation: Viva-voce			<b>DSE-04</b>	

- \* Note:
- (1) Those students who have studied Persian up to X/XII standard are eligible for opting Persian Course A.
  - (2) Those students who have not studied Persian at any level they can take admission in Course B.

## Details of courses under B.A. (Hons) Persian

### Course Content

#### **B.A. (Hons.) Persian**

#### **Semester – I**

#### *Paper- 1*

### **Applied Persian Grammar & Translation (C-PRN-I)**

#### **Course Objectives:**

1. Learners are able to become more accurate and efficient when using a language.
2. Improves the fluency in the language.
3. Able to speak, read and write the language more efficiently.

#### **Course Learning Outcome:**

Grammar lays the ground work for effective communication. It makes written content more readable and in turn more interesting. If it is necessary to repeatedly reword sentences while reading, the flow becomes disrupted and involvement in the story halted. Grammar whose can help learners develop the habit of thinking logically and clearly. After studying grammar, learners are able to become more accurate when using a language. Without good grammar, clear communication is impossible. It improves the development of fluency. As a result, students will be able to speak, read and write the language more fluently. A student with poor grammar skill can form a negative impression on others. First impression can be lasting, and may hide the true judgement of character. Writing and speaking correctly gives students the appearance of credibility, if students are attempting to build a reputation as an expert in their institution, correct use of grammar is extremely important. Thus, this course is essential for first year students.

#### **Unit 1**

Name of the Iranian months, Mode of Transportation, Cardinal and ordinal numbers, Time & Days, Colors, Birds and animals

#### **Unit 2**

Persianate Culture

### **Unit 3**

Elementary Grammar: Infinitives Present, Past and Future Tenses, Conjugation, Definite and Indefinite Noun, Singular and Plural, Adjective, Prepositions, Degrees Infinitives, Imperatives.

### **Unit 4**

Use of Simple, Negative, Interrogative sentences, Personal Pronoun and Possessive Pronoun, Objectives Compound, Verb Relative Clause Present Participle, Active and Passive Voice Conditional Sentences

### **Unit 5**

Persian Text Reading and Translation into English or Hindi or Urdu from Chapter no.11 to 24 of the prescribed book: *Dars-e-Farsi by Namdaryan, Taqipur*.

### **Unit 6**

Sentences Translate from English to Persian or unseen English passage translate from English to Persian Practical, Comprehension from the prescribed book.

### **References:**

1. *Dars-eFarsi by Namdaryan, Taqipur*. Published by Institute for Humanities & Cultural Studies, Tehran, Iran, 1378 A.H./1999 A.D.

### **Additional Resources:**

1. *Fann-eTarjuma by Saffarzadeh, Tahera*, Intesharat-e-Amir Kabir, Tehran, Iran.
2. *Farsi Dastoor by Kiya Khanlari, Dr. Zehra*. Idarah-eAdabiyat, Jayyed Press, Ballimaran, Delhi 110 006.
3. *Elementary Persian Grammar by Kumar, Dr. Rajinder*. Harjeet Publication, Delhi-110034, 2009.
4. *An Introduction to Persian by Thackston, Wheler*. Ibex Publication, Maryland, U.S.A., 2009.

### **Teaching Learning Process**

Class Lecture through Projector, one to one classroom teaching

### **Assessment Methods**

Assignments, Class test/Project work Quiz

### **Keywords**

Grammar, Tenses, Translation, Comprehension

## *Paper- 2*

### **An outline of the History of Persian speaking regions (upto Ghaznavid period) (C-PRN-II)**

#### **Course Objectives:**

1. Socio-cultural and religious changes began to emerge from the time of Tahirids to Ghaznavids.
2. Major Genre was taking up by the poets and writers in various areas of Persianate culture.

#### **Course Learning Outcome**

With the expansion of Islamic rule in various regions, languages and literature of various regions also were undergone mass changes as well as the literature. Iran, Afghanistan, Tajikistan and Uzbekistan which have been the major power in the whole Persian Speaking regions and beyond that saw major changes. The first change occur in the process of transition was the script from Pahlavi script to Semitic script with the inclusion of local phonetics in Iran. The literature also took a new tide and Persian literature with the new subjects, especially the religious and socio-cultural changes began to emerge from the time of Tahirds (9th-10th C) and Samanids (10th-11th C). Ghaznavids (11th-12th C) became the major source and patronage for the creation of Persian literature. It was this period when Firdausi composed his Shahnama. With this beginning, major genre were taken up by the poets and writers in various areas of Persianate culture. This paper will be an introduction to the above said issues so that the student be well aware about the various literary movements upto Ghaznavid period.

#### **Unit 1**

Old Persian: Language and Literature from Unani, Yehudi, Islamic and Iranian sources

#### **Unit 2**

Development and Promotion of Persian language Step by step changes in languages and writing

#### **Unit 3**

Cuneiform Script, Avestan Script, Pahlavi Script, Books and Inscriptions in said languages

#### **Unit 4**

Impact of Arabic language on Iran

## **Unit 5**

*Foremost poets of Persian in Iran:* Bahram Goor Sasani, Hakim Abu Hafs Sughadi, Abbas Marvazi,

*Tahiri Period:* Hanzala Baadghisi , *Saffari Period:* Dabeer Mohammad Bin Wasif, Firoz Mashriqi, *Samani Period :* Rudaki Samarqandi, Abu Shakoor Balkhi, Abul Hasan Shaheed Balkhi, Amara-e-Marvazi, Hakim Kasai Marvazi. Daqiqi Toosi Other scholars: Hamza Isfehni, Abu Bakr Zakariya Raazi, Abu Ma'shar Balkhi

## **Unit 6**

*Ghaznavid Period:* Abul Qasim Ferdausi, Unsuri, Asjadi, Azairi Raazi, Farrukhi Sistani, Manuchehri, Shahnama writing in old time in Iran, Shahnama-e-Ferdausi, Sources of Shahnama-e-Ferdausi ,Literary importance of Shahnama-e-Ferdausi

### **Practical:**

Find out the cities of Iran by the map of Iran and World.

### **References:**

1. *Shafaq, Raza Zadeh : Tareekh-e-Adabiyat-e-Iran*, tr. by Syed Mubarizuddin Raf'at, Nadvatul Musannefin, Urdu Bazar, Jama Masjid, Delhi-110 006. 1993.
2. *Iran Sadiyon Ke Aine Main by Ishrat, Amrit Lal*, Idara-e-Musannefin, Hyderabad.

### **Additional Resources:**

1. *A History of Persian Language by Ansari, Dr. Noorul Hasan*. Idara-e-Adabiyat-e-Delhi, Delhi110 006.Vol. I, 1982.
2. *The Rise, Growth and Decline of Indo-Persian Literature by Chopra, Raavindra Mohan*. Iran Society, Calcutta, 2012.

### **Teaching Learning Process**

Class lecture Through Projector

### **Assessment Methods**

Assignments, Class test/Project work, Quiz

### **Keywords**

History of Iran, Culture of Iran, Poets, Prose writers, Scholars, Sufis, Historical books

## Semester – II

### *Paper -3*

### **Introduction to Persian Prose & Poetry (C-PRN-III)**

#### **Course Objectives**

1. To introduce some prominent poets and prose writers with their specimen.
2. A comprehensive understanding of new style.

#### **Course Learning Outcomes**

This paper deals with the prose and poetry of Persian language. We find lots of changes in its themes, forms and perspectives after the great upheaval ushered Iran into a different landscape. An attempt has been made in this section to introduce some prominent poets and prose writers their specimen, which will give student a comprehensive understanding of new style. Persian poetry and prose writing by Iranian diaspora is also worth reading.

### **Unit 1**

#### **Introduction to Persian Prose:**

- Benam-e-Khoda
- Murghabi-e-Laakposht
- Gurg-o-Gao
- Faryad Baraye Azadi
- Ba Haivanaat Mehrebaan Basheem
- Ferdousi
- Dehqan-e-Fidakaaar
- Rubah-o-Khuroos
- Sa'adi Shirazii
- Dehqan-o-Gunjishk
- Umar Khayyam
- Sangpush-oGavazn
- Luqman Hakeem
- Neki-o-Badi
- Abu Ali Sina
- Madar Ra Dil Misuzad Daye Ra Daman

### **Unit 2**

#### **Introduction to Persian Poetry:**

- Benam-e-Khoda
- Kitab-e-Khoob

- Qudrat-e-Khoda
- Mihan-e-Khish ra kuneem Abaad
- Rubah-o-Zaagh
- Subh
- Madar
- Darakhtkaari
- Khana-e-Maa
- Khursheed-e-Mehrebaan
- Az Khudam Ranjeedam
- Maiazaar Moori ki Daanekash Ast
- Gurg-o-Sag
- Ranj-o-Ganj

### **Unit 3**

Life and works of Prose writers: Saadi Shirazi, Hakim Abu Ali Sina

### **Unit 4**

Life and works of poets: Abul Qasim Ferdausi, Saadi Shirazi, Umar Khayyam

### **Unit 5**

Reading and writing of the lessons with their exercises given at the end of the chapters

### **Unit 6**

Translation of passages from Persian into English, Hindi or Urdu languages.

### **References:**

1. *Farsi Duvvum-e-Dabistan*, Vizarat-e-Amozish-o-Parvarish, Iran
2. *Farsi Sivvum-e-Dabistan*, Vizarat-e-Amozish-o-Parvarish, Iran
3. *Farsi Chaharum-e-Dabistan*, Vizarat-e-Amozish-o-Parvarish, Iran
4. *Kitabe-Farsi Baraye Class ha-e-Diplom*
5. *Bagh-e-Mehrebaniha* by Rahmat Dost, Mostafa. Madrasedh Publication, Tehran, Iran, 1374 A.H./1995 A.D.

