

Post Graduate Curriculum Framework

With effect from the Academic Session 2026–27, the **M.A in Persian** programme in the Universities of Bihar shall be offered in accordance with the UGC Curriculum and Credit Framework for Postgraduate Programmes (PGCF) and the provisions of the National Education Policy (NEP), 2020.

The programme provides flexibility to students to pursue either a Two-Year Master's Degree Programme or a One-Year Master's Degree Programme for candidates who have completed a four-year undergraduate degree with the requisite credits and qualifications as prescribed by UGC.

The curriculum is designed under the Choice Based Credit System (CBCS) and comprises a combination of Core Courses (CCs), Discipline Specific Electives (DSEs), Generic Electives (GEs), Skill Enhancement Courses (SECs), Ability Enhancement Courses (AECs), and Value Added Courses (VACs). The programme seeks to impart advanced theoretical knowledge, computational proficiency, research aptitude, and practical skills in Statistics and its applications.

Each academic year shall consist of two semesters. Students shall be required to successfully complete the prescribed combination of Core, Elective (Discipline/Generic/Open), Skill Enhancement, Ability Enhancement, and Value Added Courses in each semester to fulfill the credit requirements of the programme.

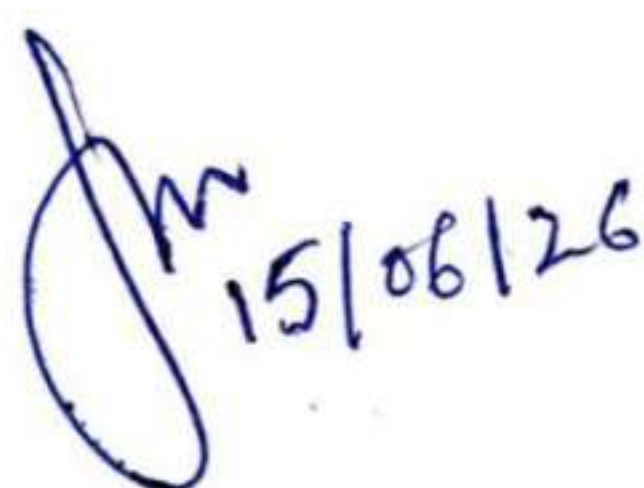
The curriculum incorporates contemporary developments in Persian Literature, Indo Persian Learning and use of AI and Machine learning in Translation etc. The syllabus and reading materials shall be reviewed periodically to ensure alignment with emerging developments in academia, research, industry, and public policy.

Teaching-learning methodologies may include lectures, tutorials, seminars, laboratory sessions, text comprehension, project work, field-based applications, and research assignments. Practical training shall provide hands-on experience in learning latest techniques of Persian Proficiency.

Assessment shall be conducted through a combination of continuous evaluation and end-semester examinations, including assignments, presentations, practical examinations, projects, viva-voce examinations, and written tests, as prescribed by the authorities concerned from time to time.

Students shall have the opportunity to choose elective and generic courses in accordance with their academic interests, subject to the availability of courses and institutional regulations, thereby promoting interdisciplinary learning and specialization within the broad domain of Persian.

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COURSE OF STUDIES	
MASTER OF ARTS [MA] PERSIAN	
Programme Level	Master of Arts (MA)
Subject / Discipline	PERSIAN
Faculty	Faculty of Arts and Humanities
University	Universities of Bihar Established under the BSU AC 1976/PU Act 1976.
Duration	Two Years / Four Semesters
NHEQF Level	Level 6.5
Effective from	2026-27 onwards

A

PART A — PROGRAMME OVERVIEW & OBJECTIVES

A.1 Graduate Attributes (GAs)

The programme nurtures the following Graduate Attributes in alignment with the National Higher Education Qualifications Framework (NHEQF) Level 6.5:

- 1. Advanced Persian Language Proficiency**
Demonstrate advanced competence in reading, writing, speaking, listening, and translating Persian texts.
Communicate effectively in academic, professional, and intercultural settings.
- 2. Literary and Cultural Understanding**
Critically analyze classical, medieval, and modern Persian literature.
Appreciate the literary, cultural, philosophical, and aesthetic traditions of the Persian-speaking world
- 3. Research and Scholarly Inquiry**
Apply appropriate research methodologies in Persian language, literature, linguistics, translation studies, and cultural studies.
Conduct independent research and produce scholarly dissertations and research papers
- 4. Critical Thinking and Analytical Skill**
Interpret literary, historical, and cultural texts using contemporary critical approaches.
Evaluate diverse perspectives and construct evidence-based arguments.
- 5. Translation and Interpretation Skills**
Translate texts accurately between Persian, Urdu, Hindi, and English.
Demonstrate competence in literary, academic, and professional translation practices.
- 6. Intercultural Understanding and Global Citizenship**
Promote cultural sensitivity, mutual respect, and intercultural dialogue through engagement with diverse literary and cultural traditions.
- 7. Digital and Information Literacy**
Utilize digital resources, databases, manuscripts, and technological tools for language learning and research.
Critically evaluate and manage information from multiple sources.
- 8. Communication and Presentation Skills**
Present scholarly ideas clearly through oral presentations, seminars, academic writing, and publications.
Participate effectively in academic discussions and collaborative projects.
- 9. Ethical and Professional Responsibility**
Adhere to academic integrity, ethical research practices, and professional standards.
Demonstrate social responsibility and respect for cultural heritage.

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10. Employability and Lifelong Learning

Apply Persian language and cultural expertise in education, translation, interpretation, journalism, diplomacy, tourism, cultural institutions, publishing, and research.

Pursue lifelong learning and adapt to emerging academic and professional opportunities.

11. Academic Excellence and Innovation

Integrate traditional scholarship with contemporary perspectives and innovative approaches in Persian language and literary studies.

A.2 Programme Outcomes (POs)

The Programme Educational Objectives describe the career and professional accomplishments that graduates are expected to attain within three to five years of graduation.

PO1: Demonstrate advanced proficiency in Persian language skills, including listening, speaking, reading, writing, translation, and interpretation as well

PO2: Exhibit social responsibility, cultural sensitivity, and ethical awareness in academic, professional, and community engagements.

PO3: Analyze Persian literary texts using appropriate literary theories, critical approaches, and research methodologies.

PO5: Conduct independent and interdisciplinary research using primary and secondary sources, manuscripts, archives, and digital resources.

PO6: Exhibit critical thinking, intellectual independence, creativity, and lifelong learning abilities necessary for advanced academic and professional pursuits.

A.3 Programme Specific Outcomes (PSOs)

Upon successful completion of this programme, a student shall demonstrate the following learning outcomes:

1. **PSO 1** —[Disciplinary Knowledge] Demonstrate advanced proficiency in Persian language skills, including listening, speaking, reading, writing, translation, and interpretation
2. **PSO 2** — [Critical Thinking & Analysis] Interpret literary, historical, and cultural texts using contemporary critical approaches. Evaluate diverse perspectives and construct evidence-based arguments.
3. **PSO 3** — [Research Competence] Promote preservation and dissemination of Persian literary and cultural heritage through research, documentation, translation, and public engagement. Apply appropriate research methodologies in Persian language, literature, linguistics, translation studies, and cultural studies.
4. **PSO 4**— [Communication] Present scholarly ideas clearly through oral presentations, seminars, academic writing, and publications. Participate effectively in academic discussions and collaborative projects.
5. **PSO 5** — [Ethics & Social Responsibility] Adhere to academic integrity, ethical research practices, and professional standards. Demonstrate social responsibility and respect for cultural heritage.
6. **PSO 6**— [Digital and Information Literacy] Utilize digital resources, databases, manuscripts, and technological tools for language learning and research. Critically evaluate and manage information from multiple sources.
7. **PSO 7**— [Academic Excellence and Innovation] Integrate traditional scholarship with contemporary perspectives and innovative approaches in Persian language and literary studies.

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B**PART B — COURSE STRUCTURE (CBCS/NHEQF FRAMEWORK)****B.1 Semester-wise Course Structure**

The following table represents the first two semesters of the stipulated four-semester course structure. Column headings: L = **Lectures per week**; T = Tutorials per week; P = Practicals per week; CC = Core Course; DSE = Discipline Specific Elective; GE/OE = Generic/Open Elective; SEC = Skill Enhancement Course; PROJ = Project/Dissertation.

