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DEPARTMENT OF PERSIAN

1.

SEMESTER-VII/VIII

B.A. (Hons) Persian-DSC

Sl. No.	Course	Semester
1.	Indo-Persian Literature: A brief analysis of Historiography	7 <sup>th</sup>
2.	An Introduction to Persian Manuscripts	7 <sup>th</sup>
3.	An Introduction of Literary criticism in Persian Literature	8 <sup>th</sup>
4.	Comprehensive study of Persian literary styles (Sabk Shanasi)	8 <sup>th</sup>

DSEs

Sl. No.	Course
1.	Study of Modern Persian Poets (Malik-us-Shoara Bahar and Parveen Etesami)
2.	Study of Modern Persian Prose Writers (Sadeq Hedayat and Mohammad Ali Jamalzade
3.	Comprehensive Study of a Classical Persian Poet (Firdausi and Nizami)
4.	Exploring the Works of a Classical Persian Prose Writer (Abu Fazal Bahiqi and Nizamul Mulk Tusi)
5.	Special Study of an Indo-Persian Poet (Amir Khusrau and Bedil Dehlavi)
6.	Study of prominent Indo-Persian Prose Writer (Abul Fazal and Nemat Khan Aali
7.	Research Methodology and Textual Criticism
8.	History of Iranian Cinema
9.	An Introduction to Persian Drama
10.	Basics of Research Methodology in Persian literary studies

Pool of Generic Electives GEs

Sl. No.	Course
1.	Comprehensives study of classical Persian text (Kashf-ul-Mehjoob)
2.	Analysis of Modern Persian Prose
3.	Study of classical Persian poetry (Selections from Qasa'id-e Khaqani)
4.	An Introduction of Children literature of Iran
5.	Essay, Translation and Composition
6.	Indo- Persian Literature: A brief study of Tazkirah Writing
7.	Indo-Persian Literature: A brief study of lexicography
8.	Introduction to modern Persian poetry
9.	Contemporary Persian Language and Literature

**Based on Undergraduate Curriculum Framework 2022**

# **UNIVERSITY OF DELHI**

## **UNDERGRADUATE PROGRAMMES OF STUDY**

### **STRUCTURE, COURSES & SYLLABI OF SEMESTER -VII & VIII**

<b>Sl. No.</b>	<b>Course</b>	<b>Semester</b>
<b>5.</b>	Indo-Persian Literature: A brief analysis of Historiography	7 <sup>th</sup>
<b>6.</b>	An Introduction to Persian Manuscripts	7 <sup>th</sup>
<b>7.</b>	An Introduction of Literary criticism in Persian Literature	8 <sup>th</sup>
<b>8.</b>	Comprehensive study of Persian literary styles (Sabk Shanasi)	8 <sup>th</sup>



## *Department of Persian*

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### **DISCIPLINE SPECIFIC CORE COURSE (DSC 1): Indo-Persian Literature: A brief analysis of Historiography**

#### **Credit distribution, Eligibility and Pre-requisites of the Course:**

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Indo-Persian Literature: A	4	3	1	0	12 <sup>th</sup> Pass	Nil

<b>brief analysis of Historiography</b>						
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### Learning Objectives

The Learning Objectives of this course are as follows:

1. To acquaint the students with Indo-Persian Historiography during Sultanate period and under the Mughals
2. To acquaint the students with the importance of Indo-Persian Historiography

### Learning outcomes

The Learning Outcomes of this course are as follows:

- By learning the course, the students will be able to learn about a good number of Persian historical works produced during medieval period. The knowledge based on these original Persian sources will strengthen the understanding of students related to historical, political, social and cultural past of our country during medieval period.

### SYLLABUS OF DSC-1

#### UNIT – I (3 Weeks/9Hours)

- A brief introduction to the importance of Persian historical works produced during medieval period

#### UNIT – II (4 Weeks/12Hours)

A brief introduction to the following Persian historical works & Authors:

- Tajul Ma'sir by Tajuddin Hasan Nizami
- Tarikh-e-Fakhruddin Mubarak Shah by Fakhr-e-Mudabbir
- Tabaqat-e-Nasiri by Minhajus Siraj Juzjani
- Tarikh-e-Firuzshahi by Ziauddin Barni

#### UNIT – III (4 Weeks/12Hours)

A brief introduction to the following Persian histories & Authors:

- Tarikh-e-Firuzshahi by Shams Siraj Afif
- Futuhus Salateen by Isami

- Akbarnama by Abul Fazl
- Tarikh-e-Mubarak Shahi by Yahya Bin Ahmed Sarhindi

#### UNIT – IV (4 Weeks/12Hours)

A brief introduction to the following Persian historical works & Authors:

- Muntakhab-ut-Tawarikh by Abdul Qadir Badauni
- Tarikh-e- Farishta by Abul Qasim Farishta
- Jahangir Nama by Mo'tamad Khan
- Khulasat-ut-Tawarikh by Sujan Rai Bhandari

#### Essential/recommended readings

1. M.A.Ghani, A History of Persian Language and Literature at the Mughal Court, (Part I & II).Allahabad,U.P 1929-30.
2. Saiyyed Sabahuddin Abdul Rehman,Bazm-e-Mamlukia, Darul Musannifin, Shibli Academy, Azamgarh.
3. Saiyyed Sabahuddin Abdul Rehman, Bazm-e-Taimuria, Shibli Academy, Azamgarh.
4. Ali Asghar Hikmat, Tarikh-e-Adabiyat-e-Iran wa Hind, Tehran University Press, 1965.
5. Reza Baraheni, Adabiat-e-Farsi dar Hind, Tehran: Nashr-e Markaz, 1980.
6. Muhammad Taqi Bahar, Sabk Shenasi (The Stylistics of Persian Prose & Poetry), Tehran University Press, 1958.
7. Dabir Siyāqi, Tarikh-e-Nasr-e-Farsi dar Hind, Amir Kabir Publications, 1975.
8. Parviz Natil Khanlari, Nasr-e-Farsi Dar Dora-e-Akheer, Tehran: Sokhan Publications, 1947.
9. Abdul Halim Sharar, Hindustan Mein Farsi Adab Ki Tareekh, Idara-e-Adabiyat-e-Urdu, Hyderabad, 1927.
10. Ziauddin Barani, Tarikh-e-Firuzshahi, edited by Sir Saiyid Ahmad Khan, Aligarh.
11. Tajuddin Hasan Nizami, TajulMa'sir, Asiatic Society of Bengal, Calcutta.
12. Minhaj-us-Siraj Juzjani, Tabaqat-e-Nasiri, Royal Asiatic Society, London.

#### DISCIPLINE SPECIFIC CORE COURSE (DSC 2): An Introduction to Persian Manuscripts

#### Credit distribution, Eligibility and Pre-requisites of the Course:

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		

<b>An Introduction to Persian Manuscripts</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>CLASS XII PASS</b>	<b>NIL</b>
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### Learning Objectives:

The Learning Objectives of this course are as follows:

1. To equip the students with the rich tradition of Persian manuscripts, covering their historical development, artistic and calligraphic styles, materials and techniques of manuscript production, and methods of cataloguing and preservation.
2. To familiarize the students with the major manuscript collections and the role of Persian manuscripts in Islamic and world heritage.

### Learning outcomes:

The Learning Outcomes of this course are as follows:

- By learning this course, the students will understand the historical evolution of Persian manuscripts and identify different Persian scripts and calligraphic styles as well as analyse the materials and techniques used in manuscript production.
- By learning this course, the students will be able to Recognize key manuscript collections worldwide and learn preservation and cataloguing techniques for Persian manuscripts

## SYLLABUS OF DSC 2

### UNIT – I (5 Weeks/15 Hours)

Introduction to Persian Manuscripts (Nuskhe Shanasi)

- Definition and significance of Persian manuscripts
- Historical evolution from early Islamic period to modern times
- Role of Persian manuscripts in Islamic civilization

Scripts and Calligraphy

- Development of Persian script styles: Kufic, Naskh, Nasta'liq, Shikasta, and Ta'liq
- Famous calligraphers and their contributions

- Aesthetic aspects of Persian calligraphy

## **UNIT – II (5 Weeks/15 Hours)**

### Manuscript Materials and Production

- Paper, ink, and binding techniques
- Ornamentation: Illumination, miniatures, and gold embellishment
- Role of scribes, painters, and patrons in manuscript production

### Major Persian Manuscript Collections

- Famous manuscript collections in Iran, India, Turkey, and Europe
- Notable Persian manuscripts: Shahnama, Divan of Hafez, Masnavi of Rumi
- Digital archives and online resources for Persian manuscripts

## **UNIT – III (5 Weeks/15 Hours)**

### Cataloguing and Preservation

- Principles of manuscript cataloguing
- Techniques for conservation and restoration
- Modern digitization efforts and access to Persian manuscripts

### Research and Practical Analysis

- Hands-on study of manuscript facsimiles or digital reproductions
- Research methodologies for studying Persian manuscripts, Muqadmah, Tarqimah, Rakabah, Hashiyah
- Case studies of significant Persian texts

### **Essential/recommended readings:**

1. Wilberforce Forbes, An Introduction to Persian Manuscripts, Washington: Library of Congress, 1975.
2. Ethe, Herman: A Catalogue of Persian Manuscripts in the library of India office, 1903
3. Rieu, Charles: A catalogue of Persian Manuscripts in the British Museum, 1983
4. Richard, Francis. Islamic Manuscripts in Persian, Turkish and Arabic. London: Routledge, 1997.
5. Bayani, Mehdi. Ahval va Asar-e Khosh-Nevisan (Calligraphers and Their Works). Tehran: 1966.
6. Storey, C.A. Persian Literature: A Bio-Bibliographical Survey. London: Luzac & Co., 1927–1939.

7. Bloom, Jonathan & Sheila Blair. Islamic Calligraphy. Edinburgh: Edinburgh University Press, 2009.

**DISCIPLINE SPECIFIC CORE COURSE (DSC 3): An Introduction of Literary criticism in Persian Literature**

**Credit distribution, Eligibility and Pre-requisites of the Course:**

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
<b>An Introduction of Literary criticism in Persian Literature</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>12<sup>th</sup> Pass</b>	<b>Nil</b>

**Learning Objectives**

The Learning Objectives of this course are as follows:

1. To equip the students with the understanding of the major concepts and theories in literary criticism, both traditional and contemporary, as applied to Persian literature
2. To make the students acquainted with the skills to critically analyse and interpret Persian literary texts, identifying key themes, narrative techniques, and literary devices within historical and cultural contexts
3. To familiarise the students with the evolution of literary criticism in Persian literature, examining both classical approaches (e.g., Persian poetics) and modern critical perspectives

**Learning outcomes**

The Learning Outcomes of this course are as follows:

- By learning this course, the students will acquire the ability to provide insightful commentary on Persian literary texts.
- By learning this course, students will also be capable of conducting critical analyses of manuscript editing, as well as introducing and explaining various manuscripts
- By learning this course, students will engage in aesthetic evaluations of Persian literary texts, assessing their artistic qualities and they will be able to apply modern



literary theories to the analysis of Persian literary works, enhancing their understanding through contemporary critical frameworks

**SYLLABUS OF DSC 3**

**UNIT – I (4 Weeks/12Hours)**

Brief introduction of literary criticism.

- Definition
- Types
- historical development and functions

**UNIT – II (4 Weeks/12Hours)**

Brief study of literary criticism in Persian literature.

- An introduction of the following works:
  1. *Moqaddame-ye Shāhnāme*-ye *Abū Mansūrī* مقدمه شاهنامه ابومنصوری
  2. *Tarjomān al-Balāgheh* ترجمان البلاغه
  3. *Hadāyeq al-Sha‘r* حدايق الشعر
  4. *Qābūs Nāme* قابوس نامه
  5. *Chahār Maqāleh* چهار مقاله
  6. *Lubāb al-Albāb* لباب الالباب
  7. *Ātashkadeh* آتشکده
  8. *Majma‘ al-Foṣḥā* مجمع الفصحاء
  9. *Toḥfeh-ye Sāmī* تحفه سامی

**UNIT – III (3 Weeks/9Hours)**

- Introduction of famous Indo-Persian critic writers:
  1. *Sirāj al-Dīn ‘Alī Khān Ārzū* سراج الدين على خان آرزو
  2. *Maḥmūd Khān Shīrānī* محمود خان شیرانی
  3. *Shiblī Nu‘mānī* شبلی نعمانی

**UNIT – IV (4 Weeks/12Hours)**

Brief introduction of modern elements of literary criticism in Persian literature:

- Realism
- Naturalism
- Patriotism
- Protest
- Simplicity

Introduction of famous Indo-Persian critic writers:

- |                                      |                          |
|--------------------------------------|--------------------------|
| 1. <i>Mirzā Faṭḥ Ākhundzādeh</i>     | 1. مرزا فتح آخوندزاده    |
| 2. <i>Āqā Khān Kermānī</i>           | 2. آقا خان کرمانی        |
| 3. <i>Mirzā Malkom Khān</i>          | 3. مرزا ملکم خان         |
| 4. <i>‘Abd al-Raḥīm Ṭālibūf</i>      | 4. عبدالرحیم طالبوف      |
| 5. <i>Zayn al-‘Ābidīn Marāgheh’ī</i> | 5. زین العابدین مراغه ای |