### **Additional Resources:**

1. *Farsi Dastoor* by Kiya Khanlari, Dr. Zehra. Idarah-e-Adabiyat, Jayyed Press, Ballimaran, Delhi 110 006
2. *Shafaq, Raza Zadeh : Tareekh-e-Adabyat-e-Iran*, tr. by Syed Mubarizuddin Rif'at, Nadvatul Musannefin, Urdu Bazar, Jama Masjid, Delhi-110 006. 1993.



## **Teaching Learning Process**

Class lecture Through Projector

## **Assessment Methods**

Assignments, Class test/Project work, Quiz

## **Keywords**

Persian Poetry, Prose, Saadi, Firdausi

### *Paper- IV*

## **History of Indo- Persian Literature, Prose, Poetry and Rhetoric (C-PRN-IV)**

### **Course Objectives**

1. To make students acquainted with Indo-Persian Literature.
2. To introduce briefly to prominent and distinguished poets and prose writers of Indo-Persian literature.

### **Course Learning Outcomes**

With the establishment of Islamic rule in India in late 12th C, Persian not only became the language of administration but also a part of the court culture. The prose and poetry samples from the said corpus of Indo-Persian literature introduced in the semester-II were just the indicators. From the time of Slave dynasty of 11th-12th C till early 20th C, Persian literature produced in India reflects various trends in literary styles, subjects of variegated shades and court culture and social movements. The Indo-Persian literature is the major source of the study of composite culture, geomorphology of the various cities, their gardens, mosques, Sufi hospices, poets and Historians.

In this section an attempt has been made to introduce briefly some prominent and distinguished poets and prose writers, so that the students will have the basic understandings of the IndoPersian work. It is undeniable that although Persian originated in Iran, but when it came to India it became an ingrained part of it due course certain doyens like Amir Khusrau, Bedil, Ghalib, Faizi, Abul Fazl, Ziauddin Barni and certain other distinguished personalities has emerged on the scene and contributed so magnificently which could be termed unparallel in Persian history.

## **Unit 1**

The Life and Works of the following Indo-Persian Poets:

1. Masud Sa'ad Salman
2. Amir Khusrau Dehlavi
3. Amir Hasan Sijzi Dehlavi
4. Abul Faiz Faizi Fayyazi
5. Mirza Ghalib Dehlavi
6. Mir Taqi Mir
7. Khwaja Mir Dard

## **Unit 2**

The Life and Works of the following Indo-Persian Prose Writers:

1. Abul Fazl Allami
2. Chandra Bhaan Brahman
3. Anand Ram Mukhlis
4. Nemat Khan-e-Aali

## **Unit 3**

The Life and Works of the following Indo-Persian Historian:

1. Ziauddin Barni
2. Abdul Qadir Badauni

## **Unit 4**

*Asnafe Sukhan:*

Nazm, Sher, Ghazal, Matla, Maqta, Radeef, Qafia, Takhallus, Qitaa, Rubai, Qasida, Ajzai Qasida, etc.

## **Unit 5**

Masnavi, Hamd, Naat, Manqabat, Marsia, Hajv

## **Unit 6**

*Sanaye-e-Maanvi:*

Tazad, Iyham, Mira- un- Nazeer, Mushaklat, Laf-o-Nashr, Jam-o-Taqseem, Mubalgha, Tazmeen, etc.

*Sanai Lafzi:*

Tajnees, Tashbih, Isteara, Kinayah, etc.

## References:

1. *Bazm-e-Timurya* by Sabahuddin Abdur Rahman, Vol. I, II and III, Shibli Academy, Azamgarh.
2. *Bazm-e-Mamlukia* by Sabahuddin Abdur Rahman, Shibli Academy, Azamgarh.
3. *Shairul Ajam*, by Shibli Nomani, Vol. I-V, Shibli Academy, Azamgarh.
4. *A History of Persian Language and Literature at the Mughal Court* (Part I and II) Allahabad, 1929-30.
5. *Aaina e Balaghat* by Mohd Askari, Lucknow, 1937
6. *Dars e Balaghat*, NCPUL New Delhi 1997

## Additional Resources:

1. *Hindustan Amir Khusrau Ki Nazar Main* by Sabahuddin Abdur Rahman, Shibli Academy, Azamgarh.
2. *Tarikh-e-Adabyat-e-Iran* by Shafaq, Raza Zadah, Tr. in Urdu by Syed Mubarizuddin Rafat, Nadvatul Musannefin, Jama Masjid, Delhi, 1993.
3. *History of Indo-Persian Literature (1627-59)*, by Qasemi, Z.H. , Dept. of Persian, University of Delhi, Delhi-7.

## Semester – III

### *Paper- V*

### Modern Persian Prose (C-PRN-V)

## Course Learning Outcomes

1. To develop the ability in the students to apply critical and theoretical approaches to reading and analysis of modern Persian texts.
2. To make students able to know the socio-cultural aspects of the Iranian society and contemporary world.

### Unit 1

1. Mahatma Gandhi (Dr. Mehmood Sana‘i)
2. Khana-e-Pidari (Saeed Nafisi)
3. Eidi (Mohammad Hijazi)
4. Life and works of respective authors

### Unit 2

1. Pizishk-e-Chashm (Mohammad Hijazi)
2. Adham Pina Duz (Shin Partu)
3. Chahar Gul (Yusuf E‘tesamulmulk)
4. Life & works of respective authors

### **Unit 3**

1. Kabutar-o-Kulagh (Yusuf E'tesamulmulk)
2. Mahi-e-Kochulu (Samad Behrangi)
3. Zaban-i-Farsi Dar Hind (Ali Asghar Hikmat)
4. Life & works of respective authors

### **Unit 4**

History of Modern Persian Literature.

#### **References :**

1. *Khan, Dr. M.A. and Dr S.H. Qasemi: Intekhab-e-Nasr-e-Mu'asir-e-Farsi*, Department of Persian, University of Delhi, Delhi-110 007, 1991.
2. *Khan, Hakim Zaki Ahmad: Nisb-e-Jadeed-e-Farsi*, Jayyed Press, Ballimaran, Delhi-110 006.
3. *Hameedi, Mehdi: Darya-e-Gauhar (Vol. I)*, Intesharate-Amir Kabir, Tehran, Iran, 1343/1964

#### **Additional Resources:**

1. *Kamshad, Hasan: Modern Persian Prose*, Cambridge University Press, 1966.
2. *Hakemi, Isma'il: Adabiyat-e-Mu'asir-e-Farsi*, Tehran, 1988.
2. *Abedini, Mir Hasan: Sad Sal Dastn-Navisi dar Iran*; 3 Vols., Iran, 1377/1998.

#### **Teaching Learning Process:**

Lectures, Discussions, Reading of Texts, Writing Skills, Translations, , Assignments, projects and organizing and making available learning resources.

#### **Assessment Methods:**

Assignments, projects, class performance and monthly tests.

#### **Keywords:**

Modern Persian Literature, Prose, Iranian society and contemporary Persian literature.

*Paper No -VI***Modern Persian Poetry (C-PRN-VI)****Course Learning Outcomes**

Students will have the ability to apply critical and theoretical approaches to the reading and analysis of modern Persian Poetry Being able to know the socio-cultural aspects of the Iranian society and contemporary world.

**Unit 1****Malik-ush Shuara Bahar (the following poems)**

Shair-o-Nazm	Chashma-o-Sang	Mdar
Dar Rah-e Ishq	Az Badi Parhez Kun	

**Unit 2****Parwin E'tesami (the following poems)**

Ai Murghak	Kutah Nazar	Mast-o-Hushiyar	Ashk-i-Yateem
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**Parvez Natel Khanlari (the following poems)**

Mah Dar Murdab	Janan Mi-Rawad
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**Rahi Muayyari (the following poems)**

NaAshna	Sangreezeh	Aghosh-e-Ou
---------	------------	-------------

**Unit 3****Shahryar (the following poems)**

Hala Chera	Parwana Dar Aatish	Nalah-e-Bulbul
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**Unit 4****Simin Behbahani (the following poems)**

Sang-e-Goor	Paiman Shikan	Nilufar-e-Aabi
-------------	---------------	----------------

**Unit 5****Nima Yushij (the following poems)**

Ai Shab	Chashma-e-Kuchak	Khana-e-Man Abreest
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## **Unit 6**

### **Iraj Mirza (the following poems)**

Qalb-e-Madar

History of Modern Persian Poetry, Life & works of Poets

### **References:**

1. *Khalkhali, Syed Abdul Hameed: Tazkirah-e-Shoara-e-Ma'asir-e-Iran*, Kitabkhana-e-Tahoori, Iran.
2. *Faridunkar: Shhkrha-e-Shair-e-Ma'asir-e-Iran,, Intesharat-e Amir Kabir*, Tehran, Iran, 1337/1958
3. *Aryanpur, Yahya: Az Saba Ta Nima* (Vol. I & II), Tehran, Iran. 4. *Muneeb-ur Rehman: Jadeed Farsi Shaeri*, Aligarh Muslim University, Aligarh, 1959.