S.No.	Paper Code	Title of the Course/Paper	L	T	P	Credits	Max. Marks	Type
SEMESTER I								
1	MAPER-CC101	Core Course-I Persian Grammar, Composition and Translation	3	1	0	4	100	CC
2	MAPER-CC102	Core Course-II History of Persian Language and Literature in Iran (from Beginning to Samanids)	3	1	0	4	100	CC
3	MAPER-CC103	Core Course-III Classical Persian Prose	3	1	0	4	100	CC
4	MAPER-CC104	Core Course-IV Literary Forms, Rhetoric and Prosody	3	1	0	4	100	CC
5	MAPER-GE105/GE106	Generic Elective I: (One course to be chosen from the basket I)	3	1	0	4	100	GE
6		VAC/AEC/SEC	2	0	0	2	100	VAC/AEC/SEC
Total — Semester I			17	5	0	22	600	

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SEMESTER II								
1	MAPER-CC201	Core Course-I History of Persian Language and Literature in Iran (from Ghaznavids to Seljuqs)	3	1	0	4	100	CC
2	MAPER-CC202	Core Course-II Classical Persian Poetry	3	1	0	4	100	CC
3	MAPER-CC203	Core Course-III Modern Persian Literature Prose	3	1	0	4	100	CC
4	MAPER-CC204	Core Course IV: Indo Persian Prose	3	1	0	4	100	CC
5	MAPER-GE205/GE206	Generic Elective I: (One course to be chosen from the basket I)	3	1	0	4	100	GE
6		VAC/AEC/SEC	2	0	0	2	100	VAC/AEC/SEC
Total — Semester II			17	5	0	22	600	

Particulars	Semester	Course Code	Course Title
Basket I	I	MAPER-GE105	Indo-Iran Relations
		MAPER-GE106	Indo Persian Literature
Basket II	II	MAPER-GE205	Translation and Composition
		MAPER-GE206	Bilingual Poets and authors of Persian Literature of 19 th 20 th Centuries

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PART C — COURSES OF STUDIES

C.1 Paper Identification

CORE- I	PAPER PROFILE
Paper Code	MAPER-CC101
Title of the Paper	Persian Grammar, Composition and Translation
Programme / Subject	MA Persian
Semester	Semester I
Nature of Course	Core Course (CC)
L – T – P	3 – 1 – 0
Credits	4
Maximum Marks	100 (ESE: 70 + Internal Assessment: 30)
Duration of Examination	3 Hours

C.2 Marks Distribution

Component	Paper I	Practical	IA	Total (ESE+IA/ESE+PRAC)
End Semester Examination	70	—	—	70
Practical / Lab Work	—	—	—	---
Internal Assessment	—	—	30	30
Maximum Marks	70	—	30	100
Passing Marks	32	----	13	45 (45%)

Note: Internal Assessment shall be conducted on the basis of attendance, class tests, seminars, assignments, and viva voce as provided in the regulation.

C.3 Course Objectives (COBs)

COB No.	Course Objectives
COB 1	To develop an advanced understanding of Persian grammar, syntax, and sentence structure for accurate language use.
COB 2	To enhance students' proficiency in written Persian through guided composition, essay writing, précis writing, and creative expression.
COB 3	To train students in the principles and techniques of translation between Persian and English/Hindi/Urdu, with emphasis on accuracy and contextual appropriateness.
COB 4	To develop analytical and problem-solving skills for addressing grammatical, semantic, and stylistic challenges in translation and language use.
COB 5	To foster independent learning, professional competence, and lifelong engagement with Persian language studies through continuous practice in grammar, composition, translation, and textual interpretation.

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C.4 Course Outcomes (COs)

CLO No.	Course Learning Outcome
CLO 1	Demonstrate advanced knowledge of Persian grammar, syntax, and sentence structures and apply them accurately in written and oral communication.
CLO 2	Compose coherent and grammatically correct essays, reports, letters, and other forms of written expression in Persian.
CLO 3	Translate texts effectively between Persian and English/Hindi/Urdu, ensuring linguistic accuracy, contextual relevance, and cultural sensitivity.
CLO 4	Employ independent learning strategies and language resources for continuous improvement of Persian language proficiency, translation skills, and lifelong learning.

C.5 Syllabus — Unit-wise Breakdown

Course Name: Persian Grammar, Composition and Translation (MAPER-CC101)		
Unit	Content	Suggested Lectures hours
I	اسم ، ضمیر، فعل صفت و انواع آنها ، امر و نہی	15
II	جمله و انواع آن فعل حال ، فعل ماضی و انواع ، فعل مستقبل	15
III	آگہی از اصطلاحات عمومی فارسی، نام ماہ های میلادی، نام ماہ های ایرانی، اصطلاحات راجع بہ ادبیات، سیاست، وزارت	8
IV	درک مطالب ، مضمون نویسی، مراسلہ نویسی	10
V	ترجمہ از اقتباس انگلیسی/ اردو بہ زبان فارسی ترجمہ از اقتباس فارسی بہ زبان انگلیسی/ اردو	12
Total Suggested Lectures (45 Lectures + 15 Tutorials)		60

C.6 Reference Books & Readings

1. Farsi wa Dastoor by Dr.Zehra Khanlari
فارسی و دستور از دکتر زہرا خانلری
2. AZFA, Vol-4 by Yadullah Samareh
آزفا ج 4- از دکتر ید اللہ سمرہ
3. Irani Zaban ka Qaeda by Abdul Mannan Bedil
ایرانی زبان کا قاعدہ، عبد المنان بیدل
4. Rehnuma-e- Tarjuma-e- Qawaed-e-Farsiby Shah Razi Ahmad
رہنمای ترجمہ و قواعد فارسی از شاہ رضی احمد
5. Dars-e-Farsi Barai Amuzan-e-Kharaji by Taqi Namdarian
درس فارسی برای آموزان خارجی از تقی نامداریان
- 6.Zaban-e-farsi by Dr. Ahmad Saffar Muqaddam
زبان فارسی از دکتر احمد صفار مقدم
- 7.Aamuzgaar e Farsi by Abdus Salam Jilani
آموزگار فارسی، عبد السلام جیلانی

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C.7 Suggested E-Resources / Digital Repositories

- NDL India (National Digital Library): ndl.gov.in
- [Any other relevant Open Educational Resource]

C.8 Assessment Pattern & Question Paper Design

The End-Semester shall be conducted as per the following question paper design:

- Section A: Short Answer Questions (10 × 2 marks = 20 marks) — Covering all units (mandatory)
- Section B: Medium Answer Questions (4 × 5 marks = 20 marks) — Attempt any 4 out of 6
- Section C: Long Answer / Essay Questions (3 × 10 marks = 30 marks) — Attempt 3 out of 5.

Internal Assessment (30 marks) breakdown:

- Written Test(s): 20 marks
 - Seminar / Assignment / Project: 05 marks
 - Attendance & Class Participation: 05 marks
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CORE- II		PAPER PROFILE
Paper Code	MAPER-CC102	
Title of the Paper	History of Persian Language and Literature in Iran (from Beginning to Samanids)	
Programme / Subject	MA Persian	
Semester	Semester I	
Nature of Course	Core Course (CC)	
L – T – P	3 – 1 – 0	
Credits	4	
Maximum Marks	100 (ESE: 70 + Internal Assessment: 30)	
Duration of Examination	3 Hours	

C.2 Marks Distribution

Component	Paper I	Practical	IA	Total (ESE+IA/ESE+PRAC)
End Semester Examination	70	—	—	70
Practical / Lab Work	—	—	—	---
Internal Assessment	—	—	30	30
Maximum Marks	70	—	30	100
Passing Marks	32	---	13	45 (45%)

Note: Internal Assessment shall be conducted on the basis of attendance, class tests, seminars, assignments, and viva voce as provided in the regulation.

C.3 Course Objectives (COBs)

COB No.	Course Objectives
COB 1	To provide students with a comprehensive understanding of the origin and historical development of the Persian language from Old Persian through Middle Persian to New Persian.
COB 2	To introduce students to the linguistic features, scripts, and literary traditions of Old Persian, Avestan, and Pahlavi languages as foundational stages in the development of Persian.
COB 3	To familiarize students with the major linguistic, cultural, and historical factors that contributed to the evolution of Persian language and literature in pre-Islamic and early Islamic Iran.
COB 4	To examine the role of the Tahirids, Saffarids and Samanid dynasties in the revival, promotion, and establishment of New Persian as a literary language.
COB 5	To develop critical appreciation of the historical foundations of Persian language and literature and foster lifelong interest in advanced literary and linguistic studies.

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C.4 Course Outcomes (COs)

CLO No.	Course Learning Outcome
CLO 1	Evaluate the contribution of pre-Islamic Iranian linguistic and literary traditions to the formation of Persian language and literature up to the Samanid period.
CLO 2	Explain the basic characteristics, scripts, and historical significance of Old Persian, Avestan, and Pahlavi languages in the evolution of Persian.
CLO 3	Assess the contribution of the Samanid dynasty to the revival and development of New Persian language and literature.
CLO 4	Evaluate the literary achievements of early Persian poets and writers and their role in the formation of classical Persian literature.
CLO 5	Demonstrate critical appreciation of the historical foundations of Persian language and literature and apply this knowledge to further academic inquiry and lifelong learning.

