दिल्ली विश्वविद्यालय
UNIVERSITY OF DELHI

Bachelor of Arts (Prog.) 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
² ƨ Y Ŝ y Ω ă 9 Ř dz Ŏ l· ű ƛ ƨ y . ƨ l· NJ Ř l· y Ř { Ŏ K ƨ ƨ

List of Contents

Sl. No.	Contents	Page No.
1.	Preamble	3
2.	Credit Distribution of B.A. (Prog.) Persian programme	4
3.	Structure of B.A (Prog.) Persian	5
4.	Details of courses under B.A. (Prog.) Persian	6
5.	Course Content	7-35
6.	Acknowledgments	36

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 s 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. (Prog.) 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. (Prog.) Persian will help students in making an informed decision regarding the goals that they wish to pursue in further education and life, at large.

Credit Distribution of B.A. (Prog.) Persian programme:

Courses	**Credits (Theory + Tutorial)**	
	Theory	**Tutorial**
Core Courses (6 Credits) (12 Papers)	12X5 = 60	12X1 = 12
Discipline Specific Elective (6 Credits) (4 Papers)	4X5 = 20	4X1 = 4
Generic Elective (6 Credits) (2 Papers)	2X5 = 10	2X1 = 2
Skill Enhancement Course (4 Credits) (2 Papers)	2X4 = 8	
Ability Enhancement Compulsory Course (4 Credits) (2 Papers)	2X2 = 4	
Total	**120**	

Structure of B.A (Prog) Persian:

Semester	Core Course (12)	Ability Enhancement Compulsory Course (AECC) (2)	Skill Enhancement Course (SEC) (4)	Discipline Specific Elective (DSE) (4)	Generic Elective (GE) (4)
SEM-I	Applied Persian Grammar	**Environmental Science**			
SEM-II	Persian Prose: Some Selections	**MIL – Persian***			
SEM-III	Persian Poetry: Introduction to Genres & Some Selections		**SEC-01**		
SEM-IV	Essay & Translation		**SEC-02**		
SEM-V			**SEC-03**	**DSE-01**	**GE-01**
				DSE-02	
SEM-VI			**SEC-04**	**DSE-03**	**GE-02**
				DSE-04	

***** 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. (Prog.) Persian

Discipline Specific Elective (DSE) (4) (Any two of the following Courses)

DSE-PRN-P1 Modern Persian Short-Story Writing
DSE-PRN-P2 Spoken Persian and Interpretation
DSE-PRN-P3 History of Persian Literature during Safavid Period
DSE-PRN-P4 History of Persian Literature during Mughal Period

Generic Elective (GE) (4) (Any two of the following Courses)

GE-PRN-P1 Introduction to Elementary Persian
GE-PRN-P2 Elementary Persian Grammar
GE-PRN-P3 Spoken Persian
GE-PRN-P4 Persian Language

Skill Enhancement Course (SEC) (4) (Any two of the following Courses)

SEC-PRN-P1 Indo-Persian Literature: A brief History (13th - 16th Century)
SEC-PRN-P2 Indo-Persian Literature: A brief History (16th -19th Century)
SEC-PRN-P3 Modern Persian Literature
SEC-PRN-P4 Ghazal-writing in Persian

Ability Enhancement Compulsory Course

Modern Indian Language (MIL) ïPersian - A: MIL-PERSIAN-A

Ability Enhancement Compulsory Course

Modern Indian Language (MIL) ïPersian - B: MIL-PERSIAN-B

Applied Persian Grammar
(C-PRN-P1)
Core Course - (CC) Credit: 5+1

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 Outcomes

Students will have the ability to read & write Persian language.

Unit 1

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

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, reading & writing.

Assessment Methods

Class Performance, Assignments, Term Paper & Class Tests.

Keywords

Spoken Persian, Interpretation, Iran

Persian Prose: Some Selections
(C-PRN-P2)
Core Course - (CC) Credit: 6

Course Objectives:

1. Introduction to Simple Persian Prose Introduction to Iranian Seasons
2. Introduction to Iranian Culture Understanding Modern Persian Prose
3. Knowing Iranian Culture through Festivals

Course Learning Outcome:

The course is designed to introduce the students to Iranian seasons, its culture, some of its important cities and also introduces to some of Iran's great Persian Poets with their poetry. The course contains Persian prose selections from modern writers. It also highlights the life and works of some of the prominent Persian poets. The selection on festivals helps a learner to know Iranian Culture and traditions.