### **Additional Resources:**

1. *Qasemi, S.H.: Jadeed Frsi Shaeri*, Indo-Persian Society, Delhi-110 006, 1977.
2. *Qasemi, Zakira Sharif: Farsi Shaeri Ek Mutale'a*, Indo-Persian Society, Delhi-110 006, 1987.

### **Teaching Learning Process:**

Lecture, Discussions, Writing and reading text etc.

### **Assessment Methods:**

Class performance, Assignments, Projects, Presentation and attendance

### **Keywords:**

Modern Persian Poetry, Sabk-i-Nau, Nima

*Paper No- VII*

## **Classical Persian Prose (C-PRN-VII)**

### **Course Learning Outcome**

Students will have the ability to apply critical and theoretical approaches to the reading and analysis of Classical Persian texts.

## **Unit 1**

SafarNameh, Hakim Nasir Khusrau Alavi Qubadiani, (Nasr-e-Kohan; pp.351-65)

## **Unit 2**

Marzban Nameh, Amir Unsar-ul Ma'ali bin Iskander Kaikaoos (Nasr-e-Kohan (pp. 499-513)

The following stories;

1. *Dstan-e-Aahu-o-Mush-o-Uqqab*
2. *Dstan-e-Barzigar Ba Mar*
3. *Dstane-Shighal-e-Khar-Sawar*
4. *Dstan-e-Shahryar-e Babul Ba Shahryarzadeh*

## **Unit 3**

*Chahar Maqaleh* by *Nizami Aruzi Samarqandi* The following stories from Maqala – I: *Dar Mahiyat-e-Dabiri wa Kaifiyat*, Iskafi Dabiri: Chun Iskafi ra Kar, Lamghan Shehri ast

Maqala – II: *Dar Mahiyat-e-Ilm-e-Shair*, *Ahmad bin Abdullah Al-Khujistani*, *Nasr bin Ahmad Samani*, *Abul-Qasim Firdausi*

## **Unit 4**

History of Classical Persian Literature.

## **Unit 5**

Life and works of respective authors.

## **Unit 6**

Importance of Classical Persian Prose

### **References:**

1. *Nasr-e-Kohan; Intersharat-e-Vizarat-e-Farhang-o-Hunar*, Idareh Kull-e Nigarish, Tehran, Iran.
2. *Nizami Aruzi Samarqandi: Chahar Maqaleh; edited Mohammad Qazvini*, Tehran University Publication, Tehran, Iran, 1334/1955.

### **Additional Resources:**

1. *Intekhabe Nasre Classic-e-Farsi, Compiled by Khursheed Ahmad*, Great Book Contractor, 1741, Rod Giran, Lal Kuan, Delhi- 110006. 2018

### **Teaching Learning Process:**

Lectures, Discussions, Reading and writing of Texts

**Assessment Methods:**

Class performance, Attendance, Assignments, projects and presentations

**Keywords:**

Classical Persian Prose, Safarnama, Nasir Khusro, Marzaban Namah, Chahar Maqala.

**Semester – IV***Paper- VIII***Classical Persian Poetry (C-PRN-VIII)****Course Learning Outcome**

Students will have the ability to apply critical and theoretical approaches to the reading and analysis of Classical Persian Poetry.

**Unit 1**

*Rubaiyat Umar Khayyam bin Ibrahim Khayyami Nishaburi* 30 Rubais; Nisb-e-Jadeed-e-Farsi; Hakim Zaki Ahmad Khan (pp.140-43)

**Unit 2**

*Ghazaliyat Hafiz Shirazi, Khwaja Shamsuddin Mohammad* 20 Ghazals; Intekhab-e-Ghazaliyat-e-Hafiz; Mugheesuddin Faridi (pp.16-55)

**Unit 3**

*Qasaid Anwari Abivardi Hakim Auhaduddin Ali bin Ishaq* 3 Qasideh; Diwan-e Anwari; Mohammad Taqi Mudarris Rezavi (pp.6-9 & 25-29)

1. *Ai Qaida-e-Taze ze Dast-e-Tu Karam ra*
2. *Zan Pas ke Qaza Shakl-e-Digar Kard Jahan Ra*
3. *Inke Mibinam be Beedarist ya Rab ya Be Khab*

**Unit 4**

History of Classical Persian poetry

**Unit 5**

Characterization of Persian Ghazal, Qasidah and Rubaee



## **Unit 6**

Life and works of Umar Khayyam, Hafiz Shirazi and Anwari

### **References:**

1. *Rezavi, Mohammad Taqi Mudarris: Diwan-e-Anwari, Bangah-e-Tarjuma wa Nashr-e Kitab*, Tehran, 1st edition, 1337/1958.
2. *Faridi, Mugheesuddin: Intekhab-e-Ghazaliyat-e-Hafiz*, Maktaba Shahrah, Urdu Bazar, Delhi-110 006, 1975.
3. *Khan, Hakim Zaki Ahmed: Nisb-e-Jadeed-e-Farsi*, Jayyed Press, Ballimaran, Delhi-110 006.

### **Teaching Learning Process:**

Reading, writing, lecture, discussions

### **Assessment Methods:**

Class Performance, attendance, assignments, projects etc.

### **Keywords:**

Classical Poetry, Ghazal, Qasidah, Rubaee, Umar Khayyam, Hafiz Shirazi, Anwari

## *Paper - IX*

### **Indo-Persian Prose (C-PRN-IX)**

### **Course Learning Outcome**

Students will have the ability to apply critical and theoretical approaches to the reading and analysis of Persian texts.

### **Unit 1**

*Jahangir Nameh: Mutamad Khan, Abul-Hasan; Nisab-e-Jadeed-e-Farsi, (pp.118-28).*

### **Unit 2**

*Jawame-ul-hikayat by Aufi, Mohammad Sadiduddin; Nasr-e-Kohan (pp.514-31).*

### **Unit 3**

History of Indo-Persian Literature.

**Unit 4**

*Khutoot-e-Ghalib Ghalib Dehlavi, Mirza Asadullah Khan; Nasr-e-Kohan (pp.615-20)*

**Unit 5**

Importance of Sabk-e-Hindi.

**Unit 6**

Life and works of respective authors.

**References :**

1. *Khan, Hakim Zaki Ahmed: Nisb-e-Jadeed-e-Farsi*, Jayyed Press, Ballimaran, Delhi-110 006.
2. *Nasr-e-Kohan; Intersharat-e-Vizarat-e-Farhang-o-Hunar*, Idareh Kull-e Nigarish, Tehran, Iran.

**Additional Resources:**

*Intekhabe Nasre Classice Farsi, Compiled by Khursheed Ahmad, Delhi, 2018*

**Teaching Learning Process:**

Lecture, discussion, reading writing and translation

**Assessment Methods:**

Class performance, assignments & class tests etc.

**Keywords:**

Indo-Persian literature, Jahngir Nama, Khatoote Ghalib , Jawameul Hikayat

*Paper -X*

**Indo-Persian Poetry (C-PRN-X)****Course Learning Outcome**

Students will have the ability to apply critical and theoretical approaches to the reading and analysis of Indo-Persian poetry.

**Unit 1**

*Ghazaliyat Amir Khusrau* 10 Ghazals; Nisb-e-Jadeed-e-Farsi (pp.18-25)

## **Unit 2**

*Qasaid Urfi Shirazi, Syed Jamaluddin*

1. *Ae Mata' Dard dar Bazar Jan Andakhteh*
2. *Har Sookhteh Jani ke be Kashmir dar Ayed* (Nisb-e-Jadeed-e-Farsi (pp.113-16)

## **Unit 3**

*Ghazaliyat Ghalib Dehlavi, Mirza Asadullah Khan 10 Ghazals; Naqsh-hae-Rang Rang; Aat Kakavi* (pp.7-23)

## **Unit 4**

Specialties of Indo-Persian poetry, Sabke Hindi

## **Unit 5**

History of Indo-Persian Poetry.

## **Unit 6**

Life and works of respective poets.

### **References:**

1. *Khan, Hakim Zaki Ahmad: Nisb-e-Jadeed-e-Farsi*, Jayyed Press, Ballimaran, Delhi-110 006
2. *Ata Kakvi: Ghalib: Naqsh-hae-Rang Rang*, Azimushshan Book Depot, Sultan Ganj, Patna.

### **Teaching Learning Process:**

Lecture, discussions, reading writing and translations.

### **Assessment Methods:**

Attendance, class performance, assignments and class tests.

### **Keywords :**

Indo-Persian poetry, Ghalib, Urfi and Amir Khusro.

## Semester – V

### *Paper-XI*

### Sufistic Persian Literature (C-PRN-XI)

#### Course Objectives

1. To gain and develop knowledge, conceptual understanding and research skills in the students
2. To develop analytical thinking of the students.

#### Learning Outcome

Students will have the ability to apply critical and theoretical approaches to the reading and analysis of Sufistic Persian Literature.

#### Unit 1

*Kashf-ul-Mahjoob, Hujveri, Shaikh Abul-Hasan Ali bin Usman; Nasr-e-Kohan (pp.213-221)*

#### Unit 2

*Fawaid-ul Fowad ,Hasan Sijzi, Amir Hasan; Nasr-e-Kohan; (pp.302-14)*

#### Unit 3

*Mathnavi-e-Maulana Jalaluddin Rumi; Nisab-e-Jadeed-e-Farsi; (pp.118-38)*

#### Unit 4

History of Sufism.

#### Unit 5

Impact of sufism on society.

#### Unit 6

Sufism in Persian literature.

