

**UNIVERSITY OF DELHI**  
**DEPARTMENT : PERSIAN**  
**COURSE NAME: BA (HONS.)**  
**(SEMESTER -I)**

Based on  
Undergraduate Curriculum Framework 2022 (UGCF)  
(Effective from Academic Year 2022-23)



**DSC & GE**

Course Title	Nature of the Course	Total Credits	Components			Eligibility Criteria/ Prerequisite	Contents of the course and reference is in
			Lecture	Tutorial	Practical		
Basic Persian: Reading & Writing (C-PRN-I)	DSC	4	3	1	0	Class XII Pass	Annexure-I
Applied Persian Grammar & Translation	DSC	4	3	1	0	Class XII Pass	
An outline of the History of Persian speaking regions (upto Ghaznavid period)	DSC	4	3	1	0	Class XII Pass	
Introduction to Elementary Persian Language	GE	4	3	1	0	Class XII Pass	Annexure-II
History of Persian Literature (India)	GE	4	3	1	0	Class XII Pass	

## **Details of courses under B.A. (Honors) in Persian**

### **Course Content**

#### **B.A. (Honors) in Persian**

#### **DSC courses**

#### **Paper-1**

#### **Basic Persian: Reading & Writing(C-PRN-I)**

#### **Course Objective**

1. To make students acquainted with Perso-Arabic Script.
2. To equip the students briefly with History of evolution of Perso-Arabic Script.
3. To enable the students to read and write the in Persian language.

#### **Course Outcome**

The students will be able to read, write and understand the basic knowledge of Persian language and literature and also they shall get to know about the introductory history of evolution of scripts in total and evolution of Perso-Arabic script in particular.

#### **Unit 1**

Persian Alphabets & word formation

#### **Unit 2**

Persian Text Reading and Translation into English or Hindi or Urdu from Kitab-e-Farsi, Awwal Dabistan (Ch. No 1-3)

#### **Unit 3**

Persian Text Reading and Translation into English or Hindi or Urdu from Kitab-e-Farsi, Awwal Dabistan (Ch. No 4-6)

#### **Unit 4**

Persian Text Reading and Translation into English or Hindi or Urdu from Kitab-e-Farsi, Awwal Divum (Ch. No 1-4)

#### **Unit 5**

Persian Text Reading and Translation into English or Hindi or Urdu from Kitab-e-Farsi, Awwal Divum (Ch. No 5-7)

## References :

1. Kitab-e-Farsi Awwal Dabistan, Published by Sazmane Pizohishi wa Barname rezi Amuzishi, Tehran, Iran, 1399
2. Kitabe Farsi Divuum Dabistan. Published by Sazmane Pizohishi wa Barname rezi Amuzishi, Tehran, Iran, 1399

## Additional Resources:

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

## Teaching Learning Process

Class Lecture using ICT

## Assessment Methods

Assignments, Class test/Project work Quiz

## Keywords

Grammar, Tenses Translation Comprehension

## Paper-2

### Applied Persian Grammar & Translation (C-PRN-II)

## Course Objective

1. To equip the students with Applied Persian Grammar & Translation
2. To enable the students to form daily usage sentences in Persian language
3. To equip the students to speak, read and write in Persian language

## Course Learning Outcomes

Grammar lays the ground work for effective communication. It makes written content more readable and interesting. If it is necessary to repeatedly reword sentences while reading, the flow becomes disrupted and involvement in the story halted. Grammar can help learners develop the habit of thinking logically and clearly. After studying grammar, learners are able to become more accurate when using a language. Without good grammar, clear communication is impossible. It improves the development of fluency. As a result, students will be able to speak, read and write the language more fluently. A student with poor

grammar skill can form a negative impression on others. First impression can be lasting, and may hide the true judgement of character. Writing and speaking correctly gives students the appearance of credibility, if students are attempting to build a reputation as an expert in their institution, correct use of grammar is extremely important. Thus, this course is essential for first year students.

## **Unit 1**

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

## **Unit 2**

Iranian Food Iranian Culture

## **Unit 3**

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

## **Unit 4**

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

## **Unit 5**

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

## **Unit 6**

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

### **Suggested Readings:**

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

### **Additional Resources:**

1. Fann-e-Tarjuma by Saffarzadeh, Tahera, Intesharat-e-Amir Kabir, Tehran, Iran.
2. Farsi Dastoor by Kiya Khanlari, Dr. Zehra. Idarah-eAdabiyat, Jayyed Press, Ballimaran, Delhi 110 006.

3. Elementary Persian Grammar by Kumar, Dr. Rajinder. Harjeet Publication, Delhi-110034, 2009.
4. An Introduction to Persian by Thackston, Wheler. Ibex Publication, Maryland, U.S.A., 2009.