Unit 1

Persian Prose: Some Selections

The following lessons only:

- Fasl-Hae-Saal
- Zamistan-o-Tabistan
- Bahar
- Mazandaran
- Ruznameh
- Jashn-e-Nuruz

Unit 2

- *Jashn-e-Mehregaan*
- *Jashn-e-Sadeh*
- *Firdausi*
- Saódi Shirazi
- *Umar Khayyam (two parts)*
- *Chaupan-e-Durughgo*

Unit 3

- *Dehqaan-e-Fidakaar*
- *Shaban-o-Gusfand*
- *Kudak-e-Hushyaar*

Unit 4

Summary of the poems in English, Hindi, Urdu

References:

1. *Kitab-e-Farsi*:B.A.(P),Part 1/2/3,Departmen of Persian,University of Delhi,Delhi 110007.
2. *Nisab-e-Jadeed-e-Farsi*:Jaiyyed Press, Ballimaran,Delhi.
3. *Shamisa, Sirus:Anwa-e-Adabi*,Intesharat-e Firdos,Tehran,Iran,2004.
4. *Khanlari, Dr.,Zahra:Dastur-e-Zaban-e-Farsi*, Idarah-e-Adabiyat-e-Dehli, Jaiyyed press, Ballimaran,Delhi. 6.

Teaching Learning Process

Recitation of Prescribed Text Literary Magazines

Assessment Methods

Assignments/Class Test

Keywords

Ghazali Qasida Masnavi Rubaei

Essay & Translation
(C-PRN-P4)
Core Course - (CC) Credit: 6

Course Objectives:

- ¶ To strengthen Persian Grammar of students
- ¶ To get command over Persian Translation, writing essays and letters in Persian

Course Learning Outcomes

The course is specifically designed to enable students to translate and interpret from Persian language into English and vice versa. After completion of this course students will be able to translate and interpret from Persian language into English and vice versa and it will help in creating a niche in the field of translation and interpretation.

Unit 1

Applied Persian Grammar

Unit 2

Translation and Interpretation

Unit 3

Essay and Letter Writing in Persian

References

1. *Muqaddam, Dr.Ahmed Saffar,Zaban-e-Farsi*, Council for Promotion of Persian Language and Literature,Tehran,Iran.2007,Vol.3.
2. *Gargesh,R.Goswami:Translation and Interpretation*, University of Delhi,Delhi.07
3. *Kumar.Dr.Rajinder:Elementary Persian,* Grammar,Harjeet Publication,Delhi34,2009.
4. *English Farsi Phrasebook with useful word list*, US Department of State, Washington DC.

Teaching Learning Process

Assignments, Audio visual, organising essay writing competitions, workshops, seminars.

Assessment Methods

Assignments.Tests

Keywords

Grammar, Translation Essay and Letter Writing Persian

Discipline Specific Elective (DSE) (4)
(Any two of the following Courses)

DSE-PRN-P1 Modern Persian Short-Story Writing
DSE-PRN-P2 Spoken Persian and Interpretation
DSE-PRN-P3 History of Persian Literature during Safavid Period
DSE-PRN-P4 History of Persian Literature during Mughal Period

Modern Persian Short-Story Writing (DSE-PRN-01) Credit: 6

Course Objectives:

1. To introduce to Persian Short Story Writing
2. To introduce to Persian Short story writers Understanding Modern Persian literature.
3. To familiarize with famous Persian literary works under this period.
4. To familiarize with the modern Iranian society through these short stories.

Course Learning Outcome:

This course is designed to enable students to get acquainted with Persian Short Story Writing and its writers. It also introduces to the trends of Persian Short Story Writing.

Unit 1

Selection of Short Stories:

- *Khana-i-Pidari*
- *Khud Kushi*
- *Safar be shahar-i-Suleman*

Unit 2

Life and works of Persian Short Story Writers

Unit 3

History of Persian Short Story Writing

Unit 4

Life & works Modern Persian Short Story Writers:

- *Buzurg Alavi*
- *Jalal Ale Ahmad*
- *Samad Behrangi*
- *Sadiq Choobak*
- *Simin Danishwar*
- *Mahmood Daulatabadi*
- *Haushang Gulsheri*
- *Sadiq Hidayat*
- *Mohd Hijazi*
- *Mohd Ali Jamal Zadeh*
- *Hoshang Morad Kirmani*
- *Ghulam Hosain Saadi*

References

1. *Zahuruddin Ahmad: Irani Adab*, Markaz-e-Tahqiqat-e-Farsi-e-Iran wa Pakistan, Islamabad, 1375/1996.
2. *Safa, Zabihullah, Nasr-e-Farsi*, Intasharat-e-Kitabfaroshi-e-Ibn-i-Sina, Tehran, 1347
3. *Akbar, Dr. Razia, Iran me Jadeed Farsi Adab ke Pachas Saal* (1900-1950), Ajaz Press, Hyderabad, Andhra Pradesh, 1991
4. *Khan, Dr. M.A. and Dr S.H. Qasemi: Intekhab-e-Nasr-e-Muasir-e-Farsi*, Department of Persian, University of Delhi, Delhi-110 007, 1991.
5. *Khan, Hakim Zaki Ahmad: Nisb-e-Jadeed-e-Farsi*, Jayyed Press, Ballimaran, Delhi-110 006.
6. *Hameedi, Mehdi: Darya-e-Gauhar* (Vol. I), Intesharat-e-Amir Kabir, Tehran, Iran, 1343/1964.
7. *Kamshad, Hasan: Modern Persian Prose*, Cambridge University Press, 1966.
8. Hakemi, Ismail, Muasir-e-Farsi, Tehran, 1981. 9. Abedini, Mir Hasan: Sad Sl Dastn-Navisi 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

Spoken Persian and Interpretation (DSE-PRN-02) Credit: 6

Course Objectives:

1. To familiarize students with common Persian sentences
2. To enable students to speak in Persian Language to familiarize students with common Persian sentences
3. To make learners able to become more accurate and efficient when using Farsi language.