### Essential/recommended readings

1. Parsinejad, Iraj (2003). A History of Literary Criticism in Iran (1866–1951). Bethesda
2. Kamshad, Hasan, Jadeed Farsi Nasri Adab, translated in Urdu by Masudi, Dr.M.M., Indian Printing Press, Dalgate, Sri Nagar,1996.
3. 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.
4. Roozbe, Mohammed Raza, Adabiyat-e-Moasir-e-Iran: Sher, Nashr-e-Ruzgar, Tehran 1392.
5. Akbar, Razia Dr., Iran mein jaded Farsi Adab ke Pachas Saal (1900-1950), Hyderabad 1991.
6. Nizami Aruzi Samarqandi: Chahar Maqaleh; edited Mohammad Qazvini, Tehran University Publication, Tehran, Iran, 1334/1955.
7. Shafaq, Razazadeh: Tarikh-e-Adabiyat-e-Iran, Translated in Urdu by Sayyed Mabarizuddin Raf’at, Nadwatul Musannefin, Delhi1955.
8. Shibli Nomani: Shair-ul Ajam, Shibli Academy, Azamgarh (U.P.). .
9. Aufi, Sadiduddin Mohammad: Jawameul Hikayat wa Lawame-ur-Riwayat, Translated by Akhtar Shirani, Anjuman-i-Taraqqi Urdu (Hind), Delhi,1943
10. Aufi, Sadiduddin Mohammad: Guzideh Jawameul Hikayat wa Lawame-ur-Riwayat, Compiled by Jaafar Shuar, Intesherat-i-Elmi wa Farhangi, Tehran Iran, 1393
11. Kaikaoos, Amir Unsarul Ma’ali bin Iskander: Nasihat Namehya Qaboos Nameh, Edited by Dr. Ameen Abdul Majeed Badooe, Tehran, Iran-1963
12. Kaikaoos, Amir Unsarul Ma’ali bin Iskander: Nasihat Namehya Qaboos Nameh, With Introduction & annotation by Saeed Nafisi, Tehran, Iran-1212

13. Shirani, Prof. Mehmood khan, Tanqid-e-Sherul Ajam, Anjuman Taraqqi Urdu (Hind), Delhi-1942
14. Shirani, Prof. Mehmood khan, Firdausi par char Maqale, Anjuman Taraqqi Urdu (Hind), Delhi-1942
15. Aarzo, Sirajuddin Ali Khan, Majma-un-Nafais, Edited by Abid Raza Bedar, Khuda bakhsh library, Patna- 1992
16. Khanlari, P., Sukhan, literary, scientific and social monthly Journal. Twenty Sixth Edition. Tehran: Elmi Publication (2004).
17. Kianoush, M. Qudama wa Naqde Adabi. Tehran: Roz Publication. (1975).
18. Langroudi, Sh. Tareekh-i-Tahleele Shere Nau. Tehran: Markaz Publication. (1991).
19. Parsinejad, I. Khanlari and literary criticism. Tehran: Sokhan Publication. (2008).
20. Rastgar Fasaee, M. Life and works of Dr.Parviz Natal Khanlari. Tehran: Tarh-e No Publication. (2000).
21. Zarrin Koob, A. H., Naqde Adabi. Amir Kabir Publication. Tehran, 1990
22. Aufo, Sadiduddin Mohammad: Lubab ul Albab, edited by E.G. Browne & Abdul Wahab Qazvaini, E,J Brill Leyden Holland,1906

**DISCIPLINE SPECIFIC CORE COURSE (DSC 4): Comprehensive study of Persian literary styles (Sabk Shanasi)**

**Credit distribution, Eligibility and Pre-requisites of the Course:**

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Comprehensive study of Persian literary styles (Sabk Shanasi)	4	3	1	NIL	Class pass XII	NIL

**Learning Objectives:**

The Learning Objectives of this course are as follows:

1. To equip the students with stylistics of Persian poetry.
2. To make the students acquainted with variety of Persian literary forms such as Sabk-e-Khurasani, Sabk-e-Iraqi, Sabk-e-Hindi and Sabk-e-Baazgasht.

## Learning outcomes:

The Learning Outcomes of this course are as follows:

- By learning this course, students will know about the Persian literary styles.
- By learning this course students will know about some famous writers of Sabk-e-Khorasani, Sabk-e-Iraqi, Sabk-e-Hindi and Sabk-e-Baazgasht.

## SYLLABUS OF DSC- 4

### UNIT – I (3 Weeks/9 Hours)

Sabk-e-Khorasani

- Development of Sabk-e-Khorasani
- Introduction of Some famous writers of Sabk-e-Khorasani
- Rudaki, Firdausi, Unsuri

### UNIT – II (4 Weeks/12 Hours)

Sabk-e-Iraqi

- Development of Sabk-e-Iraqi
- Introduction of Some famous writers of Sabk-e-Khorasani
- Maulana Rum, Saadi Shirazi, Nizami Ganjavi

### UNIT – III (4 Weeks/12 Hours)

Sabk-e-Hindi

- Development of Sabk-e-Hindi
- Introduction of some famous writers of Sabk-e-Hindi
- Saib Tabrezi, Bedil Dehlavi, Wahshi Bafqi

### UNIT – IV (4 Weeks/12 Hours)

Sabk-e-Baazgasht

- Development of Sabk-e-Baazgasht
- Introduction of some famous writers of Sabk-e-Bazgasht
- Hatif isfahani, Aazar begdili, Nishat Isfahani

**Essential/recommended readings:**

- 1. Shamisa, Siroos, Sabk Shanasi Shear, Tehran, 1385 A.H.
- 2. Bahar, Mohammad Taqi, Sabk Shanasi, Tehran, 1349 A.H.
- 3. Anusha, Hasan, Farhang-e-Adabi-e-Farsi, Tehran, 1376 A.H.

**Based on Undergraduate Curriculum Framework 2022**

**UNIVERSITY OF DELHI**

**UNDERGRADUATE PROGRAMMES OF STUDY**

**STRUCTURE, COURSES & SYLLABI OF SEMESTER -VII & VIII**

Sl. No.	Course
1.	Study of Modern Persian Poets (Malik-us-Shoara Bahar and Parveen Etesami)
2.	Study of Modern Persian Prose Writers (Sadeq Hedayat and Mohammad Ali Jamalzade
3.	Comprehensive Study of a Classical Persian Poet (Firdausi and Nizami)

4.	Exploring the Works of a Classical Persian Prose Writer (Abu Fazal Bahiqi and Nizamul Mulk Tusi)
5.	Special Study of an Indo-Persian Poet (Amir Khusrau and Bedil Dehlavi)
6.	Study of prominent Indo-Persian Prose Writer (Abul Fazal and Nemat Khan Aali)
7.	Research Methodology and Textual Criticism
8.	History of Iranian Cinema
9.	An Introduction to Persian Drama
10.	Basics of Research Methodology in Persian literary studies



## *Department of Persian*

### COMMON POOL OF DSE COURSES

DISCIPLINE SPECIFIC ELECTIVE COURSE – 17: Study of Modern Persian Poets (Malik-us-Shoara Bahar and Parveen Etesami)

**Credit distribution, Eligibility and Pre-requisites of the Course:**

Course title & Code	Credits	Credit distribution of the course	Eligibility criteria	Pre-requisite of the course
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		Lecture	Tutorial	Practical/ Practice		(if any)
Study of Modern Persian Poet (Malik-us-Shoara Bahar and Parveen Etesami)	4	3	1	NIL	Class XII pass	NIL

### Learning Objectives

The Learning Objectives of this course are as follows:

1. To make students acquainted with a special study of modern Persian poet Malik-us-Shoara Bahar
2. To make students acquainted with a special study of modern Persian poet Parveen Etesami

### Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, the students will be able to develop in depth understanding of modern Persian poet Malik-us-Shoara Bahar.
- By studying this course, the students will be able to develop in depth understanding of modern Persian poet Parveen Etesami.

### SYLLABUS OF DSE-17

#### UNIT – I (3 Weeks/9 Hours)

The following poetry of Parveen E'tesami from *Tazkara-e-Sho'ra-i-Maasir-e-Iran* by Syed Abdul Hamid Khalkhali:

- Kudak-o-Madar
- Diwane-o-Zanjeer
- Aai-i-Aaine

- کودک و مادر
- دیوانه و زنجیر
- آیین آینه

**UNIT – II (4 Weeks/12 Hours)**

The following poetry of Parveen E'tesami from *Tazkara-e-Sho'ra-i-Maasir-e-Iran* by Syed Abdul Hamid Khalkhali:

- Ruh-e-Aazurde
- Gauhar-e-Ashk
- Murgh-e-Zeerak
- Life and works of Parveen E'tesami

- روح آزرده
- گوهر اشک
- مرغ زیرک

**UNIT – III (4 Weeks/12 Hours)**

The following poetry of Malik-us-Shoara-i-Bahar from *Tazkara-e-Sho'ra-i-Maasir-e-Iran* by Syed Abdul Hamid Khalkhali:

- Jahannumiye
- Shujaat-e-Adabi
- Jughd-e-Jang
- Zalal-o-Dalal

- جهنمیہ
- شجاعت ادبی
- جغد جنگ
- ضلال و دلال

**UNIT – IV (4 Weeks/12 Hours)**

The following poetry of Malik-us-Shoara-i-Bahar from *Tazkara-e-Sho'ra-i-Maasir-e-Iran* by Syed Abdul Hamid Khalkhali:

- Shabahang
- Bar-e-Zoor
- Bi Khabari
- Mata'-e-Mohabbat
- Life and works of Malik-us-Shoara-i-Bahar

- شباہنگ
- بار زور
- بی خبری
- متاع محبت

**Essential/recommended readings:**

1. Khalkhali, Syed Abdul Hameed: Tazkirah-e-Shoara-e-Ma'asir-e-Iran, Kitabkhana-e-Tahoori, Iran, 1333.
2. Faridunkar: Shhkrha-e-Shair-e-Ma'asir-e-Iran,, Intesharat-e Amir Kabir, Tehran, Iran, 1337/1958



3. Aryanpur, Yahya: AzSaba Ta Nima (Vol. I & II), Tehran, Iran. 4. Muneeb-urRehman: Jadeed Farsi Shaeri, Aligarh Muslim University, Aligarh, 1959

**DISCIPLINE SPECIFIC ELECTIVE COURSE – 18: Study of Modern Persian Prose Writers  
(Sadeq Hedavat and Mohammad Ali Jamalzade)**

**Credit distribution, Eligibility and Pre-requisites of the Course:**

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Study of Modern Persian Prose Writers (Sadeq Hedayat and Mohammad Ali Jamalzade)	4	3	1	NIL	Class pass XII	NIL

**Learning Objectives:**

The Learning Objectives of this course are as follows:

1. To make students acquainted with a special study of modern Persian prose writer Sadeq Hedayat
2. To make students acquainted with a special study of modern Persian prose writer Mohammad Ali Jamalzade

**Learning outcomes:**

The Learning Outcomes of this course are as follows:

- By studying this course, the students will be able to develop in depth understanding of modern Persian prose writer Sadeq Hedayat.
- By studying this course, the students will be able to develop in depth understanding of modern Persian prose writer Mohammad Ali Jamalzade.

## SYLLABUS OF DSE- 18

### UNIT – I (4 Weeks/12 Hours)

The following stories of Sadeq Hedayat from Darya-i-Gauhar by Mehdi Hamidi:

- |                     |               |
|---------------------|---------------|
| (Daood-e-Goozpusht) | • داود گوژپشت |
| (Talab-e-Aamarzish) | • طلب آمرزش   |

### UNIT – II (4 Weeks/12 Hours)

The following stories of Jamalzadeh from Darya-i-Gauhar by Mehdi Hamidi:

- |                          |                   |
|--------------------------|-------------------|
| (Farsi Shikar Ast)       | • فارسی شکر است   |
| (Dusti-e-Khala-e-Khurse) | • دوستی خاله خرسه |
- Life and works of Sadeq Hedayat

### UNIT – III (3 Weeks/9 Hours)

The following stories of Sadeq Hedayat from Darya-i-Gauhar by Mehdi Hamidi:

- |            |         |
|------------|---------|
| (Mohallil) | • محلل  |
| (Girdaab)  | • گرداب |

### UNIT – IV (4 Weeks/12 Hours)

The following stories of Jamalzadeh from Darya-i-Gauhar by Mehdi Hamidi:

- |                                 |                        |
|---------------------------------|------------------------|
| (Dard-e-Dil-e-Mulla Qurban Ali) | • درد دل ملا قربان علی |
| (Kabab-e-Ghaaz)                 | • کباب غاز             |
- Life and works of Mohamad Ali Jamalzadeh

### Essential/recommended readings:

1. Hamidi, Mehdi, Daryae Gauhar, Vol. I, Amir Kabir, Tehran, 1339
2. A'bedini, Hasan Mir, Sad Saal-i-Dastan Nevisi der Iran Vol. I, II & III, 1367 & 1377.
3. Akbari, Manuchehr, Naqd-o-Tahlil-e-Adabiyat-Inqelab-e-Islami, Vol. I, Tehran, 1371.