C.5 Syllabus — Unit-wise Breakdown

Course Name: History of Persian Language and Literature in Iran (form Beginning upto Samanids) (MAPER-CC102)		
Unit	Content	Suggested Lectures hours
I	زبان فارسی در زمان پیش از اسلام فارسی باستان، خط میخی، اوستا، پهلوی	15
II	وضع سیاسی، اجتماعی و فرهنگی در ایران (از آغاز تا عصر سامانیان)	15
III	تهاجم عرب: تاثیر آن بر فرهنگ، زبان و ادبیات ایران	8
IV	زبان و ادبیات در دوره طاهریان و صفاریان	10
V	زبان و ادبیات فارسی در دوره سامانیان رودکی، دقیقی، ابو شکور بلخی، رابعه قزدار	12
Total Suggested Lectures (45 Lectures + 15 Tutorials)		60

C.6 Reference Books & Readings

- Taareekh-e Adabiyat-e Iran by Dr. Reza Zadeh Shafaq, Tr. by Syed Mubarizuddin Rafat, 2011, Lahore, Pakistan
تاریخ ادبیات ایران، دکتر رضا زاده شفق، مترجم سید مبارزالدین رفعت، لاہور، پاکستان، 2011
- Zindagi nameh Shayraan-e Bozorg-e Iran, Ed. by Dr. Syed Ahmad Husaini, 1384, Tehran, Iran
زندگی نامه شاعران بزرگ ایران، ویرایش توسط دکتر سید احمد حسینی، 1384، تهران، ایران
- Mukhtasari dar taareekh tahawwul-e nazm-o nasr-e parsi by Dr. Zabeehullah Safa, 1373, Iran
مختصری در تاریخ تحول نظم و نثر پارسی، دکتر ذبیح الله صفا، 1373، ایران
- Tarikhe Adabiyate Der Iran: Zabeehullah Safa, vol,I&II, Danishgaahe Tehran.
تاریخ ادبیات در ایران: ذبیح الله صفا، جلد اول و دوم، دانشگاه تهران
- Sabk Shanasi: Malikushhora Mohammad Taqi Bahar, vol,I&II, Tehran.
سبک شناسی: ملک الشعراء محمد تقی بهار، جلد اول و دوم، تهران.

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- Sher ul Ajam: Shibli Nomani, vol. I. Matba Maarif, Azamgarh, 1988
شعر العجم، شبلی نعمانی، جلد ۱ مطبوعه معارف، اعظمگره، ۱۹۸۸
- A literary History of Persia by E.G Brown

C.7 Suggested E-Resources / Digital Repositories

- NDL India (National Digital Library): ndl.gov.in
- [Any other relevant Open Educational Resource]

C.8 Assessment Pattern & Question Paper Design

The End-Semester shall be conducted as per the following question paper design:

- Section A: Short Answer Questions (10 × 2 marks = 20 marks) — Covering all units (mandatory)
- Section B: Medium Answer Questions (4 × 5 marks = 20 marks) — Attempt any 4 out of 6
- Section C: Long Answer / Essay Questions (3 × 10 marks = 30 marks) — Attempt 3 out of 5.

Internal Assessment (30 marks) breakdown:

- Written Test(s): 20 marks
- Seminar / Assignment / Project: 05 marks
- Attendance & Class Participation: 05 marks

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CORE- III		PAPER PROFILE
Paper Code	MAPER-CC103	
Title of the Paper	Classical Persian Prose	
Programme / Subject	MA Persian	
Semester	Semester I	
Nature of Course	Core Course (CC)	
L – T – P	3 – 1 – 0	
Credits	4	
Maximum Marks	100 (ESE: 70 + Internal Assessment: 30)	
Duration of Examination	3 Hours	

C.2 Marks Distribution

Component	Paper I	Practical	IA	Total (ESE+IA/ESE+PRAC)
End Semester Examination	70	—	—	70
Practical / Lab Work	—	—	—	—
Internal Assessment	—	—	30	30
Maximum Marks	70	—	30	100
Passing Marks	32	13	13	45 (45%)

Note: Internal Assessment shall be conducted on the basis of attendance, class tests, seminars, assignments, and viva voce as provided in the regulation.

C.3 Course Objectives (COBs)

COB No.	Course Objectives
COB 1	To provide students with a comprehensive understanding of the development, characteristics, and major trends of classical Persian prose literature.
COB 2	To develop the ability to read, comprehend, and interpret classical Persian prose texts in their original linguistic and literary contexts.
COB 3	To examine the stylistic, rhetorical, ethical, didactic, and narrative features of classical Persian prose through selected texts.
COB 4	To analyze the historical, social, political, religious, and cultural ideas reflected in works such as Tarikh-i Bal'ami, Marzban Nama, Gulistan, Chahar Maqala, Kimiya-i Sa'adat, Qabus Nama, and Siyasat Nama.
COB 5	To enhance students' skills in textual analysis, critical appreciation, and interpretation of classical Persian prose traditions.

C.4 Course Outcomes (COs)

CLO No.	Course Learning Outcome
CLO 1	Demonstrate comprehensive knowledge of the major genres, authors, and textual traditions of classical Persian prose literature.

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CLO 2	Interpret and explain prescribed classical Persian prose texts within their historical, cultural, and intellectual contexts.
CLO 3	Evaluate the ethical, political, and socio-cultural ideas reflected in classical Persian prose texts.
CLO 4	Employ advanced skills in textual analysis, academic communication, and independent learning for continued engagement with Persian literary studies.

C.5 Syllabus — Unit-wise Breakdown

Course Name: Classical Persian Prose (MAPER-CC103)		
Unit	Content	Suggested Lectures hours
I	انتخاب از تاریخ طبری: ابو علی محمد بن محمد بلعمی (گفتار در خود رفتن بهرام گور به ولایت هندوستان) انتخاب از مرزبان نامه: مرزبان بن رستم (داستان غلام بازارگان) احوال و آثار نویسندگان	12
II	گلستان سعدی: مقدمه	12
III	انتخاب از چهار مقاله نظامی عروضی سمرقندی در ماهیت نجوم (حکایت: محمود داؤدی پسر ابو القاسم داؤدی)----- حکایت: بیان سلطان عالم سنجر بن ملک شاه (.....) در ماهیت طب (حکایت: طب صنعی است بدان صنعت صحت در بدن)----- حکایت: مالیخولیا علتی است که اطبا در معالجت-----	12
IV	انتخاب از کیمیای سعادت در حقوق مسلمانان و خویشان (بدان که حق هر نگاه دارد) درجات توکل (بدان که توکل بر سه فرق کند)	12
V	انتخاب از قابوس نامه باب هفتم: اندر بیشی جستن از سخندان (حکایت اول) انتخاب از سیاست نامه فصل هفتم (اندر پرسیدن از حال عامل وقاضی)-----و شرط و سیاست	12
Total Suggested Lectures		60

C.6 Reference Books & Readings

- Tareekh e Tabri by Abu Ali Mohammad bin Mohmmad Bal'ami
- Marzaban Nama by Marzaban bin Rustam bin Sharwin
- Chahar Maqala ba Ehtemam Mohammed bin Abdul Wahab Qazvini, Intesharat e Ishraqi, Tehran 1327.
چهار مقاله باهتمام محمد بن عبد الوهاب قزوینی، انتشارات اشراقی، تهران 1327
- Qaboos Namah: Ameer Unsure Almaani Kikawoos bin Wishamgeer, be koshish Saeed Nafisi ba muqaddamah Hussain Aahi, aafset 1362.
قابوس نامه: امیر عنصری المعالی کیکاووس بن ویشامگیر، بکوشش: سعید نفیسی بامقدمه حسین آهی. 1362.

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- Siyasat Namah: Nizamulk Mulk Toosi, bakoshish duktur Jafar Shaar, Shirkat Sahami,
 - Kimya e Sa'dat by Imam Ghazali
 - Nasreh, Nakhba e Nasre Farsi az Manshurat e ahl e Iran wa Hind , Kitabistan, Allahabad, 1999
 - Nisab-e-Jadeed Farsi, Jayyad Barqi Press , Delhi

C.7 Suggested E-Resources / Digital Repositories

- NDL India (National Digital Library): ndl.gov.in
- [Any other relevant Open Educational Resource]

C.8 Assessment Pattern & Question Paper Design

The End-Semester shall be conducted as per the following question paper design:

- Section A: Short Answer Questions (10 × 2 marks = 20 marks) — Covering all units (mandatory)
- Section B: Medium Answer Questions (4 × 5 marks = 20 marks) — Attempt any 4 out of 6
- Section C: Long Answer / Essay Questions (3 × 10 marks = 30 marks) — Attempt 3 out of 5.