Course Learning Outcomes

This course would enable to students to learn Persian through use of modern technology and latest publication from Iran as well India and will help students to command over Persian grammar, translation and interpretation of Persian language. This course is designed to make students familiarize with common usage Persian sentences and its syntax.

Unit 1

Sentence formation and Syntax

Unit 2

Sentences of daily usage

Unit 3

Numbers Iranian Months Day's name Dictation

References:

1. *Saffar Muqaddam, Dr. Ahmad: Zaban-e Farsi*, Council for the Promotion of Persian Language and Literature, Tehran, Iran, Vol. I & II, 2007
2. *Namdariyan, Taqipur: Dars-e-Farsi*, Published by Institute for Humanities & Cultural Studies, Tehran, Iran, 1378/1999
3. L e t ô s L e a r n P e r s i a n , N . C . P . U . L . , M i n i s t r y

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

Spoken Persian, Day's name, Iranian Months

History of Persian Literature during Safavid Period (DSE-PRN-03)
Credit: 6

Course Objectives:

1. An outline of socio-cultural history of Safavid period.
2. Some prominent distinguished poets and prose writers of this period will be introduced.
3. To study the art and architecture of this period.

Course Learning Outcome:

To equip with the socio-cultural history of Safavid Period. To make familiar with the Safavid order of Sufism. Students will have the ability to apply critical and theoretical approaches to the reading and analysis of Persian literature of Safavid Period.

Unit 1

Socio-Cultural history of Safavi Period.

Unit 2

Literary tendencies of Safavi Period. Contribution of Safavid to Persian literature.

Unit 3

Development of Marsia Nigari. Selection of Masria of Mohtashim Kashani "Haft Band" as example:

Unit 4

Art and architecture, history writing tazkirah Writing

References

1. *Shafaq, Razazadeh: Tarikh-e-Adabiyat-e-Iran,* Translated in Urdu by Sayyed Mubarizuddin Rafóat, Kutubkhana, Khurshid
2. *Shibli Nomani: Shair-ul Ajam*, Shibli Academy, Azamgarh (U.P.).
3. *Zahuruddin Ahmad: Irani Adab, Markaz-e-Tahqiqat-e-Farsi-e-Iran wa Pakistan*, Islamabad, 1375/1996.
4. *Badakhshani, Maqbool Beig: Tarikh-e-Iran* (2 Vol.), Majlis-e-Taraqqi-e-Adab, Lahore, 1971.
5. *Edward, Brown: Tarikh-e-Adabiyat-e-Iran*, translated Sajjad Husain, Jamia Usmania, Hyderabad, 1932.
6. *Safa, Zabihullah : Farsi Adab ki Mukhtasar Tarikh*, translated Andalib Zahra, Fareed Book Depot, Delhi.

Teaching Learning Process

Lecture, discussion, reading, writing

Assessment Methods

Class performance, assignments, Projects and class tests.

Keywords

Persian literature, Safavid, Iran, Culture

History of Persian Literature during Mughal Period (DSE-PRN-04)
Credit: 6

Course Objectives:

1. An outline of socio cultural history of Mughal period.
2. Persian centres of this period will be introduced briefly.
3. Distinguished poets and writers and historian will be discussed in this period.

Course Learning Outcome:

The Mughal Empire was the empire in the Indian subcontinent founded in 1526.It was established and ruled by the Timur dynasty .The dynasty was Indo Persian in culture with local Indian cultural influence visible in this court and culture and administrative customs.

Unit 1

Persian language and literature in Mughal Court.

Following Persian poets of Mughal Period:

- ¶ Ghazali Mashahdi
- ¶ Faizi Fayyazi
- ¶ Urfi Shirazi
- ¶ Naziri Nishapur
- ¶ Kalim Kashani
- ¶ Abu Talib Kaleem
- ¶ Mohtashim Kashani
- ¶ Nemat Khan Aali
- ¶ Chander Bham Birhaman
- ¶ Bedil Dehlavi.
- ¶ Mir Taqi Mir
- ¶ Ghalib Dehlavi
- ¶ Ghani Kashmiri
- ¶ Zafar Khan Ahsan
- ¶ Mohsin Fani

Unit 2

Eminent Persian prose writer of Mughal Period:

- ¶ Babur
- ¶ Gulbadan Begum

- Abul Fazal
- Abdul Qadir Badayuni
- Shaikh Abdul Haq Muhaddis Dehlavi
- Shaikh Ahmad Thatavi
- Abdul Hamid Lahori
- Mohd Saleh Kamboh
- Zahoori Tershezi
- Nemat Khan Ali
- Aqil Khan Razi
- Sujan Rai Bhandari
- Ghulam Husain Tabatabai
- Dara Shikoh
- Abdul Baqi Nihawandi

Unit 3

First Five Ghazal of the Diwan of Naziri Nishapuri (Radif Alif)

Unit 4

Selection of Text from Akhbarul Akhiyar fi Asrarul abrar, Page No 103 to 113

Unit 5

Socio- political conditions of Mughal era.
Art and architecture of Mughal India.

Unit 6

Persian Historiography, Tazkirah writing, Farhang Navisi, Music, Painting and calligraphy during Mughal Period in India.

References

1. Sabahuddin, Abdur Rahman: Bazm-e-Taimuriah, Shibli Academy, Azamgarh, (U.P.).
2. Abidi, Amir Hasan: Hindustan Mein Farsi Adab, Indo-Persian Society, Delhi, 1984.
3. Naeemuddin: Hindustan Mein Farsi Adab, M.S. Publications, Lal Kuan, Delhi, 1985
4. Ansari, Nurul Hasan: Farsi Adab-be-Ahd-e-Aurangzeb, Department of Persian, University of Delhi, Delhi, 2006
5. Akhtar, Abul-Hasan: Farsi Adab Be Ahd-e-Bahadur Shah Zafar, Azmi Book Depot, Mau, (U.P.), 1998.
6. Ikram, Mohammad: Ab-e-Kausar, Fareed Book Depot. Delhi, 1999
7. Ikram, Mohammad: Rud-e-Kausar, Fareed Book Depot, Delhi, 1999
8. Ikram, Mohammad: Mauj-e-Kausar, Fareed Book Depot, Delhi, 1999

9. Ghani, M.A.: A History of Persian Language & Literature at the Mughal Court (Part I & II), Allahabad (U.P.), 1929-30. 22.
10. Qasemi, S.H.: A History of Indo-Persian Literature (1806-1857), Department of Persian, University of Delhi, Delhi-110 007, 2008.
11. Qasemi, Z.S.: A History of Indo-Persian Literature (1627-59), Department of Persian, University of Delhi, Delhi-110 007, 2015.
12. 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.
13. Akhbarul Akhiyar Fi Asrarul Abrar, Dehlavi, Shaikh Abdul Haq Muhaddis, Edited by Khan Alim Ashraf, Society for the appreciation of cultural works and dignitaries, Tehran Iran 2005
14. Diwan Naziri Nishapuri, matbae nami Karimi, Lahore 1928.

Teaching Learning Process

Lecture, discussion, reading and writing of Text.

Assessment Methods

Class performance, assignments, projects and class tests.

Keywords

Persian literature, Mughals, India

Skill Enhancement Course (SEC) (4) (Any two of the following Courses)

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 Ghazal-writing in Persian

Indo-Persian Literature: A brief History (13th - 16th Century) (SEC-PRN-P1) Credit: 4

Course Objectives:

1. Understanding relevance of Indo-Persian literature
2. Role of Sufis to create social harmony in the society
3. Reflection of composite culture in medieval India.

Course Learning Outcome:

Indo-Persian literature is a beautiful mirror to look through medieval Indian history and culture. Indo-Persian poets and writers have produced enormous amount of literature that not only reflects their poetical genius but also provides valuable and rare information about different aspects of social, political, cultural and economic life of India in medieval times. Sufis played a vital role in bringing peace and harmony in the society. Their teachings spread the massage of love, care, help, justice and humanity. The course introduces some of the prominent Indo-Persian poets and writers and literary importance of their works.

Unit 1

- ¶ The following poets and writers:
- ¶ Amir Khusrau
- ¶ Hasan Sijzi
- ¶ Shaikh Bu Ali Shah Qalandar
- ¶ Shaikh Jamali Dehlavi
- ¶ Minhajus Siraj Juzjani
- ¶ Ziauddin Barni
- ¶ Hazrat Nizamuddin Aulia
- ¶ Shaikh Naseeruddin Chiragh Dehli
- ¶ Ghazali Mashhaadi
- ¶ Urfi Shirazi
- ¶ Naziri Nishapuri

Unit 2

The following writers:

- ¶ Tajuddin Hasan Nizami
- ¶ Sadeeduddin Mohammad Aufi
- ¶ 'Isami
- ¶ Shams Siraj Afif

Unit 3

The Knowledge of the following Indo-Persian literary works:

- ¶ Tajul Masir
- ¶ Tabaqat-e-Nasiri
- ¶ Qiranus Sadain
- ¶ Nuh Sipher
- ¶ Khazainul Futuh
- ¶ Tughlaq Nama
- ¶ Futuhus Salateen
- ¶ Lubabul Albab
- ¶ Fawaidul Fuwad