4. Estel`ami, Md, BarRasi-e-Adabiyat-e-Moa'sir, Amir Kabir, Tehran.
5. Estel`ami, Md. Adabiyate dauraye Bidari va Moa'ser, Tehran
6. Ishaq, Mohammad, Sukhanwara'n-e-Iran der A'sr-e-Hazir, Delhi, 1355.
7. Kamshad, H, Modern Persian Prose, Cambridge University Press.
8. Payandeh, Husain, Dastane Kutah dar Iran, (Realistic and Naturalistic Stories) Intasharate Nilufar, Tehran,1390

**DISCIPLINE SPECIFIC ELECTIVE COURSE – 19: Comprehensive Study of a Classical Persian Poet (Firdausi and Nizami)**

**Credit distribution, Eligibility and Pre-requisites of the Course:**

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
<b>Comprehensive Study of a Classical Persian Poet (Firdausi and Nizami)</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>NIL</b>	<b>Class pass XII</b>	<b>NIL</b>

**Learning Objectives:**

The Learning Objectives of this course are as follows:

1. To acquaint the students with the study about the life, works, and legacy of a famous Persian poet Firdausi and Nizami
2. To enable the students to read the poetry of the respective poets, learn about their historical background, and discuss its impact on literature and culture

**Learning outcomes:**

The Learning Outcomes of this course are as follows:

- By learning this course, students will be able to understand the historical and cultural context of Firdausi and Nizami's works
- By learning this course, students will be able to understand the main ideas, writing style, terms and techniques used in the poetry

- By learning this course, students will be able to develop critical thinking through the study of classical Persian poetry

## **SYLLABUS OF DSE- 19**

### **UNIT – I (4 Weeks/12 Hours)**

Introduction to the Poet and Historical Context

- Overview of Firdausi and Nizami's life and works.
- Historical and cultural background of their era.

### **UNIT – II (4 Weeks/12 Hours)**

Key Themes and Ideas in the Poet's Work

- Selected Reading: Selection of Poetry from Shahnameh (Rustam and Sohrab pp. 118-137 (Published from California, U.S.A.) or Khosrow and Shirin (Nizami) pp. 8-26 (published from Ameer Kabeer, Tehran,)).

### **UNIT – III (3 Weeks/9 Hours)**

Literary Style and Techniques

- Analysis of poetic forms, use of imagery, and storytelling techniques.
- Study of Persian poetic structures, such as the couplet and metaphor.

### **UNIT – IV (4 Weeks/12 Hours)**

- Examination of the poet's impact on Persian and global literature.
- Discussion of how their works are studied and appreciated today.

### **Essential/recommended readings:**

1. Firdausi, Abu'l-Qasim. Shahnameh: The Persian Book of Kings. Translated by Dick Davis. Penguin Classics, London, 2007.
2. Nizami, Ganjavi. Layla and Majnun. Translated by Colin Turner. Islamic Texts Society, Cambridge, 1997.
3. Yarshater, Ehsan. Persian Literature. Bibliotheca Persica, New York, 1988.
4. Davis, Dick. Epic and Sedition: The Case of Ferdowsi's Shahnameh. Mage Publishers, Washington, D.C., 1992.
5. de Bruijn, J.T.P. Persian Sufi Poetry: An Introduction to the Mystical Use of Classical Persian Poems. Curzon Press, Richmond, 1997.

6. Khorrami, Mohammad Mehdi. Literary Subterfuge and Contemporary Persian Fiction: Who Writes Iran?, Routledge, London, 2014.
7. Rypka, Jan. History of Iranian Literature. D. Reidel Publishing Company, Dordrecht, 1968.
8. Rahman, Zayaur, Rustam aur Sohrab, Vidyanidhi Prakashan, Delhi, 2016
9. Hanaway, William L. Studies in the Shahnameh of Ferdowsi. Ferdowsi University Press, Mashhad, 1970.
10. Schimmel, Annemarie. A Two-Colored Brocade: The Imagery of Persian Poetry. University of North Carolina Press, Chapel Hill, 1992.

#### **Persian Sources:**

11. Ferdowsi, Abolghasem. Shahnameh. Edited by Jalal Khaleghi Motlagh, California and New York Publishing House, United States of America, 1369
12. Nezami Ganjavi. Khosrow and Shirin, with explanations of words and phrases and explanations of literary points, edited by Dr. Barat Zanjani, Amir Kabir Publishing House, Tehran, 1363
13. Nezami Ganjavi. Khosrow and Shirin. Edited by Vahid Dastgerdi, Sanaei Publishing House, Tehran, 1379.
14. Zarrinkoob, Abdolhossein. With the Caravan of Hilla: A Survey of Persian Literature. Scientific and Cultural Publishing House, Tehran, 1369.
15. Safa, Zabihollah. History of Iranian Literature. Ferdowsi Publishing House, Tehran, 1363.
16. Bahar, Mohammad Taqi. Literary Stylistics. Amir Kabir Publishing House, Tehran, 1380.
17. Nasr, Seyyed Hossein. Three Muslim Sages. Tarh-e-No Publishing House, Tehran, 1382.
18. Kiani, Ali Ashraf. The Image of Love in Military Poems. Tahouri Publications, Tehran, 2009.

**DISCIPLINE SPECIFIC ELECTIVE COURSE – 20: Exploring the Works of a Classical Persian Prose Writer (Abu Fazal Bahai and Nizamul Mulk Tusi)**

**Credit distribution, Eligibility and Pre-requisites of the Course:**

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Exploring the Works of a Classical Persian Prose Writer (Abul Fazal Bahiqi and Nizamul Mulk Tusi)	4	3	1	NIL	Class pass XII	NIL

### Learning Objectives:

The Learning Objectives of this course are as follows:

1. To acquaint the students with the major contributions of Bahiqi and Tusi to Persian prose, focusing on their writing styles, thematic elements, and narrative techniques
2. To make the students acquainted with the significant works such as Bahiqi's Tarikh-i-Bahiqi and Tusi's Siyasatnama, understanding their impact on Persian literature

### Learning outcomes:

The Learning Outcomes of this course are as follows:

- By learning this course, students will understand the historical and cultural contexts that shaped the works of Abul Fazal Bahiqi and Nizam al-Mulk Tusi
- By learning this course, students will be able to evaluate the impact of Bahiqi and Tusi on Persian prose, literature, and political thought
- By learning this course, students will be able to develop critical thinking skills to assess classical Persian texts and their relevance to contemporary discussions on governance and ethics

- By learning this course, students will be able to compare the contributions of Bahiqi and Tusi with other classical Persian writers, recognizing their unique roles in Persian intellectual history

## **SYLLABUS OF DSE- 20**

### **UNIT – I (4 Weeks/12 Hours)**

- Tarikh-i Bahiqi (Nasr-e-Kohan; pp.20-36)
- Siyasatnama, (Nasr-e-Kohan; pp.444-464)

### **UNIT – II (3 Weeks/9 Hours)**

#### Introduction to Classical Persian Prose and Historical Context

- Overview of Classical Persian Prose: An introduction to the key genres and features of classical Persian prose, focusing on the historical development of Persian literature.
- Historical Context of Bahiqi and Tusi: Exploration of the political, social, and cultural contexts in which Bahiqi and Tusi wrote, including the Seljuk Empire and the medieval Persian world.

### **UNIT – III (4 Weeks/12 Hours)**

#### Abu Fazal Bahiqi and His Contributions to Persian Historical Prose

- Life and Works of Bahiqi: Study of the biography and literary contributions of Abu Fazal Bahiqi, with a focus on his role as a historian and writer in the Ghaznavid court.

#### Nizam al-Mulk Tusi and his contribution to Persian Literature

- Life and Political Career of Nizam al-Mulk: Study of the life and political career of Nizam al-Mulk, his role as vizier to the Seljuk sultans, and his philosophical outlook on governance.

### **UNIT – IV (4 Weeks/12 Hours)**

#### Abu Fazal Bahiqi and His Contributions to Persian Historical Prose

- Analysis of Tarikh-i Bahiqi: In-depth reading and analysis of selected chapters from Bahiqi's Tarikh-i Bahiqi, focusing on its narrative style, historical accounts, and approach to Persian historiography.

- Themes in Bahiqi's Work: Exploration of key themes such as loyalty, political legitimacy, and the role of kingship in medieval Persian thought.

#### Nizam al-Mulk Tusi and his contribution to Persian Literature

- Analysis of Siyasatnama: Reading and analyzing key excerpts from Siyasatnama, focusing on subject matter and writing style.
- Themes in Siyasatnama: Exploration of political theory, including the concept of justice, the role of the ruler, and the relationship between religion and politics.

#### Essential/recommended readings:

1. Nasr-e-Kohan; Intersharat-e-Vizarat-e-Farhang-o-Hunar, Idareh Kull-e Nigarish, Tehran, Iran.
2. Shafaq, Razazadeh: Tarikh-e-Adabiyat-e-Iran, Translated in Urdu by Sayyed Mubarizuddin Raf'at, Nadwatul Musannefin, Delhi:1955.
3. Shibli Nomani: Shair-ul Ajams, Shibli Academy, Azamgarh (U.P.).
4. Bahiqi, Abu Fazal. Tarikh-i Bahiqi. Edited by Muhammad Zahir, Tehran: 1960.
5. Tusi, Nizam al-Mulk. Siyasatnama. Translated by G. R. G. Birmingham, London: Routledge, 2002.
6. Vaziri, Ali-Naqi. Tarikh-o-Hikmat dar Aasar-e-Abolfazl beyhaghi, Tehran, 2005.
7. Fisher, Michael A. The History of Persian Literature: Bahiqi and Tusi's Contributions. London: I. B. Tauris, 2009.
8. Asadi, Mohammad, Abolfazl Beyhaghi: Negahi be Tarikh Negari-e-Iran dar Gharn Panjum Hijri, University of Tehran Press, Tehran, 2007.
9. Khatami, Mohsen, Siyasat Nameh wa Tasirat aan bar Hokmrani, Roudaki Press, Tehran, 2012.
10. Nasr, Seyyed Hossein. Islamic Political Philosophy: An Introduction. ABC International Group, Chicago: 2013.
11. Qazvini, Mohammad, Nezam-ul-Mulk Toosi wa Siyasat Nameh: Tahlil wa Tafsir, Tehran, 2001.
12. Schimmel, Annemarie. Islamic Literature and Philosophy: A Study of Medieval Persian Texts. Leiden: Brill, 1975.
13. Browne, Edward G. A Literary History of Persia. Cambridge: Cambridge University Press, 1902.
14. Rypka, Jan. History of Iranian Literature. Dordrecht: D. Reidel Publishing, 1968.
15. Azad, Reza, Tarikh Negari dar Iran, Roudaki Press, Tehran, 2004.
16. Roudaki, Nasir, Siyasat Nama-e-Nezam-ul-Mulk: Hekmat wa Siyasat dar Asr-e-Saljuqian, Farhang-e Mo'aser, Tehran, 1998.
17. Movahed, Mohammad, Siyasat wa Hekmat dar Aasar-e-Nezam-ul-Molk, Soroush Press, Tehran, 2011.



**Credit distribution, Eligibility and Pre-requisites of the Course:**

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Special Study of Indo-Persian Poet (Amir Khusrau and Bedil Dehlavi)	4	3	1	NIL	Class pass XII	NIL

**Learning Objectives:**

The Learning Objectives of this course are as follows:

1. To acquaint the students with an in-depth understanding of the life, literary contributions, and historical significance of Amir Khusrau and Bedil Dehlavi
2. To make the students acquainted with the poetic style, themes, and linguistic innovations of the selected poets

**Learning outcomes:**

The Learning Outcomes of this course are as follows:

- By learning this course, students will get acquainted with critical knowledge of Amir Khusrau and Bedil Dehlavi's literary works
- By learning this course, students will be able to translate and interpret selected texts with an understanding of their historical and linguistic nuances
- By learning this course, students will be able to evaluate the poet's contributions to Persian literature

**SYLLABUS OF DSE- 21****UNIT – I (4 Weeks/12 Hours)**

## Introduction to Indo-Persian Literature

- Development of Persian literature in the Indian subcontinent
- Indo-Persian poets and their role in cultural synthesis
- The impact of Persian poetry on Indian languages and literature

## UNIT – II (3 Weeks/9 Hours)

### Life and Works of the Selected Poet

- Amir Khusrau: Life, historical background, patronage at the Delhi Sultanate court
- Bedil Dehlavi: Life, philosophical influences, and impact on later Persian poets

## UNIT – III (4 Weeks/12 Hours)

### Literary Themes and Style

- Linguistic innovations and use of Persian in India
- Major themes: Mysticism (Sufism), love, nature, and philosophy
- Comparative study of the poet with other Persian and Indo-Persian poets

## UNIT – IV (4 Weeks/12 Hours)

### Selected Readings and Textual Analysis

#### Selected ghazals, qasidas, masnavis (Amir Khusrau)

Ghazals: (P.No. 54-55)

(Saba nu kard bagh-o-bustan                      ۱. صبا نو کرد باغ و بوستان را  
ra)

(Gul-e-man sabze zaari kard                      ۲. گل من سبزه زاری کرد پیدا  
paida)

(chu begushaai lab-e-shikar shikan ra                      ۳. چو بکشای لب شکر شکن را

Qasidah:

- قصیده در مدح سلطان جلال الدین فیروزشاه (ص، ۹۳۷-۹۳۸)  
(Qaside dar madh-e-Sultan Jalaluddin Firuzshah, p 937-38)

Masnavi:

- مثنوی دولرانی خضر خان (ص، ۴۰-۳۰)  
(Masnavi Dawal Rani Khizr Khan, p 30-40)

#### Selected Ghazals, and philosophical poetry (Bedil Dehlavi)

Following Ghazals from Kulliyat-e –Bedil:

1. به اوج کبریا کز پهلوی عجز است راه آنجا  
(Be ooj-e-Kibriya kaz pahluye ijz ast raah aanja)
2. آینه بر خاک زد صنع یکتا  
(Aaine bar khak zad san'-e-yakta)
3. اگر به گلشن ز ناز گردد قد بلند تو جلوه فرما  
(Agar be Gulshan ze naaz gardad qad-e-buland-e-tu jalwe farma)
4. ای خیال قامت آه ضعیفان را عصا  
(Ai Khayal-e-Qamatat aah-e-Zaifan ra asa)
5. او سپهر و منکف خاک او کجا و منکجا  
(Oo sephar-o-man kaf-e-khak oo kuja-o-man kuja)
6. کرده ام باز به آن گریه سودا، سودا  
(Karde-am baaz be aan girye sauda, sauda)

- Literary criticism and stylistic analysis

#### Essential/recommended readings:

1. Deewan Amir Khusrau, compiled by Dr.Anwarul Hasan, Nawal kishore Lucknow, 1967.
2. Masnavi Dewal Rani Khizar Khan, Edited by Rasheed Ahmed, Aligarh, 1917
3. Kulliyate Abul Maali Mirza Abdul Qadir Bedil, Vol.1, Pohini, 1341
4. Khalilullah Khalili, Bedil wa Sabk-e-Hindi, Tehran University Press, 1976.
5. Reza Baraheni, Tatbir-e-Bedil, Tehran: Nashr-e Markaz, 1983.
6. Mohammad Taqi Bahar, Sabk Shenasi (The Stylistics), Tehran University Press, 1958.
7. Ali Asghar Hikmat, Amir Khusrau Dehlavi: Hayat wa Athar, Tehran University Press, 1972.
8. Seyed Mohammad Dabir Siyaqi, Sharh-e Ash'ar-e Bedil, Tehran: Amir Kabir Publications, 1995.