#### References:

1. *Nasr-e-Kohan; Intersharat-e-Vizarat-e-Farhang-o-Hunar, Idareh Kull-e Nigarish, Tehran, Iran.*
2. *Khan, Hakim Zaki Ahmad: Nisb-e-Jadeed-e-Farsi, Jayyed Press, Ballimaran, Delhi-110 006.*

#### Teaching Learning Process:

Reading, Writing and translation of Text.

### **Assessment Methods:**

Class performance, attendance and assignments.

### **Keywords:**

Persian, Iran, Sufism, Maulan Rumi, Kashful Mahjoob, Fawaidul Fawad,

## *Paper - XII*

### **Ethical Persian Literature (C-PRN-XII)**

#### **Course Objectives**

1. To provide ethical values through some master pieces of Persian literature.
2. To enrich one's ethical understanding

#### **Course Learning Outcome:**

Students will have the ability to apply critical and theoretical approaches to the reading and analysis of Persian Texts.

#### **Unit 1**

*Gulistan Sa'di Shirazi, Shaikh Mushrafuddin Musleh; Nasr-e-Kohan (pp.429-43)*

#### **Unit 2**

*Qabus Nameh Kaikaoos, Amir Unsarul Ma'ali bin Iskander; Nasr-e-Kohan (pp.366-83)*

#### **Unit 3**

*Bustan Sa'di Shirazi, Shaikh Mushrafuddin Musleh;*

#### ***Hikayat from Kulliyat-e-Sa'di***

1. *Darvesh Haqugo (pp.231-32)*
2. *Jawan Mard wa Sag-e Tishneh; (pp.248-49)*
3. *Darvesh wa Rubah-e BiDast-o-Pai (p.252)*
4. *Piri ke Kharash dar Gil Uftadeh Bud (pp.257-58)*

#### **Unit 4**

*Rubaiyat Abu-Saeed Abul-Khair (6 Rubais from Safina-e-Marvareed, p.49)*

## **Unit 5**

*Rubaiyat-e-Baba Tahir Uryan* (First 5 Rubais from *Safina-e-Marvareed*, p.53)

## **Unit 6**

Life and works of respective authors and Poets.

### **References:**

1. *Nasr-e-Kohan*; Intersharat-e-Vizarat-e-Farhang-o-Hunar, Idareh Kull-e Nigarish, Tehran, Iran.
2. *Sa'di Shirazi, Kulliyat-e-Sa'di; Mohammad Ali Furooghi*, Intesharat-e-Mu'iniyan, Tehran, 1375/1996.
3. *Sa'di Shirazi, Boostan-e-Sa'di; Mohammad Ali Farughi*, Tehran, 1316/1937.
4. *Manochehr Danish Pazooh: Safina-e-Marvareed*, Intesharat-e-Allama Tabatabai, Tehran, Iran, 1383/2004.

### **Teaching Learning Process:**

Lecture, Discussion, reading, writing and translations

### **Assessment Methods:**

Attendance, class Performance, assignment, and class tests.

### **Keywords**

Ethical Persian Literture, Qabus nama, Bustan saadi

## **Semester – VI**

### *Paper- XIII*

### **Essay and Translation (C-PRN-XIII)**

### **Course Objectives**

1. To know the advanced version of Persian Translation.
2. To update with the basic and fundamental levels of Translation.
3. To help the students in having their own creativeness and presentation on the language during discussion.

### **Course Learning Outcome**

In this course, students are expected to be taught the advanced version of Persian Translation and Essays. As student has already been initiated into this course in the Bachelors degree, it is

expected that they are already updated with the basic and fundamental levels of this course, so an attempt is made they are introduced the advanced version of this course which will help them to take up assignments in the outside World.

### **Unit 1**

Essay in Persian language on various topics:

Famous poets, Places, Festivals and others literary and cultural subjects.

### **Unit 2**

Translation Persian into English

### **Unit 3**

Translation English into Persian

### **Unit 4**

Reading of Persian Text and Translation.

### **Unit 5**

Reading of English Text and Translation.

### **Unit 6**

Creative writing.

Technical Terms of Persian and English languages.

### **Practical**

Reading of text and translations.

### **References:**

1. *Saffar Muqaddam, Dr. Ahmad: Zaban-e Farsi*, Council for the Promotion of Persian Language and Literature, Tehran, Iran, Vol. I & II, 2007.

### **Teaching Learning Process:**

Lecture, discussion and practices

### **Assessment Methods:**

Attendance, class performance, assignments and class tests.

**Keywords:**

Translation, Persian, English.

*Paper-XIV***Spoken Persian& Interpretation (C-PRN-XIV)****Course Objectives**

1. To develop proficiency in reading, writing and talking and should be able to handle the language in different situations.
2. To help the students in having their own creativeness and presentation on the language during discussion.
3. To express their ideas and observations regarding the issues highlighted in the text.

**Course Learning Outcome**

In this course, students are expected to be taught the advanced version of Interpretation course. As student has already been initiated into this course in the Bachelors' degree, it is expected that they are already updated with the basic and fundamental levels of this course, so it will help the students in having their own creativeness and presentation on the language during discussion.

The course will help the students to develop proficiency in reading, writing and talking and should be able to handle the language in different situations.

**Unit 1**

Translation of Persian text into English.

**Unit 2**

Translation of English text into Persian.

**Unit 3**

Conversation in colloquial Persian.

**Unit 4**

Interpretation into Persian from Urdu, Hindi and English.

**Unit 5**

Viva-voce



**References:**

1. *Let's Learn Persian*, N.C.P.U.L., Ministry of HRD, New Delhi.

**Additional Resources:**

1. *Gargesh, R. Goswami.: Translation and Interpretation*, University of Delhi, Delhi-110 007.

**Teaching Learning Process:**

Lecture discussion and practices.

**Assessment Methods:**

Class performance, attendance and class tests.

**Keywords:**

Persian, Iran, Afghanistan.

**Elective: Discipline Specific DSE (Any 4 Papers) (2 Papers in Semester – V  
and 2 Papers in Semester - VI):**

DSE-01 - History of Persian Literature during Safavid Period (1501-1736)

DSE-02 - History of Persian Literature during Mughal Period (1526-1707)

DSE-03 - History of Persian Literature during Qajar Period (1757-1921)

DSE-04 - History of Persian Literature during Pahalavi Period & Post Islamic Revolution in Iran (1925 – till date)

DSE-05 - Persian Translation of Indian writings during Mughal Period

DSE-06 - Short Story writing in Modern Persian: A Survey

**History of Persian Literature during Safavid Period (1501-1736) (DSE-01)**

**Course Objectives**

1. To understand the History of Iran during Safavi period.
2. Life and works of the poets and prose writers of this period.
3. Architecture, Painting and some cultural activities of this period.

**Course Learning Outcome**

In this course, an effort is made to introduce few famous poets and prose writers with their works in the Safavid period. The concerned teacher will provide all the relevant and necessary inputs like ups and downs in Persian literature during this period and about some architectural monuments and painting.

### **Unit 1**

*Mohtashim Kashani, Urfi Shirazi, Saib Tabrezi*

### **Unit 2**

*Faizi, Hatif Isfaahani, Qaani, Visal Shirazi*

### **Unit 3**

*Haft band Mohhtashim Kashani*

### **Unit 4**

Life and works of above mentioned writers and poets.

### **Unit 5**

Arts and architectures during Safavids.

### **Unit 6**

Promotion of Marsiah Nigari

Writing, Reading and Presentations.

### **References:**

1. *Shafaq, Razazadeh: Tarikh-e-Adabiyat-e-Iran*, Translated in Urdu by Sayyed Mubarizuddin Rafat, Kutubkhana, Khurshidia, Urdu Bezar, Lahore, 2014.
2. *Badakhshani, Maqbool Beig: Tarikh-e-Iran (2 Vol.)*, Majlis-e-Taraqqi-e-Adab, Lahore, 1971.
3. *Edward, Brown: Tarikh-e-Adabiyat-e-Iran*, translated Sajjad Husain, Jamia Usmania, Hyderabad, 1932.
4. *Safa, Zabihullah : Farsi Adab ki Mukhtasar Tarikh*, translated Andalib Zahra, Fareed Book Depot, Delhi.

### **Teaching Learning Process**

Lecture, discussion and presentations.

### **Assessment Methods**

Class performance, attendance and class test.

## Keywords

History ,Safavi Period, Marsiah

## History of Persian Literature during Mughal Period (1526-1707)(DSE-02)

### Course Learning Outcome

In this course, an effort is made to introduce few famous poets and prose writers with their works in the Mughal period. The concerned teacher will provide all the relevant and necessary inputs like up and downs in Persian literature during this period. Some architectural monuments, painting etc.

### Unit 1

Persian language and literature in Mughal Court.