- ¶ Khairul Majalis
- ¶ Siyarul Aulia
- ¶ Tarikh-e-Firuzshahi
- ¶ Farhang-e-Qawwas
- ¶ Akhbarul Akhyar Fi Asrarul Abrar
- ¶ Tuzk-e-Babari
- ¶ Gulbadan Begam

References:

1. Shafaq, Razazadeh: Tarikh-e-Adabiyat-e-Iran, Translated in Urdu by Sayyed Mubarizuddin Rafóat, Kutubkhana, Khurshid
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. Naeemuddin: 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

Literary Magazines Seminar Proceedings

Assessment Methods

Assignments/Class Test

Keywords

Sufi, Malfuzat, Khanqah, Monuments, Composite Culture

Indo-Persian Literature: A brief History (16th -19th Century)
(SEC-PRN-02) Credit: 4

Course Objectives:

1. To understand relevance of Indo-Persian literature
2. To assess role of Sufis to create social harmony in the society
3. To feel reflection of composite culture in medieval India

Course Learning Outcomes

Indo-Persian literature is a beautiful mirror to look through medieval Indian history and culture. IndoPersian poets and writers have produced enormous amount of literature that not only reflects their poetical genius but also provides valuable and rare information about the different aspects of social, political, cultural and economic life of India in medieval times. Sufis played a vital role in bringing peace and harmony in the society. Their teachings spread the massage of love care, care, help, justice and humanity. The course introduces some of prominent Indo-Persian poets and writers and literary importance of their works.

Unit 1

The following Indo-Persian Poets and Writers:

- Talib Amuli
- Abu Talib Kalim Kashani
- Bedil
- Ghani Kashmiri
- Saib Tabrezi
- Ghalib Dehlavi
- Mir Taqi Mir
- Mirza Mazhar Jan-e-Janan
- Chandra Bhan Brahman
- Anand Ram Mukhlis
- Shaikh Ali Hazin
- Sirajuddin Ali Khan-e-Arzu
- Khawja Mir Dard
- Shaikh Imam Bakhsh Sehbai

Unit 2

Knowledge of the following Indo-Persian literary works:

- Muntakhabut Tawarikh
- Masir-e-Rahimi
- Tuzk-e-Jahangiri
- Majalis-e-Jahangiri
- Tarikh-e-Farishta

- Padshanama Sairu
- Amal-e-Saleh
- Safinatul Aulia
- Khulasatut Tawarikh
- Muraqqa-e-Dehli
- Sairul Manazil
- Miftahut Tawarikh

Unit 3

Knowledge of the following Indo Persian literary works:

- Safina-e-Khushgo
- Riyazush Shora
- Khazana-e-Amera
- Baharistan-e-Sukhan
- Tazkira-e-Husaini
- Iqd-e-Suraiyya
- Gul-e-Rana
- Tazkira-e-Hindi
- Chiragh-e-Hidayat
- Bahar-e-Ajam

References

- Shafaq, Razazadeh: Tarikh-e-Adabiyat-e-Iran, Translated in Urdu by Sayyed Mubarizuddin Rafóat, Kutubkhana, Khurshid
- Shibli Nomani: Shair-ul Ajam, Shibli Academy, Azamgarh (U.P.).
- Sabahuddin, Abdur Rahman: Bazm-e-Taimuriah, Shibli Academy, Azamgarh, (U.P.).
- Sabahuddin, Abdur Rahman: Bazm-e-Mamlukia, Shibli Academy Azamgarh (U.P.).
- Sabahuddin, Abdur Rahman: Bazm-e-Sufiyah, Shibli Academy, Azamgarh (U.P.).
- Kulliyat e bedil, Raza lib. Rampur.
- Tareekhe Akbari Maroof be Tareekh e Qandhari, Haji Mohd Arif Qandhari, Rampur 1662
- Sabahuddin, Abdur Rahman: Hindustan Amir Khusrau ki Nazar Mein, Shibli Academy, Azamgarh (U.P.).
- Zahuruddin Ahmad: Irani Adab, Markaz-e-Tahqiqat-e-Farsi-e-Iran wa Pakistan, Islamabad, 1375/1996.
- Abidi, Amir Hasan: Hindustan Mein Farsi Adab, Indo-Persian Society, Delhi, 1984.
- Naeemuddin: Hindustan Mein Farsi Adab, M.S. Publications, Lal Kuan, Delhi, 1985.