Internal Assessment (30 marks) breakdown:

- Written Test(s): 20 marks
 - Seminar / Assignment / Project: 05 marks
 - Attendance & Class Participation: 05 marks
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CORE- IV		PAPER PROFILE
Paper Code	MAPER-CC104	
Title of the Paper	Literary Forms, Rhetoric and Prosody	
Programme / Subject	MA Persian	
Semester	Semester I	
Nature of Course	Core Course (CC)	
L – T – P	3 – 1 – 0	
Credits	4	
Maximum Marks	100 (ESE: 70 + Internal Assessment: 30)	
Duration of Examination	3 Hours	

C.2 Marks Distribution

Component	Paper I	Practical	IA	Total (ESE+IA/ESE+PRAC)
End Semester Examination	70	—	—	70
Practical / Lab Work	—	—	—	---
Internal Assessment	—	—	30	30
Maximum Marks	70	—	30	100
Passing Marks	32	---	13	45 (45%)

Note: Internal Assessment shall be conducted on the basis of attendance, class tests, seminars, assignments, and viva voce as provided in the regulation.

C.3 Course Objectives (COBs)

COB No.	Course Objectives
COB 1	To introduce students to the major literary forms and genres of Persian Poetry and their structural characteristics.
COB 2	To familiarize students with the fundamental concepts, principles, and classifications of Persian rhetoric (Balāghat), including figures of speech and stylistic devices.
COB 3	To develop an understanding of Persian prosody ('Arūz), rhyme (Qāfiyah), and poetic conventions employed in classical Persian poetry.
COB 4	To cultivate critical appreciation of the aesthetic, linguistic, and artistic dimensions of Persian poetry and prose.
COB 5	To develop analytical, interpretative, and lifelong learning skills through the study of literary forms, rhetoric, and prosody in Persian literary traditions.

C.4 Course Outcomes (COs)

CLO No.	Course Learning Outcome
CLO 1	Demonstrate knowledge of the major literary forms and genres of Persian Poetry and their distinctive characteristics.
CLO 2	Identify and analyze rhetorical devices, figures of speech, and stylistic features in

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	Persian literary texts.
CLO 3	Apply the principles of Persian prosody ('Arūz), rhyme (Qāfiyah), and poetic structure in the analysis of poetry.
CLO 4	Evaluate the aesthetic, linguistic, and artistic qualities of Persian poetry through critical interpretation.
CLO 5	Employ analytical, interpretative, and independent learning skills in the study and appreciation of Persian literary traditions.

C.5 Syllabus — Unit-wise Breakdown

Course Name: Literary Forms, Rhetoric and Prosody (MAPER-CC104)		
Unit	Content	Suggested Lectures hours
I	معرفی از انواع شعر فارسی: قصیده، غزل، مثنوی، رباعی، شعر نو، شعر آزاد	12
II	صنایع لفظی تجنیس و انواع آن، اشتقاق، شبه اشتقاق، لزوم ما لا یلزم، سیاق الاعداد، توشیح، قلب، تکرار	12
III	صنایع معنوی تضاد، استعاره، کنایه، تشبیه، ایهام، مراعات النظیر، عکس، لف و نشر، مبالغه و انواع آن، حسن تعلیل، تلمیح، تضمین	12
IV	معرفی علم العروض، وزن، سبب، خفیف، وتد مفروق، وتد مجموع، فاصله صغری، فاصله کبری	12
V	بحر، ارکان بحور، تقطیع بحور سالم، متقارب، رجز، رمل، هزج، کامل، متدارک، وافر	12
Total Suggested Lectures (45 Lectures + 15 Tutorials)		60

C.6 Reference Books & Readings

- Sabk Shenasi Vol I & II by Bahar, Tehran
- Anwa e Adabi by Shirush Shamisa, Tehran
- Funoon e Balaghat wa sana'at e Adabi by Jaluddin Humai, Tehran
- Daastoor-e Zabaane Faarsi by Parvez Naatil Khanlari, Iran
- Darse Balghat : Taraqqi Urdu Bureau
- Arooz Aahang wa Bayan: Shamsur Rahman Farooqui.
- Jadeed Ilmul Urooz by Abdul Majeed
- A Manual of Classical Persian Prosody by Finn Thiesen, Wiesbaden
- Paimana-e Arooz by Dr. Mohd. Aabid Husain, Patna
- Usool-e Faarsi by Maulana Altaaf Husain Haali, New Delhi
- Ghazal Saraai dar Adabiyaat e Jadeed e Farsi by Dr Md Sadique Hussain, Patna

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C.7 Suggested E-Resources / Digital Repositories

- NDL India (National Digital Library): ndl.gov.in
- [Any other relevant Open Educational Resource]

C.8 Assessment Pattern & Question Paper Design

The End-Semester shall be conducted as per the following question paper design:

- Section A: Short Answer Questions (10×2 marks = 20 marks) — Covering all units (mandatory)
- Section B: Medium Answer Questions (4×5 marks = 20 marks) — Attempt any 4 out of 6
- Section C: Long Answer / Essay Questions (3×10 marks = 30 marks) — Attempt 3 out of 5.

Internal Assessment (30 marks) breakdown:

- Written Test(s): 20 marks
- Seminar / Assignment / Project: 05 marks
- Attendance & Class Participation: 05 marks

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GENERIC ELECTIVE- I		PAPER PROFILE
Paper Code	MAPER-GE105	
Title of the Paper	Indo- Iran Relations	
Programme / Subject	MA Persian	
Semester	Semester II	
Nature of Course	Generic Elective (GE)	
L – T – P	3 – 1 – 0	
Credits	4	
Maximum Marks	100 (ESE: 70 + Internal Assessment: 30)	
Duration of Examination	3 Hours	

C.2 Marks Distribution

Component	Paper I	Practical	IA	Total (ESE+IA/ESE+PRAC)
End Semester Examination	70	—	—	70
Practical / Lab Work	—	—	—	---
Internal Assessment	—	—	30	30
Maximum Marks	70	—	30	100
Passing Marks	32	---	13	45 (45%)

Note: Internal Assessment shall be conducted on the basis of attendance, class tests, seminars, assignments, and viva voce as provided in the regulation.

C.3 Course Objectives (COBs)

COB No.	Course Objectives
COB 1	To provide students with a comprehensive understanding of the historical evolution of Indo-Iranian relations from ancient times to the modern period.
COB 2	To examine the political, diplomatic, cultural, linguistic, and literary interactions that shaped the relationship between India and Iran across different historical epochs.
COB 3	To explore the transmission of ideas, religious traditions, artistic expressions, and intellectual movements between the two civilizations.
COB 4	To assess the contributions of scholars, poets, travelers, rulers, and intellectuals in strengthening Indo-Iranian cultural and literary ties.
COB 5	To foster critical understanding of shared heritage, intercultural dialogue, socio-cultural values, and lifelong engagement with Indo-Iranian studies.

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C.4 Course Outcomes (COs)

CLO No.	Course Learning Outcome
CLO 1	Demonstrate knowledge of the historical development and major phases of Indo-Iranian relations and their significance in Asian civilization.
CLO 2	Analyze the role of Persian language, literature, and educational institutions in promoting cultural interaction between India and Iran.
CLO 3	Evaluate the contributions of prominent rulers, scholars, poets, travelers, and intellectuals in strengthening Indo-Iranian connections.
CLO 4	Assess the socio-cultural, religious, artistic, and intellectual influences shared between the Indian and Iranian civilizations.
CLO 5	Demonstrate cultural sensitivity, appreciation of shared heritage, ethical values of intercultural understanding, and a commitment to lifelong learning in Indo-Iranian studies.