#### Urdu Sources:

1. Abdul Qadir Sarwari, Hayat-e-Amir Khusrau, Anjuman-e-Taraqqi Urdu, 1940.
2. Waheed Qureshi, Amir Khusrau: Shakhsiyat Aur Fun, Majlis-e-Taraqqi-e-Adab, 1966.
3. Shibli Nomani, Sawaneh-e-Khusrau, Darul Musannifeen, Azamgarh, 1918.
4. Ghulam Ali Azad Bilgrami, Sher-e-Shor Angiz, Idarah-e-Adabiyat-e-Delli, 1954.
5. Hafiz Mahmood Sherani, Bedil Aur Urdu, Majlis Taraqqi Adab, 1958.

#### English Sources:

1. Mohammad Wahid Mirza, The Life and Works of Amir Khusrau, Asiatic Society, 1935.

2. S.A.A. Rizvi, A History of Sufism in India (Volume 1), Oxford University Press, 1978.
3. Annmarie Schimmel, A Two-Colored Brocade: The Imagery of Persian Poetry, University of North Carolina Press, 1992.
4. Sunil Sharma, Amir Khusraw: The Poet of Sultans and Sufis, One World Publications, 2005.
5. Paul E. Losensky, Welcoming Fighānī: Imitation and Poetic Individuality in the Safavid-Mughal Ghazal, Mazda Publishers, 1998.
6. Shahab Ahmed, What Is Islam? The Importance of Being Islamic, Princeton University Press, 2016.

#### Web Resources:

1. <https://ia802901.us.archive.org/12/items/in.ernet.dli.2015.288932/2015.288932.Deewan-I.pdf>
2. <https://dn720208.ca.archive.org/0/items/masnavidawalrani00amrkuoft/masnavidawalrani00amrkuoft.pdf>
3. <https://dn790003.ca.archive.org/0/items/KulliyatEAbulMaaniMirzaAbdulQadirBedilJildEAWwalFarsi/bedil.pdf>.

### DISCIPLINE SPECIFIC ELECTIVE COURSE – 22: Study of prominent Indo-Persian Prose Writer (Abul Fazal and Nemat Khan Aali)

#### Credit distribution, Eligibility and Pre-requisites of the Course:

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Study of prominent Indo-Persian Prose Writer (Abul Fazal and Nemat Khan Aali)	4	3	1	NIL	Class pass XII	NIL

#### Learning Objectives:

The Learning Objectives of this course are as follows:

1. To equip the students with some prominent Indo-Persian Prose writers
2. To enable the students to get acquainted with the life and specimens of Indo-Persian Prose writers and their works like Aain-e-Akbari and Waqaye-e-Nemat Khan Aali etc.

### Learning outcomes:

The Learning Outcomes of this course are as follows:

- By learning this course, students will come to know about some of the prominent Indo-Persian Prose writers and their writings
- By learning this course, students will be able to know about the above-mentioned specimens of Indo-Persian Prose work

## SYLLABUS OF DSE- 22

### UNIT – I (3 Weeks/9 Hours)

Introduction to Indo-Persian Literature

- Aain-i-Akbari (Selection from Nasr-e-Kohan, page no. 170-179)

### UNIT – II (4 Weeks/12 Hours)

Introduction to Indo- Persian Prose and Historical Context:

- Overview of Indo- Persian Prose: An introduction to the key genres and features of classical Persian prose, focusing on the historical development of Persian literature.
- Historical Context of Abul Fazl: Exploration of the political, social, and cultural contexts in which Abul Fazal wrote, including the Mughal Empire and the medieval India.
- Life & works of Abul Fazl Allami

### UNIT – III (4 Weeks/12 Hours)

- Waqai Ne'mat Khan Aali (Selection from Nasr-e-Kohan, page no. 180-189)

### UNIT – IV (4 Weeks/12 Hours)

Nemat Khan Aali and His Contributions to Persian Literature:

- Poetic Excellence & Stylistic Innovation
- Historical & Literary Contributions

- Influence on Later Writers

### Essential/recommended readings:

1. Nasr-e-Kohn, Intesharat-e-Vizarat-e-Farhan-o-Hunar, Idara-e-Kull-e-Nigarish, Tehran, Iran.
2. Beveridge, H. – Akbar Nama of Abul Fazl – Translated from Persian, ASI, Calcutta – 1907
3. Khan, Iqtidar Alam – Persian Historiography and Akbar Nama – Oxford University Press – 1998
4. Eraly, Abraham – The Mughal World: Life in India's Last Golden Age – Penguin Books – 2007
5. Richards, J.F. – The Mughal Empire – Cambridge University Press – 1993
6. Abidi, S.A.H. – Indo-Persian Literature – Compiled by Prof. S.B. Husaini, University of Delhi – 2001
7. Abul Fazl Allami – Akbar Nama – Published by Aligarh Muslim University Press – 1597
8. Abul Fazl Allami – Aaeen-e-Akbari – Published by Tehran University Press – 1605
9. Nemat Khan-e-Aali – Vaqa-e-Nemat Khan-e-Aali – Tehran: Intesharat-e-Ketabkhaneh Milli – 1690
10. Khanlari, Parviz Natil – Nasr-e-Farsi Dar Dora-e-Akheer – Tehran University Press – 1947
11. Hasan Kaamshaad – Jadid Farsi Nasri Adab – Intesharat-e-Farhang, Tehran – 1980
12. Shibli Nomani – Sher-ul-Ajam – Matba Nizami, Kanpur – 1898
13. Siddiqi, Muhammad Iqbal – Tareekh-e-Adabiyat-e-Farsi – Majlis-e-Taraqqi-e-Adab – 1963
14. Nazir Ahmad – Hayat-e-Abul Fazl – Urdu Academy Delhi – 1975
15. Husaini, S.B. – Mughal Daur ka Nasri Adab – Idara-e-Adabiat-e-Dilli – 1985
16. Zubairi, Raziuddin – Abul Fazl ki Adabi Khidmat ,1992

### DISCIPLINE SPECIFIC ELECTIVE COURSE – 23: Research Methodology and Textual Criticism

#### Credit distribution, Eligibility and Pre-requisites of the Course:

Course title	Credits	Credit distribution of the	Eligibility	Pre-requisite
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& Code		course			criteria	of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
<b>Research Methodology and Textual Criticism</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>CLASS XII PASS</b>	<b>NIL</b>

### Learning Objectives:

The Learning Objectives of this course are as follows:

1. To equip the students with research methods in Persian literature, covering theoretical and practical aspects of literary research, textual analysis, manuscript studies, and academic writing.
2. To familiarize the students with skills in critical thinking, source evaluation, and thesis writing.

### Learning outcomes:

The Learning Outcomes of this course are as follows:

- By learning this course, the students will understand the idea and definition of research methodologies employed in Persian language and literature
- By learning this course, the students will get acquainted with the process of literary research and the audiences that profit from this kind of research
- By learning this course, the students will be able to identify a research problem stated in a study as well as to identify the overall process of designing a research study from its inception to its report

## SYLLABUS OF DSE 23

### UNIT – I (5 Weeks/15 Hours)

Definition and significance of research in Persian literature

- Matn wa Rivayat-e-Matn
- Talif-e-Matn
- Tanqeed-e-Matn
- Tehqiq-e-Matn

- Tareekh-e-Matn

## **UNIT – II (3 Weeks/12 Hours)**

Primary and secondary sources

- Manuscripts, lithographs, and printed books
- Digital databases and online archives for Persian studies
- Inteqadi Matn ka Muqademah

## **UNIT – III (3 Weeks/9 Hours)**

- Tareekh-e-Kitabate Matn
- Tasihih-e-Matn
- Tarteeb-e-Matn

## **UNIT – IV (4 Weeks/12 Hours)**

- Tahashiyeh
- Taliqaat
- Maakhaz
- Fehrist
- Takhreej

### **Essential/recommended readings:**

1. Dr. Tanveer Alam Alvi, Usoole Tehqiq wa Tarteebe Matan : Delhi 2009
2. Prof. Nazir Ahmad, Tasihih wa Tehqeeq Matn: Idareh Yadgare Ghalib, -2000 A.D.
3. Storey, C.A. Persian Literature: A Bio-Bibliographical Survey, London: Royal Asiatic Society.
4. Browne, Edward G., A Literary History of Persia, Cambridge University Press.
5. Minovi, Mojtaba, Research in Texts, Tehran University Press, Tehran, 1989
6. Khan, Dr. Ghulam Nabi, Tahqeeq aur Tanqeed ke Usool, 2015
7. Abdullah, Dr. Syed, Usoole-e-Bahas-o-Tahqeeq, 2010
8. Zarrinkoub, Abdul Hossein, Ba Karwaan-e-Hulle, Sokhan Publications, Tehran, 1402
9. Ripka, Jan, History of Iranian literature, translated by Isa Sediq, Tehran: University of Tehran
10. Research Methodology in the Humanities, Ali Akbar Dehkhoda, Tehran: Samt Publications, 1398



**Credit distribution, Eligibility and Pre-requisites of the Course:**

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
History of Iranian Cinema	4	3	1	NIL	Class pass XII	NIL

**Learning Objectives:**

The Learning Objectives of this course are as follows:

1. To equip the students with a comprehensive understanding of the development, evolution, and cultural significance of Iranian cinema from its inception to the present day
2. To enable the students to critically assess the evolution and global impact of Iranian cinema, understanding its role as both an artistic medium and a reflection of Iranian cultural and political contexts

**Learning outcomes:**

The Learning Outcomes of this course are as follows:

- By learning this course, students will have the knowledge of the historical development of Iranian cinema, including its origins, key milestones, and major movements from the early 20th century to the present
- By learning this course, students will be able to identify and analyse significant films, directors, and cinematic trends in Iranian cinema, understanding their cultural, political, and artistic impact
- By learning this course, students will be able to examine the socio-political context that shaped Iranian cinema, including the influence of historical events, such as the Constitutional Revolution, the Islamic Revolution, and the Iran-Iraq War, on the content and production of films

**SYLLABUS OF DSE- 24**

## **UNIT – I (3 Weeks/9 Hours)**

### **Early Beginnings: The Origin of Iranian Cinema (1900-1940s)**

- **Introduction of Cinema to Iran:** The first films shown in Iran were screened in the early 1900s, with a French filmmaker, the Lumière brothers, introducing cinema to Tehran in 1896.
- **The First Iranian Film:** The first Iranian film, Abdollah's Return (1925), was a short film depicting a man returning from abroad, marking the beginning of Iran's cinematic history.
- **Influence of Western Cinema:** Early Iranian cinema was heavily influenced by European, especially French and Italian, filmmaking styles and techniques.
- **Silent Films and Early Storytelling:** Iranian films during this period were mostly silent films, often depicting stories of everyday life, historical events, and societal norms.
- **Establishment of Film Industry:** The 1930s saw the establishment of the first Iranian film production companies, including Roudaki Film Company, which contributed to the growth of local cinema

## **UNIT – II (4 Weeks/12 Hours)**

### **The Golden Age: Post-Revolutionary Cinema and the New Wave (1950s-1979)**

- **Post-Revolutionary Shifts:** The cinema landscape was transformed after the 1953 Iranian coup, shifting toward more socially-conscious and politically-engaged narratives.
- **New Wave Movement:** The 1960s and 1970s saw the rise of the "Iranian New Wave," with filmmakers like Abbas Kiarostami and Forough Farrokhzad using innovative techniques to tell stories with social and political subtext.
- **Social Realism:** The films of the Golden Age were marked by a focus on social realism, depicting struggles of the working class, societal issues, and Iranian culture.
- **Cultural Renaissance:** The era saw a cultural renaissance in Iranian cinema, with a rise in the number of films made, especially in the genres of drama, documentary, and family-oriented movies.
- **Influence of Global Cinema:** International cinema, including the influence of French, Italian, and Soviet filmmakers, played a crucial role in shaping the technical and narrative styles of the Iranian New Wave.