Teaching Learning Process

Academic Tours Organisation of Seminars/Lectures/ Workshops Literary Magazines

Assessment Methods

Assignments/Class Test

Keywords

Sufism, Peace, Love, Humanity, Brotherhood

Modern Persian Literature (SEC-PRN-03) Credit: 4

Course Objectives:

1. To understand Modern Iranian Society through Persian literature
2. To acquaint with the influence of French literature on Persian literature
3. To acquaint with constitutional Revolution and Islamic revolution of Iran

Course Learning Outcome:

Modern Persian literature consisting prose and poetry is an important source to understand modern Iran. The different literary genres both in prose and poetry like short stories, novels, dramas, *Ghazal, Nazm, Rubai, Qasida* etc. will help a learner to know modern Persian literature in a better way. The course focusses on the chief characteristics of the writings of some of the prominent modern Persian poets and prose writers and attempts to see Iranian Society through their works.

Unit 1

The following poets:

- ¶ Nima Yushij
- ¶ Bahar
- ¶ Iraj Mirza
- ¶ Sharyaar
- ¶ Praveen Ehtesami
- ¶ Simin Behbahani
- ¶ Khanlari
- ¶ Sohrab Sipehri

Unit 2

The following Prose Writers:

- ¶ Jamalzada
- ¶ Sadiq Hidayat
- ¶ Hijazi
- ¶ Jalal Aal Ahmed

- ¶ Buzurg Alavi
- ¶ Saeed Nafisi
- ¶ Samad Behrangi
- ¶ Akbar Radi

Unit 3

Life and works of the respective modern Persian poets and prose writers.

References

1. Kamshad, Hasan, Jadeed Farsi Nasri Adab, translated in Urdu by Masudi,Dr.M.M.,Indian Printing press,Dal gate,Sri Nagar,1996.
2. Istelami, Dr.Mohammad, Barrasi-e-Adabiyat -e-Imruz-e-Iran,translated in Urdu by Nomani, Dr.Rais Ahmed,International printing press,Abdul Qadeer Market,Jail Road Aligarh,2012.
3. Ahmed, Dr. Zahuruddin:Naya Irani Adab: Markaz-e-Tahqiqat-e-Farsi-e-Iran wa Pakistan Islamabad. 1975.
4. Roozbe, Mohammed Raza,Adabiyat-e- Moasir-e-Iran,Sher,Nashr-e-Ruzgar,Tehran 1392.

Teaching Learning Process

Audio visual Literary Magazines Seminars/Lectures/Workshop

Assessment Methods

Assignments/Class Test

Keywords

Poem Ghazal Short story Novel Drama

Ghazal-writing in Persian (SEC-PRN-04) Credit: 4

Course Objectives:

1. To acquaint with development of Ghazal through the centuries
2. To feel the essence of Persian poetry by Ghazal
3. To know about the eminent Persian poets of Ghazal.

Course Learning Outcome:

Ghazal is an important and interesting genre of Persian poetry. The genre has flourished and enriched Persian poetry since the olden times and many renowned poets like Sadi, Hafez, Rumi, Khusrau, Bedil, Ghalib and others have presented greatest examples of this genre.

The course would enable students to learn about some of the prominent Persian poets of Iran as well as India.

Unit 1

The following poets:

- Saadi
- Hafez
- Rumi
- Abdur Rahman Jami
- Nizami Ganjavi
- Saib Tabrezi
- Khwaju Kirmani
- Salman Saoji

Unit 2

The following poets:

- Amir Khusrau
- Hasan Sijziji
- Talib Amuli
- Abu Talib Kalim Kashani
- Urfi Shirazii
- Naziri Nishapuri
- Ghazali Mashhadi
- Ghani Kashmiri
- Ghalib Dehlavi
- Mir Taqi Mir
- Chandra Bhan Brahman
- Bedil
- Ghalib

Unit 3

The life and works of the respective poets.

Unit 4

Different style of Persian Poetry (Sabk)

Unit 5

Selection of Ghazals (Saadi Shirazi):

- ¶ Aie Nafse Khuram Bade saba
- ¶ Az bar yar aamde ae Mahaba
- ¶ Rue tu Khoush mi Numayad Aaine ma
- ¶ Ke aaine pakizeh ast wa rue tu ziba

References:

1. *Shafaq, Razazadeh: Tarikh-e-Adabiyat-e-Iran*, Translated in Urdu by Sayyed Mubarizuddin Rafóat, Kutubkhana, Khurshid
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

Recitation of Ghazal Literary Magazines Audio visual
Seminars/Lectures/Workshop

Assessment Methods

Assignments/Class Test

Keywords

Ghazal Rheme Misra Matla Takhallus

Generic Elective (GE) (4) (Any two of the following Courses)

GE-PRN-01 Introduction to Elementary Persian
GE-PRN-02 Elementary Persian Grammar
GE-PRN-03 Spoken Persian
GE-PRN-04 Persian Language

Introduction to Elementary Persian (GE-PRN-P1) Credit: 6

Course Objective:

- ¶ To Introduce to Elementary Persian to impart importance of Persian Language
- ¶ To acquaint with common Persian sentences

Course Learning Outcome:

After the completion of this course the students will be able to get familiar with importance of Persian language also will be able to learn Persian alphabet and its all forms and making words adding different forms of alphabet.