C.5 Syllabus — Unit-wise Breakdown

Course Name: Indo- Iran Relations (MAPER-GE105) (Open to all)		
Unit	Content	Suggested Lectures hours
I	Historical Relation روابط تاریخی Indo-Iran Relations in Ancient Times روابط هندی و ایران در باستان During Achamenians, Sasanis, Samanids, Ghaznavis روابط دو کشور در عهد هخامنشیان، ساسانیان، غزنویان	12
II	Historical Relation روابط تاریخی During Sultanat and Mughal period روابط دو کشور در عهد مملوک و مغولان هندی	12
III	Cultural Relations روابط فرهنگی India-Iran Relations with focus on Cultural and Traditions from Ancient Time till today روابط هند و ایران با توجه خصوصی بر عناصر مشترک فرهنگ و رسوم و عقاید دو کشور ارتقا و توسعه این مراسم ازدوره باستان تا عهد حاضر	12
IV	Linguistic Relations روابط لسانی Indo-Persian Linguistic Linkages روابط لسانی Indo-Aryan Languages زبانهای هند و آریایی Ancient Iranian & Indian Scripts and Languages رسم الخط و زبانهای عهد باستانی مطالعه روابط فارسی و سانسکریت Persian-Sanskrit Relations	12

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V	Literary Relations روابط ادبی Literary Relations During Sultanat & Mughal Period مبادلات ادبی در عہد سلطنت و مغولان ہندی Indo-Iranian Literary Interactions روابط ادبی ہند و ایران با توجہ خصوصی بہ Panchtantara البیرونی Al-beruni پنج تنترا Translation of Ramayana Mahabharata and other Indian religious texts ترجمہ فارسی متون راماین ، مہابھارت و دیگر متون دینی ہند Dara Shikoh's contributions سہم دارا شکوہ	12
Total Suggested Lectures (45 Lectures + 15 Tutorials)		60

C.6 Reference Books & Readings

1. Indo-Iran Relations by Prof. Riyazul Islam
2. Pre Mughal Persian in Hindustan by M A Ghani
3. Persian in Mughal India by M A Ghani
4. Ancient Iran and India by Nalini Chapekar
5. Bazme Mamlukia by Sabahuddin Abdul Rahman صباح الدین عبدالرحمن بزم مملوکیہ ، صباح الدین عبدالرحمن
6. Bazm-e-Taimuria by Sabahuddin Abdul Rahman Vol I,II and III بزم تیموریہ جلد اول دوم و سوم ، صباح الدین عبدالرحمن
7. Iran Sadiyon ke Aaine men by Amrit lal Ishrat ایران صدیوں کے آئینے میں ، امرت لعل عشرت
8. Iran Shanasi ایران شناسی

C.7 Suggested E-Resources / Digital Repositories

- NDL India (National Digital Library): ndl.gov.in
- [Any other relevant Open Educational Resource]

C.8 Assessment Pattern & Question Paper Design

The End-Semester shall be conducted as per the following question paper design:

- Section A: Short Answer Questions (10 × 2 marks = 20 marks) — Covering all units (mandatory)
- Section B: Medium Answer Questions (4 × 5 marks = 20 marks) — Attempt any 4 out of 6
- Section C: Long Answer / Essay Questions (3 × 10 marks = 30 marks) — Attempt 3 out of 5.

Internal Assessment (30 marks) breakdown:

- Written Test(s): 20 marks
- Seminar / Assignment / Project: 05 marks
- Attendance & Class Participation: 05 marks

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GENERIC ELECTIVE- II		PAPER PROFILE (Open to all)
Paper Code	MAPER-GE106	
Title of the Paper	Indo-Persian Literature	
Programme / Subject	MA Persian	
Semester	Semester I	
Nature of Course	Generic Elective (GE)	
L – T – P	3 – 1 – 0	
Credits	4	
Maximum Marks	100 (ESE: 70 + Internal Assessment: 30)	
Duration of Examination	3 Hours	

C.2 Marks Distribution

Component	Paper I	Practical	IA	Total (ESE+IA/ESE+PRAC)
End Semester Examination	70	—	—	70
Practical / Lab Work	—	—	—	---
Internal Assessment	—	—	30	30
Maximum Marks	70	—	30	100
Passing Marks	32	---	13	45 (45%)

Note: Internal Assessment shall be conducted on the basis of attendance, class tests, seminars, assignments, and viva voce as provided in the regulation.

C.3 Course Objectives (COBs)

COB No.	Course Objectives
COB 1	To acquaint students with the origin, growth, and development of Persian language and literature in the Indian subcontinent.
COB 2	To familiarize students with the lives, literary contributions, and intellectual significance of major Indo-Persian poets such as Mas'ud Sa'd Salman, Amir Khusrau, Hasan Sijzi, Faizi, Bedil, Ghalib, and Iqbal.
COB 3	To examine the contributions of eminent Indo-Persian prose writers, historians, and scholars including Ziauddin Barani, Abul Fazl, and Abdul Qadir Badauni.
COB 4	To foster critical inquiry, appreciation of Indo-Persian heritage, and lifelong engagement with Persian literary and cultural studies.
COB 5	To highlight the role of non-Muslim Persian writers in enriching Indo-Persian literary and cultural traditions.

C.4 Course Outcomes (COs)

CLO No.	Course Learning Outcome
CLO 1	Demonstrate knowledge of the historical development of Persian language and literature in India and its contribution to Indian civilization.
CLO 2	Analyze the writings of prominent Indo-Persian historians, prose writers, and

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	intellectuals within their historical and cultural contexts.
CLO 3	Apply critical and comparative approaches to the study of Indo-Persian literary, cultural, and intellectual heritage.
CLO 4	Demonstrate the contribution of non-Muslim Persian scholars and writers to the development of Indo-Persian literary traditions.
CLO 5	Employ analytical, research, and independent learning skills in exploring the diverse traditions of Persian language and literature in India.

C.5 Syllabus — Unit-wise Breakdown

Course Name: Indo-Persian Literature (MAPER-GE106)		
Unit	Content	Suggested Lectures hours
I	آغاز و ارتقای زبان و ادبیات فارسی در هند Origin and Development of the Persian Language and Literature in India	12
II	مطالعه زندگینامه و آثار شاعران نامبرده فارسی در هند مسعود سعد سلمان، امیر خسرو، حسن سجزی، Study of the Biography and Works of Eminent Persian Poets in India Mas'ud Sa'd Salman, Amir Khusrau, Hasan Sijzi, Faizi	12
III	مطالعه زندگینامه و آثار شاعران نامبرده فارسی در هند فیضی، عرفی، بیدل، غالب، اقبال Study of the Biography and Works of Eminent Persian Poets in India Bedil, Ghalib, Iqbal	12
IV	مطالعه زندگینامه و آثار نثرنویسان نامبرده فارسی در هند ضیا الدین برنی، ابو الفضل، عبد القادر بدایونی، دارا شکوه Study of the Biography and Works of Eminent Persian Prose writers in India Ziauddin Barani, Abul Fazl, Abdul Qadir Badauni	12
V	مطالعه زندگینامه و آثار فارسی نویسان غیر مسلمانان هند چندربهان برہمن، منشی سجان رای، لکشمی نراین شفیق، راجا رام نرائن موزون Study of the Biography and Works of Non-Muslim Persian Writers of India Chandar Bhan Brahman, Munshi Sujan Rai, Lakshmi Narayan Shafiq, Lala Ajodhya Prasad, Raja Ram Narayan Mauzun	12
Total Suggested Lectures (45 Lectures + 15 Tutorials)		60

C.6 Reference Books & Readings

- Ghani, M.A. *A History of Persian Language & Literature at the Mughal Court* (Part I & II), Allahabad (U.P.), 1929-30.
- Sabahuddin Abdur Rahman: *Bazm-e-Taimuriyah*, Shibli Academy, Azamgarh, (U.P.).
- Sabahuddin Abdur Rahman: *Bazm-e-Mamlukia*, Shibli Academy Azamgarh (U.P.).
- Abidi, Amir Hasan: *Hindustan Mein Farsi Adab*, Indo-Persian Society, Delhi, 1984.

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- Naemuddin: *Hindustan Mein Farsi Adab*, M.S. Publications, Lal Kuan, Delhi, 1985.
 - Ansari, Nurul Hasan: *Farsi Adab-be-Ahd-e-Aurangzeb*, Department of Persian, University of Delhi, Delhi, 2006
 - Qasemi, S.H.: *A History of Indo-Persian Literature (1806-1857)*, Department of Persian, University of Delhi, Delhi-110 007, 2008.
 - Syed Abdullah, *Adabiayat e Farsi mein Hinduon ka Hissa*,

C.7 Suggested E-Resources / Digital Repositories

- NDL India (National Digital Library): ndl.gov.in
- [Any other relevant Open Educational Resource]

C.8 Assessment Pattern & Question Paper Design

The End-Semester shall be conducted as per the following question paper design:

- Section A: Short Answer Questions (10 × 2 marks = 20 marks) — Covering all units (mandatory)
- Section B: Medium Answer Questions (4 × 5 marks = 20 marks) — Attempt any 4 out of 6
- Section C: Long Answer / Essay Questions (3 × 10 marks = 30 marks) — Attempt 3 out of 5.