## **UNIT – III (4 Weeks/12 Hours)**

### Cinema during the Islamic Republic: Censorship, Innovation, and Identity (1980s-2000s)

- **Censorship and Government Control:** After the 1979 Islamic Revolution, strict censorship laws were implemented, heavily regulating the content of films, especially those related to politics, sexuality, and social issues.
- **Islamic Identity in Film:** Iranian filmmakers navigated censorship by developing creative storytelling strategies, focusing on themes of spirituality, tradition, and Islamic identity.
- **Use of Symbolism:** Filmmakers like Abbas Kiarostami and Mohsen Makhmalbaf used subtle symbolism and poetic imagery to address socio-political issues without directly confronting the regime.
- **Female Representation:** Women in Iranian cinema during this period were often portrayed in restrictive roles due to censorship laws, but filmmakers also used these roles to comment on the shifting status of women in Iranian society.
- **International Recognition:** Despite censorship, Iranian cinema gained international acclaim in the 1990s with films such as *The Taste of Cherry* and *The White Balloon*, earning recognition at major film festivals.

### **UNIT – IV (4 Weeks/12 Hours)**

#### Contemporary Iranian Cinema: Global Recognition and New Directions (2010-Present)

- **Global Success:** Iranian cinema experienced resurgence in global recognition, with filmmakers like Asghar Farhadi winning prestigious awards (e.g., Academy Award for *A Separation* in 2012).
- **Innovative Storytelling:** Contemporary filmmakers continue to push the boundaries of storytelling, blending traditional narratives with modern filmmaking techniques, and experimenting with new genres.
- **Challenges of Censorship:** While censorship remains an issue, filmmakers have increasingly found creative ways to bypass restrictions and communicate complex ideas, both for domestic and international audiences.
- **Focus on Contemporary Issues:** Films today often deal with pressing issues such as gender equality, political freedom, and the social changes occurring within Iranian society.
- **International Collaborations:** Iranian cinema has become more interconnected with global filmmaking, through co-productions, international distribution, and the involvement of Iranian filmmakers in global cinema festivals.

#### **Essential/recommended readings:**

1. Sadr, Hamid Reza. *A History of Iranian Cinema, Volume I: The Art and Politics of Iranian Cinema*. London: I. B. Tauris, 2006.
2. Kiarostami, Sohrab. *Iranian Cinema: A Political History*. London: I. B. Tauris, 2018.
3. Mirbagheri, Ahmad. *سینمای ایران: تاریخ و نقد* (Iranian Cinema: History and Criticism). Tehran: Markaz, 2001.
4. Vaziri, Ali-Naqi. *تاریخ سینمای ایران* (History of Iranian Cinema). Tehran: Behzad, 2003.
5. Sadr, Hamid Reza. *Iranian Cinema: A Political History*. London: I. B. Tauris, 2018.
6. Fisher, Michael A. *The Cinema of Iran: A Critical Introduction*. London: Routledge, 2008.
7. Sinai, Khosrow. *سینمای ایران در دوران پهلوی* (Iranian Cinema during the Pahlavi Era). Tehran: Sima Film, 1999.
8. Sadr, Hamid Reza. *سینمای نوین ایران* (Modern Iranian Cinema). Tehran: Shahrivar, 2006.
9. Sadr, Hamid Reza. *Iranian Cinema: A Political History*. London: I. B. Tauris, 2018.
10. Tapper, Richard. *The Cinema of Iran: A Critical History*. New York: I. B. Tauris, 2002.
11. Saffarian, Nasser. *سینمای ایران بعد از انقلاب* (Iranian Cinema After the Revolution). Tehran: Roudaki, 1994.
12. Khosravi, Shahram. *سینمای ایران در دوران جمهوری اسلامی* (Iranian Cinema in the Islamic Republic). Tehran: Elmi, 2006.
13. Tapper, Richard. *The New Iranian Cinema: Politics, Representation and Identity*. London: I. B. Tauris, 2002.
14. De Nicola, Claudia A. P. L. M. *Iranian Cinema and Globalization*. New York: Palgrave Macmillan, 2012.
15. Askari, Kaveh. *سینمای ایران پس از انقلاب: هویت، سیاست، فرهنگ* (Post-Revolution Iranian Cinema: Identity, Politics, and Culture). Tehran: Iranian Film Foundation, 2008.
16. Saeed-Vafa, Mehrnaz. *سینمای ایران در قرن بیست و یکم* (Iranian Cinema in the 21st Century). Tehran: Bukhara, 2012.
17. Kamshad, Hasan, Jadeed Farsi Nasri Adab, translated in Urdu by Masudi, Dr. M.M., Indian Printing press, Dalgate, Sri Nagar, 1996.
18. 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.
19. Mohammadi, Mohammad Hadi. *The History of Children's Literature in Iran*. Available at [jstor.org](http://jstor.org).

**Credit distribution, Eligibility and Pre-requisites of the Course:**

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
<b>An Introduction to Persian Drama</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>NIL</b>	<b>Class pass XII</b>	<b>NIL</b>

**Learning Objectives:**

The Learning Objectives of this course are as follows:

1. To equip the students with a comprehensive understanding of the historical, cultural, and political aspects of Persian drama, from its ancient roots to its contemporary forms and global influence.
2. To provide students with a foundational understanding of the history, development, and characteristics of Persian rich artistic tradition.

**Learning outcomes:**

The Learning Outcomes of this course are as follows:

- By learning this course, students will be familiarised with Drama in modern Iran.
- By learning this course, students will be able to identify the significance of Drama, Rowzeh Khwani, Naqqali, Khemeh Shab Bazi, Taziyeh etc. in the Iranian society.

**SYLLABUS OF DSE- 25****UNIT – I (3 Weeks/9 Hours)**

Historical Foundations of Persian Drama

- **Origins of Persian Drama:** Explore the roots of Persian drama, including early forms of storytelling, folk theatre, and the transition from oral traditions to written performance.
- **Classical Persian Literature and Drama:** Examine the relationship between Persian drama and classical Persian literature, including epic poetry and the influence of Persian poets like Firdausi, Rumi, and Saadi.
- **The Role of Performance in Persian Culture:** Discuss the role of performance in ancient Persian culture, including religious festivals, court entertainments, and the development of theatrical spaces.
- **Influence of Islamic Culture on Persian Drama:** Analyse the impact of Islamic culture and Sufism on the themes, structure, and performance traditions in Persian drama.

## **UNIT – II (4 Weeks/12 Hours)**

### **Classical Persian Theatre Traditions**

- **Ta'ziyeh: The Persian Religious Drama:** Explore the traditional form of Persian theatre, Ta'ziyeh, focusing on its origins, themes, and the significance of religious stories, especially the martyrdom of Imam Hussein.
- **Pantomime and Symbolism in Traditional Theatre:** Examine the symbolic gestures and stylized movements in Persian traditional theatre, focusing on non-verbal expression.
- **Role of Music and Poetry in Persian Drama:** Discuss the integration of music, singing, and poetry in classical Persian theatre, highlighting how these elements enhance the narrative.
- **Famous Playwrights and Performers of the Classical Period:** Analyse the works of influential playwrights and performers in traditional Persian theatre, such as Mirza Ahmad and Ali Akbar Dehkhoda.

## **UNIT – III (4 Weeks/12 Hours)**

### **Modern Persian Drama and Its Evolution**

- **Early Modern Persian Theatre:** Examine the transformation of Persian theatre in the late 19th and early 20th centuries, including Western influences and the introduction of realism.
- **The Impact of the Constitutional Revolution on Persian Drama:** Discuss how political movements like the Constitutional Revolution (1905–1911) shaped the content and structure of Persian plays.
- **Key Playwrights of the Modern Period:** Study the works of major modern Persian playwrights, such as Bahram Beyzai, Gholam-Hossein Sa'edi, and Nasser Taghvae, and their contributions to modern Persian theatre.

- Modern Theatre Techniques and Innovations: Analyze how contemporary Persian theatre incorporates modern dramatic techniques, such as absurdism, symbolism, and political theatre.

#### **UNIT – IV (4 Weeks/12 Hours)**

##### **Contemporary Persian Drama and Global Influence**

- Contemporary Themes in Persian Drama: Investigate current social, political, and cultural themes in contemporary Persian plays, such as gender, identity, and human rights.
- Persian Drama in the Diaspora: Explore how Persian drama has evolved in the diaspora, particularly in countries like the United States, Canada, and Europe, and its impact on global theatre.
- The Role of Censorship and Government Influence: Discuss the effects of censorship in Iran on contemporary theatre and how playwrights navigate restrictions in both domestic and international contexts.
- Persian Drama and Global Theatre: Examine the influence of Persian drama on world theatre, including collaborations with international playwrights and the global recognition of Persian playwrights and performers.

##### **Essential/recommended readings:**

1. Beyzai, Bahram. Ta'ziyeh: Persian Tragedy of Ritual and Drama. Tehran: Soroush Press, 2000.
2. Dekhoda, Ali Akbar. Loghatnameh Dekhoda (Dekhoda's Dictionary). Tehran: University of Tehran Press, 1967.
3. Fisher, Michael A. The Theatre of Iran: A Critical Introduction. London: I. B. Tauris, 2010.
4. Kiarostami, Sohrab. Iranian Theatre: A Tradition in Transition. London: Routledge, 2001.
5. Mirbagheri, Ahmad. سینمای ایران: تاریخ و نقد (Iranian Cinema: History and Criticism). Tehran: Markaz, 2001.
6. Sa'edi, Gholam-Hosseini. Theatre and Revolution in Iran: An Analysis of Iranian Modern Drama. Tehran: Roudaki, 1989.
7. Sadr, Hamid Reza. Iranian Drama in the Twentieth Century. Tehran: Shahrivar Press, 2006.
8. Shakespeare, William, and Gholam-Hosseini Sa'edi. Iranian Theatre and Western Influence. Tehran: Sokhan Press, 1975.
9. Taghvaei, Nasser. Modern Iranian Theatre: Cultural Context and Innovation. Tehran: Farhang Press, 2003.
10. Tapper, Richard. The New Iranian Cinema: Politics, Representation and Identity. London: I. B. Tauris, 2002.

11. Vaziri, Ali-Naqi. تاریخ سینمای ایران (History of Iranian Cinema). Tehran: Behzad, 2003.
12. Zia, Ghasem. Iranian Performing Arts: Traditions and Transitions. London: Routledge, 2010.
13. Kamshad, Hasan, Jadeed Farsi Nasri Adab, translated in Urdu by Masudi, Dr. M.M., Indian Printing press, Dalgate, Sri Nagar, 1996.
14. 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.

**DISCIPLINE SPECIFIC ELECTIVE COURSE – 26: Basics of Research Methodology in Persian literary studies**

**Credit distribution, Eligibility and Pre-requisites of the Course:**

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Basics of Research Methodology in Persian literary studies	4	3	1	NIL	Class pass XII	NIL

**Learning Objectives:**

The Learning Objectives of this course are as follows:

1. To equip the students with fundamental principles of research methodology and skills necessary for conducting research in Persian literature.
2. To provide students with a foundational understanding of essential sources and bibliographic techniques in Persian literary studies.
3. To equip the students with writing research papers and dissertations.

**Learning outcomes:**

The Learning Outcomes of this course are as follows:



- By learning this course, students will be familiarised with fundamental principles of research methodology and skills necessary for conducting research in Persian literature.
- By learning this course, students will be able to understand the essential sources and bibliographic techniques in Persian literary studies.
- By learning this course, students will be able to write research papers and dissertations

## SYLLABUS OF DSE- 26

### UNIT – I (4 Weeks/12 Hours)

#### Introduction to Research Methodology

- **Academic Discourse** and Research Methodologies  
Academic discourse refers to the formal, critical, and structured way in which scholars communicate ideas and analyses. In the context of Persian literary research, this involves a systematic approach to studying texts, styles, authors, themes, and cultural contexts.  
**Research methodologies** are the frameworks and tools used to conduct such study. In Persian literature, these may include:
  - Historical method (e.g., tracing the evolution of Persian ghazal from Rudaki to Hafez)
  - Textual analysis (e.g., close reading of metaphors in Sa'di's Gulistan, Qaboos Nameh)
  - Comparative studies (e.g., comparing Persian and Arabic literary traditions)
  - Interdisciplinary methods (e.g., psychoanalytic or sociological readings of Sadegh Hedayat)
  - Analysing mystical symbolism in Rumi's Masnavi & Bedil's Poetry
  - Comparative Literature (e.g., comparing the works of Persian poets such as Hafiz with their Indian counterparts like Khusrau and Ghalib)
  - Interdisciplinary Approaches (e.g., incorporating historical, religious, or linguistic studies in understanding texts)
- **Objectives and Scope of Research**  
The objectives of Persian literary research involve generating new understanding, revisiting interpretations, preserving classical knowledge, and exploring underrepresented texts or authors. The scope defines the boundaries of the study, such as specific time periods (e.g., Safavid literature), genres (e.g., short stories), or authors (e.g., Forugh Farrokhzad).

*Key Objectives Include:*

- Preserving and analysing classical texts (e.g., Ferdowsi's Shahnameh)
- Sabk-e-Hindi: Sanai, Urfi Shirazi, Naziri Nishapuri etc.
- Interpreting modern trends (e.g., modernism in Nima Youshij's poetry)
- Identifying Literary Synthesis: Exploring how Persian literary forms were interwoven with native Indian traditions, particularly in Urdu poetry.

- **Importance of Academic Research**

Academic research in Persian and Indo-Persian literature serves as a bridge between cultures, historical periods, and literary traditions. It enriches our understanding of the cultural diffusion that occurred between Iran and India, particularly during the Medieval period.