Unit 1

Persian alphabet with its initial, medial and final forms.

Unit 2

Word and common sentence formation

Unit 3

Day's month's and season's name

Unit 4

Numbers

References

1. L e t ô s L e ,a N.C.P.U.E.,M.i.n.i.s.t.r.y. o.f. H.R.D., New Delhi
2. *Saffar Muqaddam, Dr. Ahmad: Zaban-e Farsi,* Council for the Promotion of Persian Language and Literature, Tehran, Iran, Vol. I & ,II

Teaching Learning Process

Lecture, Discussion and Audio Visual One to one classroom teaching

Assessment Methods

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

Keywords

Elementary Persian, Introduction, Season, Day, Week

Elementary Persian Grammar (GE-PRN-P2) Credit: 6

Course Objectives:

1. To equip with Elementary Persian grammar
2. To understand simple Persian text and to translate simple Persian text
3. To learn making simple Persian sentences

Course Learning Outcome:

The course would enable students to learn Elementary Persian Grammar. The use of modern technology and latest publications from Iran as well as India will help students to be able to learn Persian grammar enabling them to read, write, understand and speak in Persian language, keeping in view the growing demand for Persian translators.

Unit 1

Tenses, noun, adjective, vowels, personal pronouns, cardinal and ordinal numbers

Unit 2

Singular and plurals, simple verb, compound verb, possessive pronouns, suffixed pronouns, prepositions,

Unit 3

Object marker, cases, prefix, suffix, present participle
Kinds of sentences: affirmative, negative, interrogative, imperative, explanatory, conditional sentences

Unit 4

Time, days, names of Iranian months, fruits, vegetables, birds, flowers, colors, animals

References:

1. Letôs Learn Persian, NCPUP, Ministry of HRD, New Delhi.
2. *Lambton, S.: Elementary Persian Grammar*, Nesahe Book Service, Ansari Road, New Delhi.
3. *Kumar, Dr. Rajinder: Elementary Persian Grammar*, Harjeet Publication, Delhi-110 034, 2009.
4. *Zaban-e-Farsi: Dr. Ahmed SaffarMuqaddam*, Council for the Promotion of Persian Language Saffar
5. *Muqaddam, Dr. Ahmad: Zaban-e Farsi*, Council for the Promotion of Persian Language and Literature, Tehran, Iran, Vol. I & II, 2007.

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

Pronouns, Conjugational endings, Verbs, Sentences, Persian grammar

Spoken Persian (GE-PRN-P3) Credit: 6

Course Objective:

This course has been designed to impart basics of Persian grammar to our students who opt generic course. 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 Outcomes

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*, 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.

Persian Language (GE-PRN-P4) Credit: 6

Course Objective

This course has been designed in order to impart advance level of Persian grammar to our students who opt generic course. 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 Outcomes

After the completion of this course the students will be able to converse in Persian language fluently and can speak and comprehend many Persian local dialects.

Unit 1

Basics of Persian language and Script

Unit 2

Elementary Persian Grammar

Unit 3

Translation and Interpretation from English to Persian and vice versa

References

1. Let's Learn Persian , 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.

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.

Ability Enhancement Compulsory Course: Modern Indian Language (MIL) – Persian - A: MIL-PERSIAN-A
Ability Enhancement Compulsory Course: Modern Indian Language (MIL) – Persian - B: MIL-PERSIAN-B

Modern Indian Language (MIL) (MIL-PERSIAN-A) Ability-Enhancement Compulsory Course (Only meant for Language Department/ EVS for Department of Environmental Studies) - (AECC) Credit:4

Course Objectives:

1. To equip with Elementary Grammar
2. To equip with Intermediary Persian Grammar & Translation Introduction to Persian Literature

Course Learning Outcome:

This course will equip the graduate with Elementary Persian Grammar and it provides an introduction to Persian Literature.

Unit 1

Semester-I, PAPER ïI: Elementary Persian:

- ¶ Intermediary Persian Grammar & Translation

Unit 2

Semester-II, PAPER ïII
Introduction to Persian Literature:
1. Persian Prose: Selection

- ¶ Eidi
- ¶ Khana-e-Pidari
- ¶ Kudaki

2. Persian Poetry: Selection
i. Ghazaliyat

- ¶ Hafiz Shirazi, Khwaja Shamsuddin Mohammad
- ¶ Ghazalyat-e-Hafiz (1st 5 Ghazals);
- ¶ Nisb-e-Jadeed-e-Farsi; Hakim Zaki Ahmad Khan

ii. Rubiyat

- ¶ Umar Khayyam bin Ibrahim Khayyami Nishaburi
- ¶ First 10 Rubais;
- ¶ Nisb-e-Jadeed-e-Farsi; Hakim Zaki Ahmad Khan

iii. Ghazaliyat

- ¶ Shaharyar Tabrizi: Mohammad Hussain
- ¶ Maktab-e Hafiz, Nisb-e-Jadeed-e-Farsi; Hakim Zaki Ahmad Khan