Eminent Persian poets of Mughal Period:

- Ghazali Mashahdi
- Faizi Fayyazi
- Urfi Shirazi
- Naziri Nishapur
- Kalim Kashani
- Abu Talib Kaleem

### Unit 2

- Mohtashim Kashani
- Nemat Khan Aali
- Chander Bham Birhaman
- Bedil Dehlavi
- Mir Taqi Mir
- Ghalib Dehlavi
- Ghani Kashmiri
- Zafar Khan Ahsan

### Unit 3

*Eminent Persian prose writer of Mughal Period:*

Babur	Gulbadan Begum	Abdul Qadir Badayuni
Abul Fazal	Shaikh Abdul Haq Muhaddis Dehlavi	Shaikh Ahmad Thatavi

## **Unit 4**

Abdul Hamid Lahori

Mohd Saleh Kamboh

Zahoori Tershezi

Nemat Khan Ali

Aqil Khan Razi

Sujan Rai Bhandari

Ghulam Husain Tabatabai

Dara Shikoh

Abdul Rahim Khane Khanan

## **Unit 5**

Arts & craft

## **Unit 6**

Mughal Architectures

## **References**

1. Shibli Nomani: Shair-ul Ajam, Shibli Academy, Azamgarh (U.P.). . 3.
2. Sabahuddin, Abdur Rahman: Bazm-e-Taimuriah, Shibli Academy, Azamgarh, (U.P.).
3. Sabahuddin, Abdur Rahman: Bazm-e-Sufiyah, Shibli Academy, Azamgarh (U.P.).
4. Ikram, Mohammad: Ab-e-Kausar, Fareed Book Depot. Delhi, 1999.
5. Ikram, Mohammad: Rud-e-Kausar, Fareed Book Depot, Delhi, 1999.
6. Ikram, Mohammad: Mauj-e-Kausar, Fareed Book Depot, Delhi, 1999
7. Ghani, M.A.: A History of Persian Language & Literature at the Mughal Court (Part I & II),  
Allahabad (U.P.), 1929-30. . Qasemi, S.H.: A History of Indo-Persian Literature (1806-1857),
9. Department of Persian, University of Delhi, Delhi-110 007, 2008
10. Qasemi, Z.S.: A History of Indo-Persian Literature (1627-59), Department of Persian, University of Delhi, Delhi-110 007, 2015

## **Teaching Learning Process**

Lectures, discussions and Presentations.

## **Assessment Methods**

Class Performance, Attendance and Assignments.

## **Keywords**

Persian literature, Mughals.

## **History of Persian Literature during Qajar Period (1757-1921) (DSE-03)**

## Course Objectives

1. To acquaint the students with the Literature produced during the Qajar period of Iran
2. To introduce to the literary styles of Qajar period

## Course Learning Outcome

Students will have the ability to apply critical and theoretical approaches to the reading and analysis of Persian literature of Qajar Period.

### Unit 1

Social and cultural history

### Unit 2

*Brief history of Qajar Period:*

- Agha Mohd Khan Qajar
- Fateh Ali Shah Qajar
- Mohd. Shah
- Nasiruddin Shah
- Muzaffar Shah

### Unit 3

*Poets:*

- |                   |   |
|-------------------|---|
| • Fateh Ali Saba  | • Mirza Abdul Wahab Nishat              |
| • Sarosh Isfahani | • Mirza Habibullah Qaani                |
| • Muzmir Isfahani | • Mirza Shafi Visal Qayam Muqam frahani |
| • Yaghma          | • Mehmood Khan Malik us shuara          |
| • Visali Shirazi  | • Farooghi Bustami                      |

### Unit 4

*Prose:*

- |                      |                                       |
|----------------------|---------------------------------------|
| • Nasikhut Tawareekh | • Maasir i Khaqani wa Hadaiq ul Jinan |
| • Jam i Jam          | • Aatish kada i Aazar                 |
| • Aaine i Sikandri   | • Majma ul Fusaha                     |
| • Ganj e Danish      |                                       |

## **Unit 5**

Life and works of respective writers and poets.

### **References**

1. Shafaq, Razazadeh: Tarikh-e-Adabiyat-e-Iran, Translated in Urdu by Sayyed Mubarizuddin Raf'at, Kutubkhana, Khurshidia, Urdu Bezar, Lahore, 2014.
2. Badakhshani, Maqbool Beig: Tarikh-e-Iran (2 Vol.), Majlis-e-Taraqqi-e-Adab, Lahore, 1971.
3. Edward, Brown: Tarikh-e-Adabiyat-e-Iran, translated Sajjad Husain, Jamia Usmania, Hyderabad, 1932.
4. Safa, Zabihullah : Farsi Adab ki Mukhtasar Tarikh, translated Andalib Zahra, Fareed Book Depot, Delhi.

### **Teaching Learning Process**

Lecture, discussions, reading, writing and translations

### **Assessment Methods**

Class Performance, Attendance and Assignments.

### **Keywords**

Persian literature, Qajars

## **History of Persian Literature during Pahalavi Period & Post Islamic Revolution in Iran (1925 (DSE-04)**

### **Course Objectives**

1. To acquaint the students with the Literature produced during the Pahlavi period of Iran
2. To introduce to the literary styles of Pahlavi period

### **Course Learning Outcome**

Students will have the ability to apply critical and theoretical approaches to the reading and analysis of modern Persian texts. Being able to know the socio-cultural aspects of the Iranian society and contemporary world.

## **Unit 1**

Socio-cultural condition of Pahlavi Period, Inqilab-i-Safeed, Status of women in Iranian society, religion, land reform and education.

**Unit 2**

Impact of modernisation on the literature of Iran.

**Unit 3**

Islamic revolution, Ayatullah Khumaini, Religions in Persia

**Unit 4**

Adabiyate difa-e-Muqaddas, Social life of Iran

**Unit 5**

Role of oil in the development of culture, Means of amusements (Traditional and Modern)  
Book, T.V., Theatres, Cinema etc.

**References:**

1. Shafaq, Razazadeh: Tarikh-e-Adabiyat-e-Iran, Translated in Urdu by Sayyed Mubarizuddin Rafat, Kutubkhana, Khurshidia, Urdu Bezar, Lahore, 2014.
2. Zahuruddin Ahmad: Irani Adab, Markaz-eTahqiqat-e-Farsi-e-Iran wa Pakistan, Islamabad, 1375/1996
3. Badakhshani, Maqbool Beig: Tarikh-eIran (2 Vol.), Majlis-e-Taraqqi-e-Adab, Lahore, 1971
4. Edward, Brown: Tarikh-eAdabiyat-e-Iran, translated Sajjad Husain, Jamia Usmania, Hyderabad, 1932
5. Safa, Zabihullah : Farsi Adab ki Mukhtasar Tarikh, translated Andalib Zahra, Fareed Book Depot, Delhi.
6. Ishrat, Dr. Amrit Lal: Iran Sadyun ke Aaine Mein, Idarah-e-Musannefeen, Hyderabad.
7. Abedini, Mir Hasan: Sad Si Dastn-Navisi dar Iran; 3 Vols., Iran, 1377/1998.

**Teaching Learning Process**

Class performance, assignments, projects and class tests.

**Assessment Methods**

Class performance, assignments, projects and class tests.

**Keywords**

Persian literature, Iran, Pahalvi, Islamic revolution

## Persian Translation of Indian writings during Mughal Period (DSE-05)

### Course Objectives

1. To acquaint the students with the Literature produced during the Mughal period of India
2. To introduce to the development translation bureau of Akbar

### Course Learning Outcome

Students will have the ability to apply critical and theoretical approaches to the reading and analysis of Persian translations of Indian works.

#### Unit 1

Literary and historical importance of Persian translations of Indian works.

#### Unit 2

Social and cultural history of Mughal Period.

#### Unit 3

*An Introduction to the following Translated works:*

- Singhasan Battisi
- Mahabharata
- Lilawati
- Tarikh-i-Kashmir
- Moajam-ul-buldan
- Bahr-ul-Asmar
- Nuzhat ul Arwah wa Nuzhat ul Afrah
- Athar ban
- Injeel
- Ramayana
- Kalila wa Dimneh
- Tuzuk-i-Baburi
- Jamae Rashidi
- Tajik
- Zeech Mirzai
- Har bans

#### Unit 4

Translators:

1. Mulla Abdul Qadir Badayuni
2. Shaikh Mubarak
3. Abul Fazal Allami
4. Abul Faiz Faizi
5. Mulla Husain Waiz
6. Abdul Rahim Khan i Khanan
7. Mir Fatehullah Shirazi

### References :

1. Shafaq, Razazadeh: Tarikh-e-Adabiyat-e-Iran, Translated in Urdu by Sayyed Mubarizuddin Raf'at, Kutubkhana, Khurshidia, Urdu Bezar, Lahore, 2014.
2. Shibli Nomani: Shair-ul Ajam, Shibli Academy, Azamgarh (U.P.). .
3. Sabahuddin, Abdur Rahman: Bazm-e-Taimuriah, Shibli Academy, Azamgarh, (U.P.).



4. Ansari, Nurul Hasan: Farsi Adab-be-Ahd-e-Aurangzeb, Department of Persian, University of Delhi, Delhi, 2006.
5. Ghani, M.A.: A History of Persian Language & Literature at the Mughal Court (Part I & II), Allahabad (U.P.), 1929-30.
6. Qasemi, S.H.: A Descriptive Catalogue of Persian Translations of Indian Works, National Mission for Manuscripts, Asila Offset Printers, Kucha Chelan, Darya Ganj, New Delhi, 2014

### **Teaching Learning Process**

Lectures, Discussions, Reading of Texts, Writing Skills, Translations , and organizing and making available learning resources.

### **Assessment Methods**

Class Performance, Assignments, Term Paper and class tests.

### **Keywords :**

Persian, Sanskrit, Translation, Indian Writings.

## **Short Story writing in Modern Persian: A Survey (DSE-06)**

### **Course Objective**

1. To develop conceptual understanding of Short Story writing in Modern Persian
2. To enrich analytical and story writing skills

### **Course Learning Outcome**

Students will have the ability to apply critical and theoretical approaches to the reading and analysis of Modern Persian short stories.