*Key Contributions of Research Include:*

- Cultural Preservation: Documenting the development of Indo-Persian literary traditions to ensure the preservation of a unique literary heritage.
- Cross-Cultural Understanding: Providing insight into how Persian influence shaped Indian languages, art, and literature, particularly during the Medieval period.
- Critical Re-evaluation: Challenging old paradigms and reinterpreting classic texts through contemporary lenses, such as post-colonial, feminist, or psychoanalytic readings.

**UNIT – II (4 Weeks/12 Hours)**

## Types of Academic Research

- **Based on Sources**

Research based on sources focuses on the primary texts (manuscripts, printed books, or historical documents) that are the foundation of literary studies. These primary sources include classical texts, poetry collections, historical records, and contemporary writings.

- Primary Source Research: This involves working directly with original Persian texts, such as Shahnameh by Ferdowsi, Divan-e-Hafiz, or Masnavi by Rumi etc. and other classical Persian texts. Researchers focus on analyzing the texts themselves to study language, themes, style, and symbolism.
- This would include the works of Indo-Persian poets like Hasan Sijzi or Siraj-ud-Din Ali Khan Aarzu etc. It also involves the study of Persian works produced in India.
- Example Teaching Material: A course based on the Divan-e-Hafiz may involve students reading and analyzing selected ghazals, focusing on the metaphorical meanings, linguistic richness, and historical context.

- Students may study manuscripts of Indo-Persian Poet, considering both the Persian literary influences and the Indian poetic forms he integrated.
- **Based on Objectives**

Research based on objectives is concerned with the specific goals or purposes of the study. This includes descriptive research (providing an overview), explanatory research (offering reasons and causes), or analytical research (examining and interpreting data or texts).

  - Descriptive Research: The study of Ferdowsi's Shahnameh with a focus on its narrative structure, historical significance, and mythological themes.
  - Explanatory Research: Examining how Rumi's Masnavi influenced later mystic poetry in the Persian-speaking world and beyond.
  - Analytical Research: Analyzing the linguistic and poetic techniques used in Hafez, Saadi and Khusrau's ghazals, especially in the context of the Persian poetic tradition.
  - Descriptive Research: Studying Persian poetry and its role in shaping Indo-Persian literary culture.
  - Explanatory Research: Understanding how Persian literature influenced Urdu poetry.
  - Analytical Research: Investigating the use of Sufism in the works of Bedil and Ghalib, analyzing their approach to mysticism and love.
  - Research objectives might guide a study on Sufism in Persian and Indo-Persian Literature, with a focus on Khwaja Moinuddin Chishti, Hazrat Nazamuddin Aulia, and other Sufi saints of India.
  - A project focused on Persian poetry could provide students with a specific objective, like understanding the role of language and culture in shaping literary identity.
- **Based on Subject Matter**

Research based on subject matter focuses on specific themes, topics, or areas of study within Persian or Indo-Persian literature. It deals with the thematic focus of the research, whether it's on literary forms, authors, or particular literary movements.

  - Thematic Research: Exploring poetry & Prose in Persian literature (e.g., the ghazals of Hafez and Saadi, Text of Chahar Maqala and Siyasat Nemeh), or investigating the theme of kingship and justice in Ferdowsi's Shahnameh and Siyasat Nameh.
  - Investigating mysticism and Sufism in Indo-Persian poetry (e.g., the works of Amir Khusrau and Bu Shah Ali Qalandar), or studying the fusion of Persian and local Indian themes.
  - Historical Research: Studying how Persian literature evolved from the Sassanian period through the Safavid era to modern times.

- Exploring the role of Persian in India, including its dominance in courts and cultural exchanges between Persia and India.
- Genre Studies: A research project on the evolution of Persian epistolary literature, exploring letters, diwan collections, or royal correspondence.
- A comparative study of Persian and Indo-Persian Sufi literature might involve analyzing Rumi's metaphysical poetry alongside Khusrau's mystical works.
- Research on the Indo-Persian Ghazal could guide students to analyze Mirza Ghalib's works in the context of both Persian and Indian literary traditions.

### UNIT – III (3 Weeks/9 Hours)

- **Elements of Academic Research**

The elements of academic research are the foundational components that guide scholarly inquiry. In Persian literary studies, these typically include:

- Research Problem
- Literature Review
- Objectives – identifying aims, such as thematic analysis or historical tracing.
- Methodology – using historical, comparative, textual, or interdisciplinary methods.
- Data Collection – analyzing manuscripts, published works, archival sources.
- Analysis and Interpretation – critical reading of poetry, prose, themes.
- Conclusion – offering new insights or interpretations of texts.

- **Availability of Research Sources**

Availability of research sources refers to the accessibility of primary and secondary materials necessary for conducting research. In Persian and Indo-Persian contexts, sources include:

- Primary Sources – manuscripts, classical texts (e.g., Shahnameh, Gulistan, Qabusnama, Deewan-e-Ghalib)
- Archival Materials – libraries (e.g., British Library, Rampur Raza Library, Iran National Archives, Noor Micro films, Khuda Bakhsh Library, Patna, Asiatic Society of Bengal, National Museums. )
- Secondary Sources – academic books, journal articles, dissertations
- Digital Resources – websites like HathiTrust, JSTOR, Fihrist, Rekhta (for Indo-Persian/Urdu)
- Commentaries and Translations – annotated editions, Persian–English/Urdu translations

### UNIT – IV (4 Weeks/12 Hours)

- Editing of Manuscripts
- What is a Manuscript?
- What is Editing?
- Initial Stages of Manuscript Editing
- Textual Editing of a Manuscript

### Essential/recommended readings:

1. زرین کوب، عبدالحسین. در جستجوی ریشه‌ها: تحقیق در تاریخ و ادب فارسی. تهران: انتشارات سخن، ۱۳۸۲.
- (Zarrinkoob, Abdul Hossein, In Search of Roots: A Study in Persian History and Literature. Tehran: Sokhan Publications, 2003)
2. شفیعی کدکنی، محمدرضا. موسیقی شعر. تهران: انتشارات آگاه، ۱۳۹۵.
- (Shafie Kadkani, Mohammad Reza. Music of Poetry. Tehran: Agah Publications, 2006)
3. مجتبائی، فتح‌الله. پژوهش در ادبیات تطبیقی. تهران: مرکز نشر دانشگاهی، ۱۳۸۰.
- (Mojtabaei, Fathullah, A Study in Comparative Literature. Tehran: University Press Center, 2001)
4. نائل خانلری، پرویز. وزن شعر فارسی. تهران: انتشارات توس، ۱۳۶۳.
- (Khanlari, Parviz Natel, The Weight of Persian Poetry. Tehran: Toos Publications, 2004)
5. رکن‌الدین همایون‌فرخ. مقدمه‌ای بر نسخه‌شناسی و نقد متون. تهران: انتشارات زوار، ۱۳۷۰.
- (Homayounfarkh, Rokn al-Din, An Introduction to Manuscriptology and Textual Criticism. Tehran: Zavar Publications, 2001)
6. گیان چند جین. تحقیق کا فن. دہلی: اداره فروغ اردو، ۱۹۹۸.
- (Gian Chand Jain, The Art of Research. Delhi: Idara Forough Urdu, 1998)
7. رشید حسن خان. تحقیق کی روایات اور مسائل. علی گڑھ: علی گڑھ مسلم یونیورسٹی، ۱۹۹۵.
- (Rashid Hassan Khan, Research on Narratives and Issues. Aligarh: Aligarh Muslim University, 2005)
8. مجتبی مینوی، تحقیق در متون، انتشارات دانشگاه تهران، تهران، ۱۳۶۸.
- (Mojtaba Minovi, Research in Texts, Tehran University Press, Tehran, 1989)
9. ڈاکٹر غلام نبی خان، تحقیق اور تنقید کے اصول، ۲۰۱۵.
- (Dr. Gholam Nabi Khan, Principles of Research and Criticism, 2015)
10. ڈاکٹر سید عبداللہ، اصول بحث و تحقیق، ۲۰۱۰.
- (Dr. Seyed Abdullah, Principles of Discussion and Research, 2010)
11. زرین کوب، عبدالحسین. با کاروان حلہ، تهران: انتشارات سخن.
- (Zarrinkoob, Abdolhossein, With the Karvan of Hulle, Tehran: Sokhan Publications)
12. ریپکا، یان. تاریخ ادبیات ایران، ترجمہ عیسی صدیق، تهران: دانشگاه تهران.
- (Ripka, Jan, History of Iranian Literature, translated by Isa Seddiq, Tehran: Tehran University)
13. روش تحقیق در علوم انسانی، علی اکبر دہخدا، تهران: انتشارات سمت

(Dehkhoda, Ali Akbar, Research Methods in the Humanities, Tehran: Samat Publications)

14. Kothari, C.R. Research Methodology: Methods and Techniques. New Age International, New Delhi, 2004.
15. Dr. Tanveer Alam Alvi, Usoole Tehqiq wa Tarteebe Matan: Delhi 2009
16. Prof. Nazir Ahmad, Tasihih wa Tehqeeqe Matn: Idareh Yadgare Ghalib, -2000 A.D.
17. Storey, C.A. Persian Literature: A Bio-Bibliographical Survey, London: Royal Asiatic Society.
18. Edward G. Browne, A Literary History of Persia, Cambridge University Press.

**Note:** Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

**Based on Undergraduate Curriculum Framework 2022**

# UNIVERSITY OF DELHI

## UNDERGRADUATE PROGRAMMES OF STUDY

### STRUCTURE, COURSES & SYLLABI OF SEMESTER -VII & VIII

Sl. No.	Course
1.	Comprehensives study of classical Persian text (Kashf-ul-Mehjoob)

2.	Analysis of Modern Persian Prose
3.	Study of classical Persian poetry (Selections from Qasa'id-e Khaqani)
4.	An Introduction of Children literature of Iran
5.	Essay, Translation and Composition
6.	Indo- Persian Literature: A brief study of Tazkirah Writing
7.	Indo-Persian Literature: A brief study of lexicography
8.	Introduction to modern Persian poetry
9.	Contemporary Persian Language and Literature



## ***Department of Persian***

Disclaimer: The syllabi are uploaded as provided by the Faculty concerned to the Academic Council. The same has been approved by the Academic Council on ..... and Executive Council on ....

### **COURSES OFFERED BY DEPARTMENT OF PERSIAN**

**COMMON POOL OF GENERIC ELECTIVES (GE) COURSES OFFERED BY THE  
DEPARTMENT OF PERSIAN**

**GENERIC ELECTIVES (GE-14): Comprehensives study of Classical Persian Text (Kashf-ul-Mehjoob)**

**Credit distribution, Eligibility and Pre-requisites of the Course:**

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Comprehensives study of classical Persian text (Kashf-ul-Mehjoob)	4	3	1	0	12 <sup>th</sup> Pass	NIL

**Learning Objectives**

The Learning Objectives of this course are as follows:

1. To develop a deep understanding of classical Persian prose and its literary significance.
2. To analyse the linguistic, stylistic, and thematic aspects of Kashf-ul-Mahjoob
3. To make the students understand the historical, cultural, and mystical background of Ali Hujweri (Data Ganj Bakhsh)
4. To enhance Persian reading and comprehension skills through textual analysis.

**Learning outcomes**

The Learning Outcomes of this course are as follows:

- By learning this course, the Students will have the ability to read and comprehend classical Persian texts with fluency



- By learning this course, the students will be able to critically analyse the themes of Kashf-ul-Mahjoob and relate them to Persian literary traditions
- By learning this course, the students will be able to know the historical impact of Kashf-ul-Mahjoob on Persian literature and Islamic mysticism

## **SYLLABUS OF GE-14**

### **UNIT – I (3Weeks/9Hours)**

Selected Readings of the following classical Persian text:

- Kashf-ul-Mahjoob (Nasr-e-Kohan; pp.213-221)

### **UNIT – II (4Weeks/12Hours)**

Introduction to Classical Persian Prose

- Development of Persian prose during the Ghaznavid era.
- Life and contributions of Ali Hujwiri (Data Ganj Bakhsh).
- Influence of Kashf-ul-Mahjoob on Persian and Sufi literature.

### **UNIT – III (4Weeks/12Hours)**

Linguistic & Stylistic Analysis of Kashf-ul-Mahjoob

- Classical Persian sentence structure, syntax, and vocabulary.
- Stylistic features: rhetoric, metaphors, and symbolism in Sufi literature.
- Differences between poetic and prose Persian in the medieval period.

### **UNIT – IV (4 Weeks/12Hours)**

Sufi Doctrines & Themes in Kashf-ul-Mahjoob

- Definition and concept of Tasawwuf (Sufism) in Persian literature.
- Key Sufi terminologies: Fana, Baqa, Ma'rifat, Haqiqat, Ishq, Sulook.
- Biographical sketches of famous Sufis mentioned in the book.

**Essential/recommended readings:**

1. Nasr-e-Kohan; Intersharat-e-Vizarat-e-Farhang-o-Hunar, Idareh Kull-e Nigarish, Tehran, Iran.
2. Shafaq, Razazadeh: Tarikh-e-Adabiyat-e-Iran, Translated in Urdu by Sayyed Mubarizuddin Raf'at, Nadwatul Musannefin, Delhi:1955.
3. Shibli Nomani: Shair-ul Ajams, Shibli Academy, Azamgarh (U.P.).
4. Ali Hujwiri (Data Ganj Bakhsh), Kashf-ul-Mahjoob, translated by Reynold A. Nicholson, Published by E.J.W. Gibb Memorial Series, London, 1911.
5. Schimmel, Annemarie, Mystical Dimensions of Islam, Published by University of North Carolina Press, 1975.
6. Schimmel, Annemarie. Islamic Literature and Philosophy: A Study of Medieval Persian Texts. Leiden: Brill, 1975.
7. Browne, Edward G. A Literary History of Persia. Cambridge: Cambridge University Press, 1902.
8. Rypka, Jan. History of Iranian Literature. Dordrecht: D. Reidel Publishing, 1968.
9. Ali Hujwiri (Data Ganj Bakhsh), *Kashf al-Mahjub*, edited by Reynold Nicholson, published by Cambridge University Press, year of publication: 1911.
10. Mohammad Hossein Zubaidi, *Kashf al-Mahjub and Its Influence on Persian Sufism*, published by Foundation for Islamic Studies Publications, Tehran, year of publication: 1985.
11. Abdolhossein Zarrinkoub, *A Study of Sufism in Iran*, published by Sokhan Publications, Tehran, year of publication: 1994.