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Class Lecture using ICT

## **Assessment Methods**

Assignments, Class test/Project work Quiz

## **Keywords**

Grammar, Tenses Translation Comprehension

## **Paper- 3**

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

## **Course Objective**

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

## **Course Learning Outcomes**

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

## **Unit 1**

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

## **Unit 2**

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

## **Unit 3**

Cuneiform Script Avesta Script Pahlavi Script Avesta book Inscriptions

## **Unit 4**

Impact of Arabic language on Iran

## **Unit 5**

Foremost poets of Persian in Iran: Bahram Goor Sassani, Hakim Abu Hafs Sughdi, Abbas Marvi,

Tahiri Period: Hanzala Baadghisi ,Safari Period: Dabeer Mohammad Bin Vasaif, Firoz Mashriqi, Samani Period : Rudaki Samarqandi, Abu Shakoor Balkhi, Abul Hasan Shaheed Balkhi, Amara-eMarvazi, Hakim Kasai Marvazi. Daqiqi Toosi Other scholars:Hamza Isfehni, Abu Bakr Zikriya Raazi, Abu Maishar Balkhi

## **Unit 6**

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

## **Practical:**

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

## **References:**

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

## **Additional Resources:**

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

**Teaching Learning Process**

Class lecture Through Projector

**Assessment Methods**

Assignments, Class test/Project work, Quiz

**Keywords**

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

## **Details of courses under B.A. (Honors) in Persian**

### **Course Content**

#### **B.A. (Honors) in Persian**

#### **GE courses**

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

#### **Course Objective:**

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

#### **Course Learning Outcomes:**

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

#### **Unit 1**

- a. Iranian culture
- b. Iranian food
- c. Name of Persian Days of the week
- d. Name of Persian Months, Time and date
- e. Name of colors in Persian
- f. Name of Animals, Birds, flowers in Persian
- g. Cardinal and Ordinal numbers
- h. Mode of Transportation

#### **Unit 2**

- a. Elementary Persian Grammar
- b. Persian Script



- c. Infinitives
- d. Present, Past and Future Tenses
- e. Forms of the Verb
- f. Conjugation
- g. Singular and Plural

### Unit 3

- a. Opposite words
- b. Adjectives
- c. Use of simple and negative sentences

### Unit 4

- a. Interrogative sentences
- b. Exclamatory sentences
- c. Imperative sentences
- d. Comparative sentences

### Unit 5

Chapters of the Book:

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

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

### Unit 6

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

### Suggested Readings:

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

### Additional Readings:

1. *Mehdi Zarghamian : Dars-e-Farsi*, Intesherat-e-Dabir Khaneh-e-Shuara-e-Gustarish-e-Zaban-o-Adabiyat-e-Farsi, Tehran, Iran, 1377/1998.

### Teaching Learning Process

Class Lecture, Using ICT resources for teaching through projector

### Assessment Methods

By the Test/assignments

## Keywords

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

## History of Persian Literature (India) (GE-02)

### Course Objective

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

### Course Learning Outcomes

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

### Unit 1

The following poets:

- Amir Khusrau
- Shaikh Bu Ali Shah Qalandar
- Ghazali Mashhaadi
- Naziri Nishapuri
- Bedil Dehlavi
- Allama Iqbal
- Hasan Sijzi Dehlavi
- Shaikh Jamali Dehlavi
- Urfi Shirazi
- Chander Bhan Barhaman
- Ghalib Dehlavi
- 'Isami

### Unit 2

The following writers:

- Tajuddin Hasan Nizami
- Shams Siraj Afif
- Ziauddin Barni
- Shaikh Naseeruddin Chiragh Dehli
- Abdul Hamid Lahori
- Abul Faiz Faizi
- Sadeeduddin Mohammad Afi
- Minhajus Siraj Juzjani
- Hazrat Nizamuddin Aulia
- Abdul Qadir Badayuni
- Abul Fazal Allami
- DaraShikoh

## Unit 3

The introduction of the following Indo-Persian literary works:

- Taj-ul-Maasir
- Qiran-us-Saadain
- Khazainul Futuh
- Futuhus Salateen
- Fawaidul Fuwad
- Siyarul Aulia
- Farhang-e-Qawwas
- Tuzk-e-Babari
- Tabaqat-e-Nasiri
- Nuh Sipher
- Tughlaq Nama
- Lubabul Albab
- Khairul Majalis
- Tarikh-e-Firuzshahi
- Akhbarul Akhyar Fi Asrarul Abrar
- Humayun Nama

## Suggested Readings:

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

## Teaching Learning Process

Literary Magazines Seminar Proceedings

## Assessment Methods

Assignments/Class Test

## Keywords

Indo-Persian literature, Sufi, Malfuzat, Monuments, Composite Culture