### **Unit 1**

Persian Prose in the Second Half of the 19th Century and in the First Half of the 20th Century

### **Unit 2**

Introduction to Life & works Modern Persian Short Story Writers:

- Buzurg Alavi
- Jalal Al-e-Ahmad
- Samad Behrangi
- Sadiq Choobak

### **Unit 3**

Introduction to Life & works Modern Persian Short Story Writers:

- Simin Danishwar
- Mahmood Daulatabadi
- Haushang Gulsheri
- Sadiq Hidayat
- Mohd Hijazi

### **Unit 4**

Introduction to Life & works Modern Persian Short Story Writers:

- Mohd. Ali Jamalzadeh
- Hoshang Morad Kirmani
- Ghulam Hosain Saadi

### **Unit 5**

Selection of Stories: Shireen Kalan (Mohd Hijazi) Name Qazi Sangdil (Mohd Hijazi) Daash Aakul (Sadiq Hidayat)

### **Unit 6**

Madre Zan (Sadiq Hidayat) Dahan Kaji (Jalal Ale Ahmad) bachche Mardum (Jalal Ale Ahmad)

### **References:**

1. Khan, Dr. M.A. and Dr S.H. Qasemi: Intekhab-e-Nasr-e-Mu'asir-e-Farsi, Department of Persian, University of Delhi, Delhi-110 007, 1991.
2. Khan, Hakim Zaki Ahmad: Nisb-e-Jadeed-e-Farsi, Jayyed Press, Ballimaran, Delhi-110 006.
3. Hameedi, Mehdi: Darya-e-Gauhar (Vol. I), Intesharat-e-Amir Kabir, Tehran, Iran, 1343/1964
4. Kamshad, Hasan: Modern Persian Prose, Cambridge University Press, 1966.
5. Hakemi, Isma'il: Adabiyat-e-Mu'asir-e-Farsi, Tehran, 1988.
6. Abedini, Mir Hasan: Sad Sl DastnNavisi dar Iran; 3 Vols., Iran, 1377/1998.

### **Teaching Learning Process**

Lecture, Discussions, Reading, writing and Translation

## **Assessment Methods**

Class Performance, assignments, term paper and class tests

## **Keywords**

Modern Persian, Short story, Sadiq Hidayat, jalal Ale ahmad,

### **Elective: Generic (GE) Any 4 Papers, 1 Paper each in Semester I, II, III and IV):**

GE-PRN - 01 Introduction to Elementary Persian Language – I

GE-PRN - 02 Introduction to Intermediary level Persian

GE-PRN - 03 Functional Persian Grammar

GE-PRN - 04 Spoken Persian - Elementary level

GE-PRN - 05 Spoken Persian - Advanced level

GE-PRN - 06 Persian Newspapers and Journal Reading

### **Introduction to Elementary Persian Language (GE-PRN - 01)**

#### **Course Objectives:**

1. Holistic purview of all facets of Persian language classical as well as modern Persian.
2. Those who may not be having prior Persian knowledge, this has been designed for their interest and utility in the life.

#### **Course Learning Outcome**

This course is designed keeping in view the divergent interests and requirements of students of all streams. As this course would be open to every student pursuing other Honour courses, so an attempt is made in this section that the students are given a holistic purview of all facets of Persian language, classical as well as Modern Persian. Thus keeping in view its range, vitality and wider utility of this course and the interests of the students, an attempt is made that they are exposed to every facets of this language. As this course may even be opted by those who may not be having prior Persian knowledge, this has been designed keeping in mind their interest and utility in their life. It has been ensured that such students, after completion of their course, may utilize their knowledge after joining the pool of knowledge in this span. Those students who have studied four papers in honour course may be eligible for M.A. Persian course.

## **Unit 1**

- Iranian culture
- Iranian food
- Name of Persian Days of the week
- Name of Persian Months, Time and date
- Name of colors in Persian
- Name of Animals, Birds, flowers in Persian
- Cardinal and Ordinal numbers
- Mode of Transportation

## **Unit 2**

- Elementary Persian Grammar
- Infinitives
- Present, Past and Future Tenses
- Forms of the Verb
- Conjugation
- Singular and Plural

## **Unit 3**

- Opposite words
- Adjectives
- Use of simple and negative sentences

## **Unit 4**

- Interrogative sentences
- Exclamatory sentences
- Imperative sentences
- Comparative sentences

## **Unit 5**

*Chapters of the Book:*

Chapter 01 to 15 of *Kitab-e-Farsi* by: *Samina Baghcheban*.

Translation of chapters into English or Urdu or Hindi Exercises of the chapter.

## **Unit 6**

- Translation from Persian to English of the simple sentences.
- Translation from English to Persian of the simple sentences.
- Reading of Persian by the prescribed book.

## References:

1. *Samina Baghcheban : Kitab-e-Farsi*, Published by Idara-e-Adabyat, Jayyad Press, Ballimaran, Delhi 110 006.

## Additional Resources:

1. *Mehdi Zarghamian : Dars-e-Farsi*, Intesherat-e-Dabirkhaneh-e-Shuara-e-Gustarish-e-Zaban-oAdabiyat-e-Farsi, Tehran, Iran, 1377/1998.

## Teaching Learning Process

- Class Lecture
- Using I.T. resources for teaching through projector

## Assessment Methods

By the Test/assignments

## Keywords

Persian Grammar, Persian Culture, Persian Reading and Writing, Translation

## Introduction to Intermediary level Persian (GE-PRN - 02)

### Course Objectives

1. Become more accurate and efficient when using a language.
2. Improves the development of fluency of Persian language.
3. Able to speak, read and write the Persian language more fluently.

### Course Learning Outcome

Grammar lays the ground work for effective communication. It makes written content more readable and in turns more interesting. If it is necessary to repeatedly reword sentences while reading, the flow becomes disrupted and involvement in the story halted. Grammar rules can help learners develop the habit of thinking logically and clearly. After studying grammar, learners are able to become more accurate when using a language. Without good grammar, clear communication is impossible. It improves the development of fluency. As a result, students will be able to speak, read and write the language more fluently. A student with poor grammar skill can form a negative impression on others. First impression can be lasting and may hide the true judgement of character. Writing and speaking correctly gives students the appearance of credibility, if students are attempting to build a reputation as an expert in their institution, correct use of grammar is extremely important. Thus, this course is essential for first year students.

## **Unit 1**

- Use of verbs in Present, Past and Future tenses
- Opposite words
- Degrees
- Personal and Possessive Pronouns
- Objectives, Compound Verb and Relative Clause
- Present Participle
- Active and Passive Voice
- Conjugation
- Technical Words
- Translation : English to Persian and vice versa
- Text Reading and comprehension from chapter no.16 to 30 of book of *Kitab-e-Farsi by Samina Baghcheban*

## **Unit 2**

Intermediary Persian Grammar:

- Use of Verbs in Present, Past and Future Tenses
- Degrees
- Personal and Possessive Pronouns
- Use of objectives
- Compound Verbs
- Relative Clause

## **Unit 3**

Conjugation:

- In Present, Past and Future Tenses

## **Unit 4**

Opposite Words:

- Use of Technical Words in sentences

## **Unit 5**

- Translation from Persian to English.
- Translation from English to Persian. Reading of Unseen Paragraphs of Persian.

## **Unit 6**

Text Comprehension:

- Chapter 16 to 30 from *Kitab-e-Farsi* by: *Samina Baghcheban*, Exercise of the chapters of the above book.

### **References:**

1. *Samina Baghcheban : Kitab-e-Farsi*, Idarah-e-Adabyat, Jayyad Press, Ballimaran, Delhi-110 006.

### **Additional Resources:**

- *Kumar, Rajinder : Elementary Persian Grammar*, Harjeet Publication, Delhi-110 034, 2009.

### **Teaching Learning Process**

- By the lecture
- By I.T. resources through projector

### **Assessment Methods**

Assignment or Project work, Class Test of Project Work

### **Keywords**

Grammar, Persian, Iran

## **Functional Persian Grammar (GE-PRN - 03)**

### **Course Objectives**

1. To develop knowledge of Functional Persian Grammar
2. To enable a student to converse in Persian Language

### **Course Learning Outcome**

Students will have the ability to apply critical and theoretical approaches to the reading and analysis of Persian texts.

## **Unit 1**

Persian Grammar

**Unit 2**

Translation English to Persian

**Unit 3**

Translation, Persian to English

**Unit 4**

Translation of Persian stories

**Unit 5**

Translation of Persian News

**References:**

1. *Sufi Abdul Aziz: Essentials of Persian Translation*, Indo-Iran Society, Lal Kuan, Delhi 110 006, 1999.

**Teaching Learning Process**

Lectures, Discussions, Reading of Texts, Writing Skills, Translations, projects and organizing and making available learning resources.

**Assessment Methods**

Class performance, assignments, projects and class tests.

**Keywords**

Persian, Grammar, Translation, Iran

**Spoken Persian – Elementary Level (GE-PRN - 04)****Course Objectives**

1. This course has been designed to impart basics of Persian grammar to our students who opts generic course.
2. This course enables the students to be able to read, write and speak fluently Persian language and interpret from English to Persian and vice versa.

**Course Learning Outcome**

After the completion of this course students will be able to converse in Persian language and will be able to make Persian tenses and they will become aware of basics of Persian syntax.