Internal Assessment (30 marks) breakdown:

- Written Test(s): 20 marks
 - Seminar / Assignment / Project: 05 marks
 - Attendance & Class Participation: 05 marks
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SEMESTER - II

C.1 Paper Identification

CORE- I	PAPER PROFILE
Paper Code	MAPER-CC201
Title of the Paper	History of Persian Language and Literature in Iran (form Ghaznavids to Seljuqs)
Programme / Subject	MA Persian
Semester	Semester II
Nature of Course	Core Course (CC)
L – T – P	3 – 1 – 0
Credits	4
Maximum Marks	100 (ESE: 70 + Internal Assessment: 30)
Duration of Examination	3 Hours

C.2 Marks Distribution

Component	Paper I	Practical	IA	Total (ESE+IA/ESE+PRAC)
End Semester Examination	70	—	—	70
Practical / Lab Work	—	—	—	---
Internal Assessment	—	—	30	30
Maximum Marks	70	—	30	100
Passing Marks	32	---	13	45 (45%)

Note: Internal Assessment shall be conducted on the basis of attendance, class tests, seminars, assignments, and viva voce as provided in the regulation.

C.3 Course Objectives (COBs)

COB No.	Course Objectives
COB 1	To provide students with a comprehensive understanding of the development of Persian language and literature during the Ghaznavid and Seljuq periods.
COB 2	To familiarize students with the major literary genres, including epic poetry, qasida, masnavi, ruba'i, and Sufi literature, that flourished during this period.
COB 3	To explore the lives, works, and literary contributions of prominent poets such as Ferdowsi, Unsuri, Farrukhi Sistani, Manuchehri, Anvari, Khaqani, Zahir Faryabi, Sanai, Attar, Nizami, and Umar Khayyam.
COB 4	To develop critical, analytical, and research skills for the study of medieval Persian literary traditions and foster lifelong engagement with Persian literary heritage.

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C.4 Course Outcomes (COs)

CLO No.	Course Learning Outcome
CLO 1	Demonstrate knowledge of the historical development of Persian language and literature during the Ghaznavid and Seljuq periods.
CLO 2	Explain the characteristics and evolution of major Persian literary genres, including epic poetry, qasida, masnavi, ruba'i, and Sufi literature.
CLO 3	Assess the growth of mystical thought and its impact on the development of Persian literature and intellectual traditions.
CLO 4	Employ critical inquiry, textual analysis, and independent learning skills in the study of medieval Persian language and literature.

C.5 Syllabus — Unit-wise Breakdown

Course Name: History of Persian Language and Literature in Iran (from Ghaznavids to Seljuqs) (MAPER-CC201)		
Unit	Content	Suggested Lectures hours
I	آغاز و ارتقای زبان و ادبیات فارسی در عصر غزنویان مطالعه کارهای مهمی نثر فارسی گزارشی از دستاوردهای ادبی و زندگی شخصیت‌های زیر فردوسی، منوچهری، فرخی سیستانی، عنصری	12
II	بحث عمومی درباره توسعه زبان و ادبیات فارسی در زمان سلجوقیان پیشرفت قصیده نویسی با تاکید بر انوری، خاقانی، ظهیر فاریابی	12
III	پیشرفت مثنوی نویسی با اشاره ویژه به سنایی، عطار، نظامی گنجوی رشد و توسعه رباعی گویی با توجه خصوصی به سهم عمر خیام	12
IV	نگاهی به ادبیات منثور به ویژه قابوس نامه، چهار مقاله، سیاست نامه، کلیله دمنه، تذکرة الاولیاء، تاریخ بیهقی، اسرارالتوحید	12
V	رشد و توسعه تفکر عرفانی و تاثیر آن در ادبیات فارسی زندگینامه و خدمات ادبی شاعران صوفی به ویژه سنایی، عطار، بابا طاهر، ابو سعید ابی الخیر، خواجه عبد الله انصاری	12
Total Suggested Lectures (45 Lectures + 15 Tutorials)		60

C.6 Reference Books & Readings

- Taareekh-e Adabiyat-e Iran by Dr. Reza Zadeh Shafaq, Tr. by Syed Mubarizuddin Rafat, 2011, Lahore, Pakistan
تاریخ ادبیات ایران، دکتر رضا زاده شفاق، مترجم سید مبارزالدین رفعت، لاہور، پاکستان، 2011
- Zindagi nameh Shayraan-e Bozorg-e Iran, Ed. by Dr. Syed Ahmad Husaini, 1384, Tehran, Iran
زندگی نامه شاعران بزرگ ایران، ویرایش توسط دکتر سید احمد حسینی، 1384، تهران، ایران
- Mukhtasari dar taareekh tahawwul-e nazm-o nasr-e parsi by Dr. Zabeehullah Safa, 1373, Iran
مختصری در تاریخ تحول نظم و نثر پارسی، دکتر ذبیح الله صفا، 1373، ایران
- Tarikhe Adabiyate Der Iran: Zabeehullah Safa, vol. I&II, Danishgaahe Tehran.
تاریخ ادبیات در ایران: ذبیح الله صفا، جلد اول و دوم، دانشگاه تهران

- Sabk Shanasi: Malikushhora Mohammad Taqi Bahar, vol,I&II, Tehran.
سبک شناسی: ملک الشعراء محمد تقی بهار، جلد اول و دوم، تهران.
- Sher ul Ajam: Shibli Nomani, vol, I. Maiba Maarif, Azamgarh, 1988
شعر العجم، شبلی نعمانی، جلد ۱. مطبوعه معارف، اعظمگره، ۱۹۸۸
- A literary History of Persia by E.G Brown

C.7 Suggested E-Resources / Digital Repositories

- NDL India (National Digital Library): ndl.gov.in
- [Any other relevant Open Educational Resource]

C.8 Assessment Pattern & Question Paper Design

The End-Semester shall be conducted as per the following question paper design:

- Section A: Short Answer Questions (10 × 2 marks = 20 marks) — Covering all units (mandatory)
- Section B: Medium Answer Questions (4 × 5 marks = 20 marks) — Attempt any 4 out of 6
- Section C: Long Answer / Essay Questions (3 × 10 marks = 30 marks) — Attempt 3 out of 5.

Internal Assessment (30 marks) breakdown:

- Written Test(s): 20 marks
- Seminar / Assignment / Project: 05 marks
- Attendance & Class Participation: 05 marks

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CORE- II		PAPER PROFILE
Paper Code	MAPER-CC202	
Title of the Paper	Classical Persian Poetry	
Programme / Subject	MA Persian	
Semester	Semester II	
Nature of Course	Core Course (CC)	
L – T – P	3 – 1 – 0	
Credits	4	
Maximum Marks	100 (ESE: 70 + Internal Assessment: 30)	
Duration of Examination	3 Hours	

C.2 Marks Distribution

Component	Paper I	Practical	IA	Total (ESE+IA/ESE+PRAC)
End Semester Examination	70	—	—	70
Practical / Lab Work	—	—	—	---
Internal Assessment	—	—	30	30
Maximum Marks	70	—	30	100
Passing Marks	32	---	13	45 (45%)

Note: Internal Assessment shall be conducted on the basis of attendance, class tests, seminars, assignments, and viva voce as provided in the regulation.

C.3 Course Objectives (COBs)

COB No.	Course Objectives
COB 1	To familiarize students with selected masterpieces of classical Persian poetry representing major literary genres such as epic, masnavi, qasida, ghazal, and ruba'i.
COB 2	To develop the ability to read, comprehend, and interpret classical Persian poetic texts in their linguistic, literary, and cultural contexts.
COB 3	To introduce students to the lives, literary contributions, and intellectual significance of major Persian poets including Ferdowsi, Rumi, Khaqani, Anvari, Sa'di, Hafiz, Umar Khayyam, and Baba Tahir.
COB 4	To analyze the ethical, philosophical, mystical, and humanistic ideas reflected in classical Persian poetry.
COB 5	To foster critical appreciation, textual analysis, and lifelong engagement with the rich heritage of classical Persian poetic traditions.

C.4 Course Outcomes (COs)

CLO No.	Course Learning Outcome
CLO 1	Demonstrate knowledge of the major genres, themes, and historical development of classical Persian poetry.
CLO 2	Interpret and explain selected poetic texts with reference to their literary, cultural, philosophical, and mystical contexts.
CLO 3	Analyze the thematic, stylistic, rhetorical, and aesthetic features of epic poetry, masnavi, qasida, ghazal, and ruba'i.
CLO 4	Assess the ethical, philosophical, mystical, and humanistic dimensions of classical Persian poetry through critical inquiry.
CLO 5	Demonstrate effective academic communication and research skills through presentations, discussions, and written assignments related to classical Persian poetry and its literary heritage.