#### GENERIC ELECTIVES (GE-15): Analysis of Modern Persian Prose

#### Credit distribution, Eligibility and Pre-requisites of the Course:

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Analysis of Modern Persian Prose	4	3	1	0	12 <sup>th</sup> Pass	Nil

#### Learning Objectives

The Learning Objectives of this course are as follows:

1. To equip the students with the life and works of some prominent Modern Persian Prose writers

2. To enable the students to get acquainted with the life and specimens of Modern Persian Prose works like Shirin Kala, Adl, Umr-e-Dobara etc.

### Learning outcomes

The Learning Outcomes of this course are as follows:

- By learning this course, the students will come to know about some of the prominent Modern Persian Prose writers and their writings
- By learning this course, students will be able to know about the above-mentioned specimens of Modern Persian Prose works

### SYLLABUS OF GE-15

#### UNIT – I (4 Weeks/12 Hours)

- Life & works of: Parviz Natil Khanlari, Mohammad Hijazi and Sadiq Chubak

#### UNIT – II (4 Weeks/12 Hours)

Work specimens:

- Inteqaad
- Difa az Zaban-e-Farsi
- Shirin Kala
- Adl

#### UNIT – III (3 Weeks/9 Hours)

- Life & works of: Mujtaba Minavi, Saeed Nafisi and Sadiq Hedayat

#### UNIT – IV (4 Weeks/12 Hours)

Work specimens:

- Umr-e-Dobare
- Mah-e-Naqshab
- Mohlil

#### Essential/recommended readings

1. Intekhab-e-Nas-e-Ma'asir-e-Farsi: Department of Persian, University of Delhi, Delhi-7. 1991.

2. Khanlari, Parviz Natil: Nasr-e-Farsi Dar Dora-e-Akheer, 1947.
3. Jadid Farsi Nasri Adab: Hasan Kaamshaad, Tr. By M.M. Masoodi, Srinagar, 1991.

**GENERIC ELECTIVES (GE-16): Study of classical Persian poetry (Selections from Qasa'id-e Khaqani)**
**Credit distribution, Eligibility and Pre-requisites of the Course:**

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Study of classical Persian poetry (Selections from Qasa'id-e Khaqani)	4	3	1	0	12 <sup>th</sup> Pass	Nil

**Learning Objectives**

The Learning Objectives of this course are as follows:

1. To equip the students with the study about the life, works, and legacy of Khaqani Sherwani
2. To enable the students to get acquainted with the poetry, learn about its historical background, and discuss its impact on literature and culture.

**Learning outcomes**

The Learning Outcomes of this course are as follows:

- By learning this course, the students will understand the historical and cultural context of Khaqani's poetry
- By learning this course, students will be able to understand the main ideas, writing style, term and techniques used in the poetry of Khaqani
- By learning this course, students will be able to develop critical thinking through the study of classical Persian poetry

**SYLLABUS OF GE-16**

**UNIT – I (4 Weeks/12Hours)**

Introduction to Khaqani and Classical Persian Poetry

- Life and historical context of Khaqani.
- The cultural, political, and literary environment of the Seljuk and Shirvanshah eras.
- Characteristics of Persian qasa'id (odes).

**UNIT – II (4 Weeks/12Hours)**

Themes and Ideas in Khaqani's Qasa'id

- Exploration of central themes: spirituality, morality, praise of patrons, and lamentation.
- Symbolism and imagery in Khaqani's poetry.
- Selected Reading: (*Qasidah Aiwan-e-Madaeen*, PP. 39-41-39 قصیده ایوان مدائن ص 41)

**UNIT – III (4 Weeks/12Hours)**

Literary Style and Techniques of Khaqani

- Analysis of Khaqani's unique use of language, metaphors, and rhetorical devices.
- Study of his mastery in crafting complex and layered qasa'id.
- Selected Reading: (37-36 قصیده در واقعه حبس و مباحات عزلت ص 36-37 Qaside dar vaqe'e-ye habs o mabahat-e ozlat, PP 36-37)

**UNIT – IV (3 Weeks/9Hours)**

Influence and Legacy of Khaqani's Poetry

- Khaqani's contribution to the development of Persian qasa'id.
- His influence on later Persian poets and beyond.
- Comparative study of his work with other classical poets.

### Essential/recommended readings

1. Khaqani Shervani. The Divan of Khaqani. Translated and edited by Paul Smith, CreateSpace Independent Publishing, 2012.
2. Browne, Edward G. A Literary History of Persia. Vol. 2, Cambridge University Press, Cambridge, 1928.
3. Arberry, A.J. Classical Persian Literature. George Allen & Unwin Ltd, London, 1958.
4. Schimmel, Annemarie. A Two-Colored Brocade: The Imagery of Persian Poetry. University of North Carolina Press, Chapel Hill, 1992.
5. Yarshater, Ehsan. Persian Literature. Bibliotheca Persica, New York, 1988.

### Persian Sources:

6. Khāqānī Shīrvānī. *Divān-e Khāqānī* (Collected Poems of Khāqānī). Edited by Ziauddin Sajjadi, University of Tehran Press, Tehran, 1995.
7. Yousofi, Gholamhossein. *The Clear Spring: Essays on Persian Poetry and Literature*. Elmi va Farhangi Publishing, Tehran, 1997.
8. Safa, Zabihollah. *History of Persian Literature*, Vol. 3. Ferdowsi Publishing, Tehran, 1984.
9. Zarrinkoub, Abdolhossein. *With the Caravan of Hella: A Study of Persian Literary Styles*. Elmi va Farhangi Publishing, Tehran, 1990.
10. Nafisi, Saeed. *History of Poetry and Prose in Iran and in the Persian Language*. University of Tehran Press, Tehran, 1975.
11. Homayi, Jalaluddin. *Stylistics of Persian Poetry*. University of Tehran Press, Tehran, 1992.
12. Dadbeh, Asghar. *The Culture of Islamic Knowledge in Persian Literature*. SAMT Publishing, Tehran, 2005.
13. Rezazadeh Shafagh, Mohammad. *History of Persian Literature*. Amir Kabir Publishing, Tehran, 2002.

### GENERIC ELECTIVES (GE-17): An Introduction of Children literature of Iran

### Credit distribution, Eligibility and Pre-requisites of the Course:

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
An Introduction	4	3	1	NIL	Class pass XII	NIL

of Children literature of Iran						
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**Learning Objectives:**

The Learning Objectives of this course are as follows:

- 1. To equip the students with deep understanding of the development and significance of children's literature in modern Iran
- 2. To enable the students to develop cultural awareness, creativity and self-expression

**Learning outcomes:**

The Learning Outcomes of this course are as follows:

- By learning this course, students will have the ability to gain knowledge about the essence of children stories and poetry. The study of different genres including folklore, fairy tales, poetry, and modern narratives of prominent writers and poets will enable the students to learn about the literary and cultural importance. These works also provide them an opportunity to know different aspects of modern Iranian society.
- By learning this course, students might get opportunities to write their own stories, poems, or plays, drawing inspiration from the literature they have studied

**SYLLABUS OF GE- 17**

**UNIT – I (3 Weeks/9 Hours)**

- A brief overview of children literature in modern Iran,
- Role of Darul Funoon in development of children literature in Iran

**UNIT – II (4 Weeks/12 Hours)**

Brief Introduction of following writers:

- Jabbar Baghcheban
- Samad Behrangi

- Haushang Gulsheri
- Haushang MoradKirmani
- Nadir Ibrahim
- BehramBehzai

### **UNIT – III (4 Weeks/12 Hours)**

Brief Introduction of following poets:

- Mustafa Rehmandoost
- Abbas Yamini Sharif
- YahyaDaulatabadi
- HabibYaghmaee
- AbulQasimHalet
- MirzaAqa Khan Kirmani

### **UNIT – IV (4 Weeks/12 Hours)**

Selection of Stories from “Qissa Haya Khoob Baraye Bachche Haya Khoob”:

- Dandan-i-Safeed (P. No-14)
- Kudak-i-Mahigeer (P. No-15-23)
- Ilaj-i-Gadaii (P. No-26-34)

### **Essential/recommended readings:**

1. Ishrat, Dr, Amrit Lal, Iran Sadiyon ke Aaine mein, Banaras, 2<sup>nd</sup> Publication 1986
2. Akbar, Dr. Razia, Iran main Jadid Farsi Adab ke Pachas Saal (1900-1950), Hyderabad, 1991
3. Esta’lami, Prof. Muhammad, Barrasi-e-Adabiyat-e-Imruz-e-Iran, Tr. Dr. Raees Ahmad No’mani, Aligarh, 2010-11
4. Baharangi, Samad, Qisseha-i-Rang Rang, Tr. Prof. Shoeb Azmi, Taraqqi Urdu Bureau, New Delhi, 1985
5. Aminpour, Qaiser, Sher-o-Koudaki, Tehran, 1385
6. Yazdi, Mehdi Azar, Qisseha-i-Khoob barai bachcheha-i-Khoob, Vol-6, Moassase-e- Intasharat-e-Amir Kabir, Tehran, Iran, 1347

### **Web Resources:**

7. Ghaeni, Zohreh. Children's Literature in Iran: From Tradition to Modernism. Available at [varldslitteratur.se](http://varldslitteratur.se).
8. Seidabadi, Ali. Children's Books in Iran: A Chat with Ali Seidabadi. Available at [mitaliperkins.com](http://mitaliperkins.com).



9. Children vii. Children's Literature. Encyclopaedia Iranica. Available at iranicaonline.org.
10. Library of Congress. A Thousand Years of the Persian Book: Storytelling and Children's Literature. Available at loc.gov.
11. History of Children's Literature. Available at koodaki.org.
12. Mohammadi, Mohammad Hadi. The History of Children's Literature in Iran. Available at jstor.org.

### GENERIC ELECTIVES (GE-18): Essay, Translation and Composition

#### Credit distribution, Eligibility and Pre-requisites of the Course:

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Essay, Translation and Composition	4	3	1	0	12 <sup>th</sup> Pass	Nil

#### Learning Objectives

The Learning Objectives of this course are as follows:

1. To make the students familiar with Persian translation.
2. To improve the essay writing skills of students.

#### Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, the students will get well-versed in Essay writing and Persian Translation.
- By studying this course, the students will enhance their creativity in writing and will be prepared for translation assignments.

#### SYLLABUS OF GE-18

##### UNIT – I (4 Weeks/12Hours)

Essays in Persian Language on different topics:

- Famous Poets, Places, Festivals and other literary works

#### **UNIT – II (3 Weeks/9Hours)**

- Translation from Persian to English and vice versa

#### **UNIT – III (4 Weeks/12Hours)**

- Reading of Persian texts and translation

#### **UNIT – IV (4 Weeks/12Hours)**

- Creative Writing
- Technical Terms of Persian Language

#### **Essential/recommended readings**

1. Saffar Muqaddam, Dr. Ahmad: Zaban-e Farsi, Council for the Promotion of Persian Language and Literature, Tehran, Iran, Vol. I & II, 2007.
2. Dars-e-Farsi by Namdaryan, Taqipur. Published by Institute for Humanities & Cultural Studies, Tehran, Iran, 1378 A.H./1999 A.D.
3. Sufi Abdul Aziz: Essentials of Persian Translation, Indo-Iran Society, Lal Kuan, Delhi 110006, 1999.