**Unit 1**

Applied Grammar

**Unit 2**

Spoken Persian

**Unit 3**

Translation and Interpretation

**References:**

1. Let's Learn Persian (first half of the book; pp. 1-103) NCPUL, MHRD, New Delhi.
2. Gargesh, R. Goswami, Translation and Interpretation, University of Delhi, Delhi.
3. Kumar, Rajinder, Elementary Persian Grammar, Harjit Publications, WS-3107/A, Mahindra Park, Delhi-110034.
4. English Farsi Phrasebook with useful wordlist, US Department of State, Washington DC.
5. Sufi, Abdul Aziz, Essentials of Persian Translation, Indo-Iran Society, Lal Kuan, Delhi-06, 1999.

**Teaching Learning Process:**

Assignment, Translation from journals and newspapers of national and international importance, Audio-visual, Persian movies

**Assessment Methods:**

Assignments, Class Tests, providing an environment in the class to speak in Persian only.

**Keywords**

Spoken Persian, Translation, Grammar.

**Spoken Persian – Advanced level (GE-PRN - 05)****Course Objectives**

1. To gain and develop knowledge, conceptual understanding, research skills, analytical and interpretive skills
2. To enrich communication skills of Persian Language

## Course Learning Outcome

Students will have the ability to speak Persian language and Interpret from Hindi, Urdu and English to Persian.

### Unit 1

*Saffar Muqaddam, Dr. Ahmad: Zaban-e Farsi*, Council for the Promotion of Persian Language and Literature, Tehran, Iran, Vol. I

### Unit 2

*Saffar Muqaddam, Dr. Ahmad: Zaban-e Farsi*, Council for the Promotion of Persian Language and Literature, Tehran, Iran, Vol. II

### Unit 3

*Saffar Muqaddam, Dr. Ahmad: Zaban-e Farsi*, Council for the Promotion of Persian Language and Literature, Tehran, Iran, Vol. III

### References:

1. *Saffar Muqaddam, Dr. Ahmad: Zaban-e Farsi*, Council for the Promotion of Persian Language and Literature, Tehran, Iran, Vol. I,II & III
2. *Let's learn Persian*, NCPUL, Ministry of HRD, New Delhi.

### Teaching Learning Process

Lecture, Discussion and Audio Visual.

### Assessment Methods

Class Performance, Assignments, Term Paper & Class Tests.

### Keywords

Spoken Persian, Interpretation, Iran

## Persian Newspaper and Journal Reading (GE-PRN - 06)

### Course Objectives

1. To provide the first hand information on Persian Newspaper and Journal
2. To acquaint a student with the tradition of Persian Newspaper and Journal Reading

## **Course Learning Outcomes**

Students will have the ability to apply critical and theoretical approaches to the reading and analysis of Persian Newspapers and journals. Being able to know the socio-cultural aspects of the Iranian society and contemporary world.

### **Unit 1**

History of Printing press in Iran.

### **Unit 2**

History of Persian newspaper in Iran and world.

### **Unit 3**

Famous Persian journal Qande Parsi, Danish, Persian Research Journal, Maarif etc.

### **References:**

1. Ahan, Akhlaq Ahmad: Hindustan Mein Farsi Sahafat ki Tarikh, Educational Publishing House, Delhi, 2008.
2. Natarajan, J.: History of Journalism, Publication Division, Ministry of Information and Broadcasting, Govt. of India, New Delhi, July 2000.
3. Siddiqui, Mohammad Atiq: Hindustani Akhar-Navisi (Company ke Ahd Mein), Anjuman Taraqqi Urdu, Aligarh, 1975.
4. Edward, Brown: Tarikh-e-Adabiyat-e-Iran, translated Sajjad Husain, Jamia Usmania, Hyderabad, 1932.

### **Teaching Learning Process**

Lectures, Discussions, Reading of Texts, Writing Skills

### **Assessment Methods**

Class performance, assignments, projects and class tests.

### **Keywords**

Persian Newspaper, Journals, Iran, Printing Press

**Skill Enhancement Course (SEC) (Any 2 Papers: 1 Paper in Semester III & 1 Paper in Semester IV):**

SEC-PRN-01 Indo-Persian Literature: A brief History (13th - 16th Century)

SEC-PRN-02 Indo-Persian Literature: A brief History (16th - 19th Century)

SEC-PRN-03 Modern Persian Literature

SEC-PRN-04 Introduction to Persian Rhetoric

**Indo-Persian Literature: A brief History  
(13th - 16th Century) (SEC-PRN-01)**

**Course Objectives**

1. To equip a student with a brief history of Indo-Persian Literature of 13<sup>th</sup> and 16<sup>th</sup> century AD
2. To provide a student first-hand information on Tasawwuf, Historiography, Tazkirah Nigari and Farhang Nawisi in India of the said period.

**Course Learning Outcome**

Students will have the ability to apply critical and theoretical approaches to the reading and analysis of Indo-Persian literature.

**Unit 1**

History of Persian literature during sultanate Period.

**Unit 2**

History of Indo-Persian Literature produced during 13th - 16th Century.

**Unit 3**

Historiography, Tazkirah Nigari and Farhang nawisi

**Unit 4**

*Tasawwuf:*

*Kashful Mehjoob, Fawaidul Fawad, Kharul majalis etc.*

**Unit 5**

Selection of Prose ( *Seir ul Aulia* by Mir Khurd Kirmani)

*Dar bayan Bazi malfoozat o Maktoobat Hazrat Sultanul Mashaeekh* (P.No. 544 to 549)

**Unit 6**

Selection of Poetry (Ghazals of Amir Hasan Sijzi)

*Bar ha be khaham guft wasfe aan jamal* (P.no0 223-224)

*Yak hafte guzasht dar judaee* (P.No. 392)

### References:

1. Shafaq, Razazadeh: Tarikh-e-Adabiyat-e-Iran, Translated in Urdu by Sayyed Mubarizuddin Raf'at, Kutubkhana, Khurshidia, Urdu Bezar, Lahore, 2014.
2. Shibli Nomani: Shair-ul Ajam, Shibli Academy, Azamgarh (U.P.).
3. Sabahuddin, Abdur Rahman: Bazm-e-Taimuriah, Shibli Academy, Azamgarh, (U.P.).
4. Sabahuddin, Abdur Rahman: Bazm-e-Mamlukia, Shibli Academy Azamgarh (U.P.).
5. Sabahuddin, Abdur Rahman: Bazm-e-Sufiyah, Shibli Academy, Azamgarh (U.P.).
6. Sabahuddin, Abdur Rahman: Sufi Amir Khusrau, Shibli Academy, Azamgarh (U.P.).
7. Sabahuddin, Abdur Rahman: Hindustan Amir Khusrau ki Nazar Mein, Shibli Academy, Azamgarh (U.P.).
8. Zahuruddin Ahmad: Irani Adab, Markaz-e-Tahqiqat-e-Farsi-e-Iran wa Pakistan, Islamabad, 1375/1996.
9. Abidi, Amir Hasan: Hindustan Mein Farsi Adab, Indo-Persian Society, Delhi, 1984.
10. Naemuddin: Hindustan Mein Farsi Adab, M.S. Publications, Lal Kuan, Delhi, 1985.
11. Seir-ul-Aulia, Mir Khurd Kirmani, Lahore 1978
12. Sadie Hind (Hasn Dehlavi): Dr Nargis Jahan, University of Delhi. 1989
13. Kulliyate Amir Hasan Sijzi Dehlavi, edited by Prof. Nargis Jahan, Delhi

### Teaching Learning Process

One to one interactive classroom teaching

### Assessment Methods

Student Learning: Observing and Assessing Students are asked to demonstrate their learning through tests, essays, and assignments

### Keywords

History, Persian, Slave, Sultanate, Indo-Persian Literature

## **Indo-Persian Literature: A brief History (16th - 19th Century) (SEC-PRN-02)**

### Course Objectives:

1. To equip a student with a brief history of Indo-Persian Literature of 13th and 16th century AD
2. To provide a student first-hand information on Tasawwuf, Historiography, Tazkirah Nigari and Farhang Nawisi in India of the said period.

## **Course Learning Outcome**

Students will have the ability to apply critical and theoretical approaches to the reading and analysis of Indo-Persian literature.

### **Unit 1**

History of Persian literature during 16th - 19th Century.

### **Unit 2**

History of Indo-Persian Literature produced during Mughal Empire.

### **Unit 3**

Selection of Poetry (Two Ghazalof Bedil Dehlavi):

- *Sitam ast gar hawasat kashad ke be sair e sarv o chaman dar aa*
- *Hame umar bat u qadah zadeem wa naraft ranje khumare ma*

### **Unit 4**

Selection of Prose: (Tareekhe Akbari by Arif Qandhari)

*Guftar dr byane jloose Hazrat padshah rafiul Makan....* (page no 23 to 30)

### **Unit5**

Mughal Architectures

### **Unit 6**

Mughal Arts

## **References:**

1. Shafaq, Razazadeh: Tarikh-e-Adabiyat-e-Iran, Translated in Urdu by Sayyed Mubarizuddin Rafat, Kutubkhana, Khurshidia, Urdu Bezar, Lahore, 2014.
2. Shibli Nomani: Shair-ul Ajam, Shibli Academy, Azamgarh (U.P.).
3. Sabahuddin, Abdur Rahman: Bazm-e-Taimuriah, Shibli Academy, Azamgarh, (U.P.).
4. Sabahuddin, Abdur Rahman: Bazm-e-Mamlukia, Shibli Academy Azamgarh (U.P.).
5. Sabahuddin, Abdur Rahman: Bazm-e-Sufiyah, Shibli Academy, Azamgarh (U.P.).
6. Kulliyat e bedil, Raza lob. Rampur.