C.5 Syllabus — Unit-wise Breakdown

Course Name: Classical Persian Poetry (MAPER-CC202)		
Unit	Content	Suggested Lectures hours
I	انتخاب از شاهنامه فردوسی رفتن بیژن به دیدن منیژه دختر افراسیاب ، رزم رستم با سهراب انتخاب از مثنوی معنوی حکایت مرد بقال و طوطی ، بود بازرگان و او را طوطی	12
II	انتخاب از قصیده خاقانی (ایوان مداین) - بان ای دل عبرت بین از دیده نظر کن بان در عزلت و فقر و قناعت و تجرید - در ساحت زمانه زراحت نشان مخواه انتخاب از قصیده انوری - گر دل و دست بحر و کان باشد	12
III	انتخاب از غزلیات حافظ شیرازی - صبحدم مرغ چمن با گل نو خاسته گفت - دوش دیدم که ملایک در میخانه زدند - دل میرود ز دستم صاحب دلان خدا را - بیا تا گل بر افشانیم و می در ساغر اندازیم انتخاب از غزلیات سعدی - عشق ورزیدم و عظم به ملامت بر خاست - مشتاقی و صبوری از حد گذشت یارا - ای ساربان آهسته رو گارام جانم میرود	12

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	- خوبرویان جفا پیشه وفا نیز کنند	
IV	انتخاب از رباعیات عمر خیام - افسوس که نامه جوانی طی شد - این قافله عمر عجب می گذرد - در کارگاه کوزه رفتم دوش - گرمی نخوری طعنه مزین مستان را انتخاب از رباعیات بابا طاهر - تن محنت کشی دیرم خدا یا - یکی درد و یکی درمان پسندد - اگر دردم یکی بودی چه بودی	12
V	مطالعه در باره زندگینامه و سهم شاعران شامل این درس	12
	Total Suggested Lectures (45 Lectures + 15 Tutorials)	60

C.6 Reference Books & Readings

- Shah Nameh by Abul Qasim Firdausi
- Masnavi Ma'navi, Vol-I, by Jaluddin Rumi
- Diwan e KHaqani Sharwani by Afzaluddin Khaqani
- Diwan e Anwari by Hakeem Auhaduddin Anwari
- Diwan e Hafiz by Khwaja Shamsuddin Mohammad Hafiz
- Diwan e Sa'di by Sa'di Shirazi
- Rubaiyat e Umar Khayyam by Umar Khayyam Nishapuri
- Taraane hai Baba Tahir edited by Waheed Dastgeeri
- Sherul Ajam Vol I-V by Shibli Naomani .
- Literary History of Persia by E.G. Brown
- Classical Persian Literature by Jan Rypka
- Tarikh-e-Adabiyat-e-Iran by Raza Zadeh Shafaq
- Tarikhe-e- Adabiyat Dar Iran by Zabihullah Safa

C.7 Suggested E-Resources / Digital Repositories

- NDL India (National Digital Library): ndl.gov.in
- [Any other relevant Open Educational Resource]

C.8 Assessment Pattern & Question Paper Design

The End-Semester shall be conducted as per the following question paper design:

- Section A: Short Answer Questions (10 × 2 marks = 20 marks) — Covering all units (mandatory)
- Section B: Medium Answer Questions (4 × 5 marks = 20 marks) — Attempt any 4 out of 6
- Section C: Long Answer / Essay Questions (3 × 10 marks = 30 marks) — Attempt 3 out of 5.

Internal Assessment (30 marks) breakdown:

- Written Test(s): 20 marks
- Seminar / Assignment / Project: 05 marks
- Attendance & Class Participation: 05 marks

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CORE- III		PAPER PROFILE
Paper Code	MAPER-CC203	
Title of the Paper	Modern Persian Prose	
Programme / Subject	MA Persian	
Semester	Semester II	
Nature of Course	Core Course (CC)	
L – T – P	3 – 1 – 0	
Credits	4	
Maximum Marks	100 (ESE: 70 + Internal Assessment: 30)	
Duration of Examination	3 Hours	

C.2 Marks Distribution

Component	Paper I	Practical	IA	Total (ESE+IA/ESE+PRAC)
End Semester Examination	70	—	—	70
Practical / Lab Work	—	—	—	---
Internal Assessment	—	—	30	30
Maximum Marks	70	—	30	100
Passing Marks	32	----	13	45 (45%)

Note: Internal Assessment shall be conducted on the basis of attendance, class tests, seminars, assignments, and viva voce as provided in the regulation.

C.3 Course Objectives (COBs)

COB No.	Course Objectives
COB 1	To introduce students to the emergence, development, and major trends of modern Persian prose literature from the Constitutional period to contemporary times.
COB 2	To develop the ability to read, comprehend, and critically interpret modern Persian prose texts in their social, political, and cultural contexts.
COB 3	To examine the thematic concerns, narrative techniques, language, and stylistic innovations of modern Persian prose.
COB 4	To analyze the impact of modernity, nationalism, social change, and intellectual movements on the development of Persian prose literature.
COB 5	To foster critical thinking, textual analysis, research competence, and lifelong engagement with modern Persian literary studies.

C.4 Course Outcomes (COs)

CLO No.	Course Learning Outcome
CLO 1	Demonstrate knowledge of the origin, development, and major trends of modern Persian prose literature.
CLO 2	Explain the literary contributions and intellectual significance of major modern Persian prose writers and thinkers.

CLO 3	Analyze the themes, narrative structures, stylistic features, and linguistic characteristics of selected modern Persian prose texts.
CLO 4	Assess the representation of modernity, identity, nationalism, social reform, and cultural change in modern Persian prose.
CLO 5	Employ textual analysis, academic communication, and research skills in the study of modern Persian prose literature.

C.5 Syllabus — Unit-wise Breakdown

Course Name: Modern Persian Prose (MAPER-CC203)		
Unit	Content	Suggested Lectures hours
I	پیشینه سیاسی اجتماعی و تاریخی در توسعه نثر فارسی مدرن نهضت مشروطه در ایران و تأثیر آن بر نثر فارسی مدرن تأثیر ترجمه و ادبیات غربی	12
II	تحول در نثر در زمان قاجار قائم مقام، امیر کبیر، عبدالحلیم طالبوف مطالعات عمومی در باره رمانهای ابتدایی سیاحت نامه ابراهیم بیگ، شمس و طغری، : دام گستران	12
III	نثر فارسی و ظهور داستان های نوین محمد علی جمال زاده: یکی بود یکی نبود (بحث عمومی و انتقاد جمالزاده: فارسی شکر است محمد حجازی: هما، صادق هدایت: داش آکل	12
IV	نمایشنامه وکلائی مرافعه روزنامه نویسی (معرفی کوتاه)	12
V	محققین و منتقدین فارسی معاصر ذبیح الله صفا، علامه شبلی نعمانی، ای جی براؤن	12
Total Suggested Lectures (45 Lectures + 15 Tutorials)		60

C.6 Reference Books & Readings

- Naya Irani Adab by Zuhuruddin Ahmad
- Kamshad, Hasan: *Modern Persian Prose*, Cambridge University Press, 1966.
- Hakemi, Isma'il: *Adabiyat-e-Mu'asir-e-Farsi*, Tehran, 1988.
حاکمی، اسماعیل: ادبیات معاصر فارسی، تهران، 1988
- Abedini, Mir Hasan: *Sad Sāl Dastān-Navisi dar Iran*; 3 Vols., Iran, 1377/1998.
عابدینی، میر حسن: صد سال داستان نویسی در ایران: سه جلدی، ایران 1377/1998
- Prose and poetry by E.G. Brown.
- Modern Persian prose by Hasan Kamshad
- Az Saba ta Neema, vol. I & II, by Yehya Aryanpur.
از صبا تا نیمه، جلد ۱ و ۲ یحیی آریان پور
- Farsi Afsana Nigari aur Muntakhab Afsaneh by Dr. Abdul Halim
عبدالحلیم دکتر: افسانه منتخب اور نگاری افسانه فارسی

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C.7 Suggested E-Resources / Digital Repositories

- NDL India (National Digital Library): ndl.gov.in
- [Any other relevant Open Educational Resource]

C.8 Assessment Pattern & Question Paper Design

The End-Semester shall be conducted as per the following question paper design:

- Section A: Short Answer Questions (10×2 marks = 20 marks) — Covering all units (mandatory)
- Section B: Medium Answer Questions (4×5 marks = 20 marks) — Attempt any 4 out of 6
- Section C: Long Answer / Essay Questions (3×10 marks = 30 marks) — Attempt 3 out of 5.

Internal Assessment (30 marks) breakdown:

- Written Test(s): 20 marks
- Seminar / Assignment / Project: 05 marks
- Attendance & Class Participation: 05 marks

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CORE- IV		PAPER PROFILE
Paper Code	MAPER-CC204	
Title of the Paper	Indo Persian Prose	
Programme / Subject	MA Persian	
Semester	Semester II	
Nature of Course	Core Course (CC)	
L – T – P	3 – 1 – 0	
Credits	4	
Maximum Marks	100 (ESE: 70 + Internal Assessment: 30)	
Duration of Examination	3 Hours	

C.2 Marks Distribution

Component	Paper I	Practical	IA	Total (ESE+IA/ESE+PRAC)
End Semester Examination	70	—	—	70
Practical / Lab Work	—	—	—	---
Internal Assessment	—	—	30	30
Maximum Marks	70	—	30	100
Passing Marks	32	—	13	45 (45%)

Note: Internal Assessment shall be conducted on the basis of attendance, class tests, seminars, assignments, and viva voce as provided in the regulation.