Unit 3

Semester-III, PAPER ïIII
Persian Language ïIII
1. Modern Persian Prose: Selection

- ¶ Bacha-e-Mardum
- ¶ Madar-e-Zan
- ¶ Pazishk-e-Chashm

2. Translation & Interpretation: Theory & Practical

Unit 4

Semester-IV, PAPER ïIV
Persian Language ïIV
1. Modern Persian Poetry: Selection

- ¶ Bahar
- ¶ Parveen-Etesami
- ¶ Simin Behbahani

2. Interpretation & viva-voce

References

1. *Saffar Muqaddam, Dr. Ahmad: Zaban-e Farsi*, Council for the Promotion of Persian Language and Literature, Tehran, Iran, Vol. I & II, 2007.
2. *Lambton, S.: Elementary Persian Grammar*, Nesahe Book Service, Ansari Road, New Delhi.
3. *Farsi be Amozeem*, Vol. IV, 1382, Iran.
4. *Khan, Hakim Zaki Ahmad: Nisb-e-Jadeed-e-Farsi*, Jayyed Press, Ballimaran, Delhi-110 006
5. *Khan, Dr. M.A. and Dr S.H. Qasemi: Intekhab-e-Nasr-e-*M u ó æ-*Farsi*, Department of Persian, University of Delhi, Delhi-110 007, 1991
6. *Sufi Abdul Aziz: Essentials of Persian Translation*, Indo-Iran Society, Lal Kuan, Delhi 110 006, 1999.
7. *Khalkhali, Syed Abdul Hameed: Tazkirah-e-Shoara-e-*M a ó æ-*Iran*, Kitabkhana-e-Tahoori, Iran. :

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

Introduction, Persian, Grammar, Elementary, Eidi, Umar Khayyam, Parveen, Bahar

Modern Indian Language (MIL) (MIL- PERSIAN-B) Ability-Enhancement Compulsory Course(Only meant for Language Department/ EVS for Department of Environmental Studies) - (AECC) Credit:4

Course Objective:

This course is designed to those students who have not studied Persian at any level. This is an elementary course meant for beginners.

Course Learning Outcomes

This course will enable a student to have a preliminary knowledge of Persian language with its elementary grammar.

Unit 1

Semester-I, PAPER ïI
Introduction to Persian Language ïI
Persian Alphabet Iranian Calendar Day's Name

Unit 2

Semester-II, PAPER ïII: Persian Language ïII
Word meanings, Common sentences, Numbers

Unit 3

Semester-III, PAPER ïIII: Persian Language ïIII
Common Persian Sentences, Masadirs, Present Root Imperatives

Unit 4

Semester-IV, PAPER ïIV:
Persian Language ïIV
Small Persian passages Persian Language

References

1. *Introduction to Persian Language (Foundation Course)*, Published by Ratna Sagar, Ansari Road, Darya Ganj, New Delhi-110 002.
2. *Hasan Anwari: Dastoor-e-Zuban-e-Farsi*, Intesharat-e-Fatmi, Tehran, Iran, 1375/1996. :
3. *Kinari, Shaban Azadi: Farsi Amokhtegaan*, Tehran, Iran, 1377/1998. :
4. *Kitab-e-Farsi: Baraye Class-hae Muqaddemati*, Department of Persian, University of Delhi, Delhi-110 007. ï
5. *Zaban-e-Farsi: Vizarat-e-Amozish-o-Parvarish*, Tehran, Iran, 1376/1997.
6. Lets Learn Urdu, N.C.P.U.L., Ministry of HRD, New Delhi.
7. *Saffarzadeh, Tahera: Fann-e-Tarjuma*, Intesharat-e Amir Kabir, Tehran, Iran

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

Elementary Persian, Grammar, Dastoor

Acknowledgements

Name	Affiliation
Prof. Chander Shekhar	Department of Persian
Prof. Rajinder Kumar	Department of Persian
Prof. Aleem Ashraf Khan	Department of Persian
Dr. Mehmood Fayyaz	Zakir Husain Delhi College Evening
Dr. Jamil-ur-Rehman	Zakir Husain Delhi College
Dr. Malik Saleem Javed	Zakir Husain Delhi College
Dr. Fauzia	Zakir Husain Delhi College Evening
Dr. Mehtab Jahan	Department of Persian
Dr. Ali Akbar Shah	Department of Persian
Dr. Jamshed Khan	Zakir Husain Delhi College
Dr. Farha Adeeba	Zakir Husain Delhi College
Dr. Zayaur Rahman	Department of Persian
Dr. Mukhtar Ahmed	Department of Persian
Dr. Shahnaz Ara Begum	Zakir Husain Delhi College
Dr. Nazneen	Zakir Husain Delhi College Evening
Dr. Khursheed Ahmad	Zakir Husain Delhi College Evening