7. Tareekh Akbari Maroof be Tareekh e Qandhari, Haji Mohd Arif Qandhari, Rampur 1662
8. Sabahuddin, Abdur Rahman: Hindustan Amir Khusrau ki Nazar Mein, Shibli Academy, Azamgarh (U.P.).
9. Zahuruddin Ahmad: Irani Adab, Markaz-e-Tahqiqat-e-Farsi-e-Iran wa Pakistan, Islamabad, 1375/1996.
10. Abidi, Amir Hasan: Hindustan Mein Farsi Adab, Indo-Persian Society, Delhi, 1984.
11. Naeemuddin: Hindustan Mein Farsi Adab, M.S. Publications, Lal Kuan, Delhi, 1985.

## **Teaching Learning Process**

One to one interactive classroom teaching

## **Assessment Methods**

Student Learning: Observing and Assessing Students are asked to demonstrate their learning through tests, essays, and assignments

## **Keywords**

History, Persian, Slave, Sultanate, Indo-Persian Literature, Mughal

## **Modern Persian Literature (SEC-PRN-03)**

### **Course Objectives:**

1. To equip a student with a Modern Persian Literature
2. To provide a student first-hand information on tradition of Modern Persian writings

### **Course Learning Outcome:**

Students will have the ability to apply critical and theoretical approaches to the reading and analysis of modern Persian texts. Being able to know the socio-cultural aspects of the Iranian society and contemporary world.

### **Unit 1**

Persian Prose in the Second Half of the 19th Century and in the First Half of the 20th Century

### **Unit 2**

Prose & poetry

### **Unit 3**

Short story writing, Novels, Drama, Theatre, Film etc .

## **Unit 4**

Selections of following poems:

- *Lutf-e-Haq of Parveen eitesami*
- *Payame Azadi of Arif Qazvaini*
- *Nalae Mrgh-i-Aseer of Arif Qazvaini*
- *Lalae-i-Madar of Abu Qasim Lahooti*

## **Unit 5**

Selection of Short stories:

- *Seh Qater Khoon of Sadiq Hidayat*
- *Chamadan of Buzurg Alvi*
- *Chashme Sheeshe ie, az Rooze awwale qabar of Sadiq Chubak*

## **Unit 6**

Contemporary Writers & poets of Iran. Afghanistan & Tajikistan

### **References:**

1. Kamshad, Hasan: Modern Persian Prose, Cambridge University Press, 1966.
2. Imam, Manzar: Adabyate Jadid Iran, Kitabistan, Muzaffarpur, Bihar, 1996
3. Chubak, Sadiq: Rooze awwale Qabr, Sazman Intesharat Javedan, Iran 1351

### **Teaching Learning Process**

Lecture, Discussions, Reading ,writing and Translation

### **Assessment Methods**

Class Performance, assignments, term paper and class tests

### **Keywords**

Modern Persian literature, Iran, Contemporary literature

## **Introduction to Persian Rhetoric (SEC-PRN-04)**

### **Course Objectives:**

1. To equip a student with a Persian Rhetoric
2. To provide a student first-hand information on traditions of Persian Rhetoric writing

### **Course Learning Outcome:**



Students will have the ability to apply critical and theoretical approaches to the reading and analysis of Persian rhetoric.

### **Unit 1**

*Isnafe Sukhan: Nazm, Sher, Ghazal, Matla, Maqta, Radeef,*

### **Unit 2**

*Qafia, Takhallus, Qitaa, Rubai, Qasida o Ajzai Qasida, etc.*

### **Unit 3**

*Masnavi, Hamd, Naat, Manqabat, marsia, Hajv*

### **Unit 4**

*Sanai Maanvi: Tazad, iyham, mirat un nazeer, mushaklat, laf o nashr, jam o taqseem, mubalgha, tazmeen, etc.*

### **Unit 5**

*Sanai Lafzi: Tajnees, Tashbih, isteara, kinayah, etc.*

### **Unit 6**

*Study of arooz with Examples of Shahnama-i-Firdausi and Masnavi Manvi*

### **References:**

1. *Shairul Ajam, by Shibli Nomani, Vol. I-V, Shibli Academy, Azamgarh.*
2. *A History of Persian Language and Literature at the Mughal Court (Part I and II) Allahabad, 1929-30.*
3. *Aaina e Balaghat by Mohd Askari, Lucknow, 1937*
4. *Dars e Balaghat, NCPUL New Delhi 1997*
5. *Sirus Shamisa: Anwa‘-e-Adabi, Intesharat-e-Firdos, Tehran, Iran, 1383/2004.*

### **Teaching Learning Process**

Lectures, Discussions, Reading, writing

### **Assessment Methods**

Class performance, assignments, projects and class tests.

### **Keywords**

Persian, Farsi, Rhetoric

**Ability Enhancement Compulsory Course Modern Indian Language (MIL) – Persian - A:**  
**MIL-PRN-A**

**Ability Enhancement Compulsory Course Modern Indian Language (MIL) – Persian - B:**  
**MIL-PRN-B**

Note:

- 1) Those students who have studied Persian up to X/XII standard are eligible for opting Persian Course A.
- 2) Those students who have not studied Persian at any level they can take admission in Course B.

**Modern Indian Language (MIL) (MIL-PRN-A)**

**Course Objectives:**

1. Holistic purview of all facets of Persian classical and modern language.
2. Those who may not be having prior Persian knowledge, this has been designed for interest and utility in the life.

**Course Learning Outcome:**

This course is designed keeping in view the divergent interests and requirements of students cutting all streams. As this course would open to every student pursuing other Discipline courses, so an attempt is made in this section that the students are given a holistic purview of all facets of Persian language, classical as well as Modern Persian. Persian belongs to the family of IndoAryan languages to provide a wide window for the trans-mult, a lingua-france, has i-comparative linguistic and literary studies. Thus, keeping in view its extensive range, vitality and wider utility of this course and the interests of the student, an attempt is made that they are exposed to every facets of this language. As this course may even be opted by those who may not be having prior Persian knowledge, this has been designed keeping in mind their interest and utility in their life. It has been ensured that such students, after completion of their course, may utilize their knowledge after joining the pool of knowledge in this span. This course is designed those students who have studied Persian upto X/XII standard are eligible for opting Persian course A of M.I.L.

**Unit 1**

*Intermediary Persian Grammar:*

- Use of Tenses in Present, Past and Future sentences.
- Definite and Indefinite noun
- Singular and Plural words
- Noun and Adjectives

**Unit 2**

Prepositions, Degrees

### **Unit 3**

- Opposite Words
- Use of Technical words in sentences

### **Unit 4**

- Translation from Persian to English
- Translation from English to Persian

### **Unit 5**

- Comprehension of the prescribed book
- Reading Exercise

### **Unit 6**

- Reading and Writing of Persian by the different Persian books

### **References:**

1. *Saffar Muqaddam, Dr. Ahmad : Zaban-e-Farsi*, Council for the Promotion of Persian Language and Literature, Tehran, Iran, Vol.I and II, 2007.

### **Additional Resources:**

1. *Lambton, S. : Elementary Persian Grammar*, Nesahe Book Service, Ansari Road, New Delhi-110 001.
2. *Farsi be Amozeem*, Vol.IV, Iran, 1382,

### **Teaching Learning Process**

Class Lecture, Through Projector

### **Assessment Methods**

Assignments, Class Test Project, Quiz

### **Keywords**

Intermediary Grammar, Translation

## **Modern Indian Language (MIL) (MIL-PRN-B)**

### **Course Objectives**

1. To provide ground work for effective communication.
2. To develop the habit of thinking logically and clearly and more accurate.
3. It gives the appearance of credibility.

## **Course Learning Outcomes**

This course is designed keeping in view the divergent interests and requirements of students cutting across all streams. As this course would be open to every student pursuing other courses, so an attempt is made in this section that the students are given a holistic purview of all facets of Persian languages. Thus, keeping in view its extensive range, vitality and wider utility of this course and the interests of the students, an attempt is made that they are exposed to every facets of this language. As this course may even be opted by those who may not be having prior Persian knowledge, this has been designed keeping in mind their interest and utility in their life. This course specially designed those students who have not studied Persian at any level they can take admission course B of M.I.L.

### **Unit 1**

- Introduction of History of Iran.
- Introduction to famous Iranian poets and writers.

### **Unit 2**

- Iranian Culture.
- Iranian Food
- Name of the months
- Days of the week
- Colours, animals, flowers.

### **Unit 3**

- Cardinal and Ordinal numbers
- Mode of Transport
- Infinitives (Verbs)

### **Unit 4**

Present, Past and Future tenses.

### **Unit 5**

Simple sentences for translation from Persian to English and vice versa.

### **Unit 6**

- Singular and Plurals
- Technical and opposite words

- Practical
- Reading of Persian language.
- Writing in Persian language
- Conversation in Persian language

**References:**

1. *Introduction to Persian Language* (Foundation Course) published by Ratna Sagar, Ansari Road, New Delhi-110 001.

**Additional Resources:**

1. *Hasan Anwari : Dastoor-e-Zaban-e-Farsi*, Intesharat-e-Fatemi, Tehran, Iran, 1375/1996.
2. *Kumar, Rajinder : Elementary Persian Grammar*, Harjeet Publications, Delhi-110 034, 2009.

**Teaching Learning Process**

Class lecture, Through Projector

**Assessment Methods**

Assignment, Class test or Project Quiz

**Keywords**

Grammar, Numerals, vocabulary tenses Translation

## Acknowledgements

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