#### **GENERIC ELECTIVES (GE-19): Indo- Persian Literature: A brief study of Tazkirah Writing**

#### **Credit distribution, Eligibility and Pre-requisites of the Course:**

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Indo-Persian Literature: A brief study of Tazkirah Writing	4	3	1	0	12 <sup>th</sup> Pass	Nil

## Learning Objectives

The Learning Objectives of this course are as follows:

1. To acquaint the students with the importance of Indo-Persian Literatures
2. To enable the students to learn about Persian Tazkirah writing

## Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying the course, the students will be able to learn about Persian Tazkirah writing or biographies of poets, a prominent feature of Indo- Persian literature
- By studying the course, the students would be able to learn about literary, and cultural importance of Persian Tazkirahs

## SYLLABUS OF GE-19

### UNIT – I (3 Weeks/9Hours)

- A brief introduction to Persian Tazkirah writing

### UNIT – II (4 Weeks/12Hours)

- Literary, social and cultural importance of Persian Tazkirahs

### UNIT – III (4 Weeks/12Hours)

A brief introduction to the following Tazkirahs:

- *Lubab-ul-Albab by Sadeed-ud- Deen Mohammad Aufi*
- *Akhbar-ul-Akhyar Fi Asrarul Abrar by Shaikh Abdul Haq Muhaddis Dehlavi*
- *Safina-e-Khushgo by Bindraban Das Khushgo*
- *Khazana-e-Aamira by Mir Ghulam Ali Azad Bilgrami*
- *Safina-e-Hindi by Bhagwan Das Hindi*
- *Tazkirah-e-Husaini by Mir Husain Dost*

### UNIT – IV (4 Weeks/12Hours)

A brief introduction to the following Tazkirahs

- *Isharat-e-Binish by Saiyyed Murtaza Binish*
- *Nashtar-e-Ishq by Agha Husain Quli Khan Azeemabadi*
- *Gul-e-Ra'na by Laxmi Narain Shafiq*
- *Sarv-e-Azad by Mir Ghulam Ali Azad Bilgrami*
- *MajmaunNafais by Sirajuddin Ali Khan Arzu*

- *Iqd-e-Suraiyya by Shaikh Ghulam Hamdani Mushafi*

### Essential/recommended readings

1. Saiyyed Ali Reza Naqvi, Tazkirah Nawisi-e- Farsi Dar Hind-o-Pakistan, Moassasa-e-Matbuat illmi, Tehran, Iran 1968.
2. Reza Baraheni, Sabk-e-Hindi wa Taşir-e-aandar Nasr-e-Farsi, Tehran: Nashr-e Markaz, 1983.
3. Ali Asghar Hikmat, Tazkirah Nigari dar Hind wa Iran, Tehran University Press, 1965.
4. Nasiruddin Hunarfar, Tazkirah-ha-yi Farsi dar Hind, Tehran: Soroush Publications, 1978.
5. Ghulam Hussain Azad, Aasar-ul-Fuzala, Tehran: Kitab Khana-e-Danish,
6. Saiyyed Mohammad Dabir Siyaqi, Tarikh-e-Adabiyat-e-Farsi dar Hind, Tehran University Press, 1990.
7. Hafiz Mahmood Sherani, Tazkirah Navisi Aur Uska Irtiqa, Urdu Academy, Delhi, 1942.
8. Sadeed-ud-Deen Mohammad Aufo, Lubabul Albab, Tehran, 1910.
9. Shaikh Abdul Haq Muhaddis Dehlavi, Akhbarul Akhyar Fi Asrarul Abrar, Delhi & Tehran, Iran
10. Bindraban Das Khushgo, Safina-e-Khushgo, Lucknow
11. Mir Ghulam Ali Azad Bilgrami, Khazana-e-Aamira, Calcutta
12. Bhagwan Das Hindi, Safina-e-Hindi, Delhi
13. Mir Husain Dost, Tazkirah-e-Husaini, Hyderabad

### GENERIC ELECTIVES (GE-20): Indo-Persian Literature: A brief study of lexicography

#### Credit distribution, Eligibility and Pre-requisites of the Course:

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Indo-Persian Literature: A brief study of lexicography	4	3	1	0	12 <sup>th</sup> Pass	Nil

#### Learning Objectives

The Learning Objectives of this course are as follows:

1. To acquaint the students with the development of Persian lexicography in the Indian subcontinent, tracing its historical, cultural, and linguistic significance
2. To acquaint the students with the importance Indo-Persian dictionaries, their compilation methods, and their impact on Persian, Urdu, and other regional languages. The course also introduces key lexicographers, their works, and their role in shaping Indo-Persian literary traditions

### Learning outcomes

The Learning Outcomes of this course are as follows:

- By learning the course, the students will be able to understand the historical development of Persian lexicography in India and analyse key Persian dictionaries and their methodologies.
- By the end of this course, students will be able to explore the linguistic and cultural interactions between Persian and Indian languages and evaluate the influence of Persian lexicography on later linguistic traditions.

### SYLLABUS OF GE-20

#### UNIT – I (4 Weeks/12Hours)

Introduction to Persian Lexicography

- Overview of Persian language and literature in India
- Definition, scope, and significance of lexicography
- Evolution of Persian dictionaries in Iran and India

#### UNIT – II (4 Weeks/12Hours)

Early Persian Lexicographers in India: Works and linguistic influences

- Fakhruddin Mubarak Shah
- Maulana Rafiuddin Dehlavi
- Fazaluddin Muhammad bin Qawam
- Ghulam Sarwar Lahori
- Siraj-ud-Din Ali Khan-e-Aarzo
- Tekchand Bahar

#### UNIT – III (4 Weeks/12Hours)

Classical Persian Dictionaries: Methodology and influence

- Farhang-e-Qawwasi
- Dasturul Afazil
- Miftah-ul-Fuzala

- Farhang-e Jahangiri
- Burhan-e Qati
- Ghiyas-ul-Lughat
- Chiragh-i-Hidayat
- Miftah-ul-Lughat

#### **UNIT – IV (3 Weeks/9Hours)**

##### Persian-Urdu Lexicographical Interactions

- Transition from Persian to Urdu lexicography
- Persian influences in Urdu dictionaries

##### **Essential/recommended readings**

1. Shaharyar Naqvi, Farhang Navisi Dar Hind-o-Pakistan, Tehran University Press, 1341
2. M.A. Ghani, A History of Persian Language and Literature at the Mughal Court: (Part I & II), Allahabad, U.P 1929-30.
3. Prof. Nabi Hadi, History of Indo-Persian Literature:
4. Syed Sabahuddin Abdul Rehman, Bazm-e-Mamlukia: Darul Musannifin, Shibli Academy, Azamgarh
5. Syed Sabahuddin Abdul Rehman, Bazm-e-Taimuria: Shibli Academy, Azamgarh.
6. Ali Asghar Hikmat, Tarikh-e-Adabiyat-e-Iran wa Hind, Tehran University Press, 1965.
7. Reza Baraheni, Adabiyat-e-Farsi dar Hind, Tehran: Nashr-e Markaz, 1980.
8. Muhammad Taqi Bahar, Sabk Shenasi (The Stylistics of Persian Prose & Poetry), Tehran University Press, 1958.
9. Dabir Siyāqi, Tarikh-e-Nasr-e-Farsi dar Hind, Amir Kabir Publications, 1975.
10. Parviz Natil Khanlari, Nasr-e-Farsi Dar Dora-e-Akheer, Tehran: Sokhan Publications, 1947.
11. Abdul Halim Sharar, Hindustan Mein Farsi Adab Ki Tareekh, Idara-e-Adabiyat-e-Urdu, Hyderabad, 1927.
12. Storey, C.A. Persian Literature: A Literary History. Luzac & Co., London, 1927.
13. Amir Khusrau. Khaliq-i- Bari. Nawal Kishore Press.
14. Barani, Ziauddin. Tarikh-i-Firozshahi. Asiatic Society, Calcutta, 1862.
15. Shams-i-Fakhri. Farhang-e-Jahangiri. Iran Culture House,
16. Husain, Syed Abdul. Burhan-e-Qatei and its Importance. Anjuman Taraqqi Urdu, New Delhi, 1950.
17. Platts, John T. A Dictionary of Urdu, Classical Hindi, and English. Oxford University Press, London, 1884.
18. Landau, Jacob M. Dictionary Making in Asia. Otto Harrassowitz, Wiesbaden, 2001.

**GENERIC ELECTIVES (GE-21): Introduction to modern Persian poetry**

**Credit distribution, Eligibility and Pre-requisites of the Course:**

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Introduction to modern Persian poetry	4	3	1	0	12 <sup>th</sup> Pass	Nil

**Learning Objectives**

The Learning Objectives of this course are as follows:

1. To acquaint the students with the introduction to modern Persian poetry
2. To acquaint the students with the importance of modern Persian. The course also introduces key modern Persian poets and the specimens of their works, and their role in shaping modern Persian literary traditions

**Learning outcomes**

The Learning Outcomes of this course are as follows:

- By learning the course, the students will be able familiarise themselves with the beauty of modern Persian poetry
- By the end of this course, students will be able to get acquainted with some of the famous modern Persian poets and their poetry

**SYLLABUS OF GE-21**

**UNIT – I (4 Weeks/12 Hours)**

Life and works of Ali Akbar Dehkhuda and the following poetry from Darya-i-Gauhar Vol-3 by Mehdi Hamidi:

- *Insha'Allah gorbeh ast* • انشاء الله گربه است
- *Marg* • مرگ
- *Chahar zânu* • چهار زانو

### UNIT – II (3 Weeks/9 Hours)

Life and works of Mohammad Taqi Bahar and the following poetry from Darya-i-Gauhar Vol-3 by Mehdi Hamidi:

- *Sukut-i-Shab* • سکوت شب
- *Firdausi* • فردوسی
- *Dimavand* • دماوند

### UNIT – III (4 Weeks/12 Hours)

Life and works of Iraj Mirza & Nima Yushij and the following poetry from Darya-i-Gauhar Vol-3 by Mehdi Hamidi:

- *Pasukh nameh Waheed* • پاسخ نامه وحید
- *Sham-i-Dilgeer* • شام دلگیر
- *Kargar* • کارگر
- *Tahir wa Kaneezak* • طاهر و کنیزک

### UNIT – IV (4 Weeks/12 Hours)

Life and works of Nima Yushij and Parveen E'tesami the following poetry from Darya-i-Gauhar Vol-3 by Mehdi Hamidi:

- *Mir damad* • میر داماد
- *Qau* • قو
- *Arzish-i-Gauhar* • ارزش گوهر
- *Endauh Faqr* • اندوه فقر
- *Sapeed wa Siyah* • سپید و سیاه

### Essential/recommended readings

1. Hamidi, Mehdi, Darya-e-Gauhar, Vol. I, Amir Kabir, Tehran, 1339



2. Akbari, Manuchehr, Naqd-o-Tahlil-e-Adabiyat-Inqelab-e-Islami, Vol. I, Tehran, 1371.
3. AryanPour, Yahya, Az Saba ta Nima, Vol. I & II, Tehran, 1374.
4. AryanPour, Yahya, Az Nima ta Roozgar-e-Ma, Vol. III., Tehran, 1387
5. Browne, E.G., Press and Poetry in Modern Iran, Cambridge University Press. London, 1928
6. Estel`ami, Md, BarRasi-e-Adabiyat-e-Moa'sir, Amir Kabir, Tehran.
7. Estel`ami, Md. Adabiyat-e-Dauraye Bidari va Moa'ser, Tehran
8. Hasanali, Kaoo's, Gunehae Nau A'wari der Sh'er-e-Moa'sir-e-Iran, Tehran, 1383.
9. Ishaq, Mohammad, Sukhanwara'n-e-Iran der A'sr-e-Hazir, Delhi, 1355.
10. Kadkani, Md. Raza Shafi'ee, Adwar-e-She'r-e-Farsi, Tehran, 1380.
11. Langrudi, Shams, Tarikh-e-Tahlil-e-She'r-e-Nau, Tehran, 1377.
12. Hosseinpour Chaffee, Ali, Jaryanha-e-She'ri-e-Moa'sir-e-Farsi, Amir Kabir, Tehran, 1384.
13. Qasemi, S.H., Jadid Farsi Sha'eri, Delhi.

**GENERIC ELECTIVES (GE-22): Contemporary Persian Language and Literature**

**Credit distribution, Eligibility and Pre-requisites of the Course:**

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Contemporary Persian Language and Literature	4	3	1	0	12 <sup>th</sup> Pass	Nil

**Learning Objectives**

The Learning Objectives of this course are as follows:

1. To provide the first-hand information on Contemporary Persian Language and literature
2. To equip a student with the tradition and culture of Contemporary Persian literature

**Learning outcomes**

The Learning Outcomes of this course are as follows:

- By learning this course, students will know about the Contemporary Persian Language and Literature
- By learning this course students will know about some famous writers and poets of Contemporary Persian Language and Literature

## SYLLABUS OF GE-22

### UNIT – I (2 Weeks/6Hours)

- History of Contemporary Persian Language and literature.
- Literary and cultural importance of Contemporary Persian Language and Literature.

### UNIT – II (2 Weeks/6Hours)

- Constitutional Movement in Iran
- Islamic Revolution of 1979 and its impact on Persian language and Literature

### UNIT – III (2 Weeks/6Hours)

- Introduction of the following famous Persian Poets:
  1. *NimaYushij*
  2. *Ahmad shamlou*
  3. *SiminBehbahani*
  4. *FarughFarrokhzad*
  5. *Parvin E'tesami*

### UNIT – IV (2 Weeks/6Hours)

- Life and literary attainments of the following writers:
  1. *HoushangGolshiri*
  2. *SiminDanishwar*
  3. *Sadiq chubak*
  4. *Mohammad Hejazi*
  5. *Sadiq Hidayat*

### Essential/recommended readings

1. Kamshad, Hasan, *Jadeed Farsi Nasri Adab*, translated in Urdu by Masudi, Dr. Mohmmad, Indian Printing press, Dal gate, Sri Nagar, 1996.
2. Ahmed, Dr. Zahuruddin, *Irani Adab*, Markaz-e- Tahqiqat-e-Farsi-e-Iran wa Pakistan, Islamabad, 1975.

3. Istelami, Dr. Mohmmad, 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.
4. Roozbe, Mohammad Raza, Adabiyat-e-Moasir-e-Iran, Sher, Nasr-e-Ruzgar, Tehran, 1392.
5. Emam, Manzar, Adabiyat-e-Jadeed Iran, Kitabistan, Muzaffarpur, Bihar, 1996.
6. Kamshad, Hasan, Modern Persian Prose, Cambridge University press, 1996.
7. Az Saba ta Neema, vol. I & II, by Yehya Aryanpur, 1374.
8. AryanPour, Yahya, Az Nima ta Roozgar-e-Ma, Vol. III.
9. Browne, E.G., Press and Poetry in Modern Iran, Cambridge University Press
10. Dariya-e-Gohar by Dr. Mehdi Hamidi Shirazi, Tehran 1393.