C.3 Course Objectives (COBs)

COB No.	Course Objectives
COB 1	To provide a comprehensive understanding of the rise, evolution, and refinement of Persian prose in the Indian subcontinent, with particular emphasis on its historical, administrative, ethical, and literary manifestations.
COB 2	To explore the moral, ethical, administrative, and humanistic values embodied in Indo-Persian prose and their relevance to contemporary society.
COB 3	To cultivate the ability to read, interpret, and critically appreciate classical Indo-Persian prose texts, recognizing their linguistic elegance, stylistic sophistication, and rhetorical artistry.
COB 4	To explore the role of Persian prose as a vehicle of governance, historiography, diplomacy, ethical instruction, and cultural exchange in medieval and early modern India.
COB 5	To foster advanced skills in textual analysis, scholarly inquiry, intercultural understanding, and lifelong engagement with the rich legacy of Indo-Persian literary and intellectual heritage.

C.4 Course Outcomes (COs)

CLO No.	Course Learning Outcome
CLO 1	Demonstrate a nuanced understanding of the historical development and literary

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	significance of Persian prose in India and its contribution to the formation of Indo-Persian civilization.
CLO 2	Interpret and critically analyze selected Indo-Persian prose texts within their historical, literary, and socio-cultural frameworks.
CLO 3	Evaluate the linguistic, stylistic, rhetorical, and narrative features of diverse genres of Indo-Persian prose, including historiography, memoirs, ethical literature, and epistolary writings.
CLO 4	Analyze the ethical, humanistic, cultural, and social values reflected in the prescribed texts and relate them to broader questions of governance, justice, social responsibility, and cultural coexistence.
CLO 5	Demonstrate intellectual independence, cultural sensitivity, lifelong learning, and a commitment to the preservation and promotion of India's shared Indo-Persian heritage.

C.5 Syllabus — Unit-wise Breakdown

Course Name: Indo Persian Prose (MAPER-CC204)		
Unit	Content	Suggested Lectures hours
I	آغاز و ارتقای زبان و ادبیات فارسی در هند بویژه نثر	12
II	انتخاب متن از طبقات ناصری (ملک ناصر الدین محمود-----، سلطان رکن الدین فیروزشاه-----) انتخاب متن از جوامع الحکایات (سبکتگین و محمود، در فضیلت عدل) مطالعه زندگینامه و سهم نویسندگان	12
III	انتخاب متن تاریخ فیروزشاهی ذکر وصف و اخلاق سلطان فیروزشاه انتخاب متن آئین اکبری آئین ره نمویی مطالعه زندگینامه و سهم نویسندگان	12
IV	انتخاب از همایون نامه انتخاب از تزک جهانگیری جشن نوروز چهارم از جلوس همایون مطالعه زندگینامه و سهم نویسندگان	12
V	انتخاب از مکاتیب عالمگیر بنام شاهیجهان بادشاه، بنام جهان آرا بیگم انتخاب مکتوبات صدی مکتوبات شماره 1 تا 5 مطالعه زندگینامه و سهم نویسندگان	12
Total Suggested Lectures (45 Lectures + 15 Tutorials)		60

C.6 Reference Books & Readings

- Tabaqat e Nasiri by Minhaj e Siraj Juzjani
- Jawame ul Hekayaat by Mohammad Aufi
- Tarikh e Firoz Shahi by Ziyauddin Barani
- Aain e Akbari by Abul Fazl
- Humayun Nama by Gulbadan Begum
- Tuzuk e Jahangiri by Jahangir
- Makateeb e Alamgiri by Aurangzeb
- Maktubat e Sadi by Sheikh Sharfuddin Ahmad Yahya Maneri
- Persian in Mughal India by M A Ghani
- Iran Sadiyon ke Aaine mein by Amrit lal Ishra
- Bazme Mamlukia: Syed Sabahuddin Abdurrahman, Darul Musannefin Azamgarh.
- Bazme Taimuria: Syed Sabahuddin Abdurrahman, Darul Musannefin Azamgarh.
- Farsi Adab be Ahad-e-Aurangzeb by Dr. Nurul Hasan Ansari
- Hindustan mein Farsi Adab ki Tarikh by Prof. Amir Hasan Abidi
- Studies in Medieval India by K. A. Nizami
- Farsi Adab Be Ehde Tughlaq by Prof. Shuaib Azmi
- Hazrat Sheikh Sharfuddin Ahmad Yahya Maneri ke Ghair Matbua Makaateeb ka Tanqidi Edition by Prof Idd Mohammad Ansari

C.7 Suggested E-Resources / Digital Repositories

- NDL India (National Digital Library): ndl.gov.in
- [Any other relevant Open Educational Resource]

C.8 Assessment Pattern & Question Paper Design

The End-Semester shall be conducted as per the following question paper design:

- Section A: Short Answer Questions (10 × 2 marks = 20 marks) — Covering all units (mandatory)
- Section B: Medium Answer Questions (4 × 5 marks = 20 marks) — Attempt any 4 out of 6
- Section C: Long Answer / Essay Questions (3 × 10 marks = 30 marks) — Attempt 3 out of 5.

Internal Assessment (30 marks) breakdown:

- Written Test(s): 20 marks
- Seminar / Assignment / Project: 05 marks
- Attendance & Class Participation: 05 marks

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GENERIC ELECTIVE- I		PAPER PROFILE
Paper Code	MAPER-GE205	
Title of the Paper	Translation and Composition	
Programme / Subject	MA Persian	
Semester	Semester II	
Nature of Course	Generic Elective (GE)	
L – T – P	3 – 1 – 0	
Credits	4	
Maximum Marks	100 (ESE: 70 + Internal Assessment: 30)	
Duration of Examination	3 Hours	

C.2 Marks Distribution

Component	Paper I	Practical	IA	Total (ESE+IA/ESE+PRAC)
End Semester Examination	70	—	—	70
Practical / Lab Work	—	—	—	---
Internal Assessment	—	—	30	30
Maximum Marks	70	—	30	100
Passing Marks	32	---	13	45 (45%)

Note: Internal Assessment shall be conducted on the basis of attendance, class tests, seminars, assignments, and viva voce as provided in the regulation.

C.3 Course Objectives (COBs)

COB No.	Course Objectives
COB 1	To provide students with a comprehensive understanding of the historical evolution of Indo-Iranian relations from ancient times to the modern period.
COB 2	To examine the political, diplomatic, cultural, linguistic, and literary interactions that shaped the relationship between India and Iran across different historical epochs.
COB 3	To explore the transmission of ideas, religious traditions, artistic expressions, and intellectual movements between the two civilizations.
COB 4	To assess the contributions of scholars, poets, travelers, rulers, and intellectuals in strengthening Indo-Iranian cultural and literary ties.
COB 5	To foster critical understanding of shared heritage, intercultural dialogue, socio-cultural values, and lifelong engagement with Indo-Iranian studies.

C.4 Course Outcomes (COs)

CLO No.	Course Learning Outcome
CLO 1	Demonstrate knowledge of the historical development and major phases of Indo-Iranian relations and their significance in Asian civilization.
CLO 2	Analyze the role of Persian language, literature, and educational institutions in

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	promoting cultural interaction between India and Iran.
CLO 3	Evaluate the contributions of prominent rulers, scholars, poets, travelers, and intellectuals in strengthening Indo-Iranian connections.
CLO 4	Assess the socio-cultural, religious, artistic, and intellectual influences shared between the Indian and Iranian civilizations.
CLO 5	Demonstrate cultural sensitivity, appreciation of shared heritage, ethical values of intercultural understanding, and a commitment to lifelong learning in Indo-Iranian studies.

C.5 Syllabus — Unit-wise Breakdown

Course Name: Translation and Composition		(MAPER-GE205) (Open to all)
Unit	Content	Suggested Lectures hours
I	Art of Translation, Source and Target Language , فن ترجمه، زبان مبدا و مقصد Types of Translation, Problems of Translation, انواع ترجمه، مسایل ترجمه Machine Translation، مسایل ترجمه ماشینی Use of AI in Translation , در ترجمه استفاده از هوش ماشینی	12
II	Translation from Persian into English/Urdu تمرین ترجمه از فارسی به زبان انگلیسی/اردو	12
III	Translation from English/Urdu into Persian تمرین ترجمه از انگلیسی/اردو به زبان فارسی	12
IV	Letter Writing, Comprehension نامه نویسی، درک مطالب	12
V	Essay Writing, Précis Writing مضمون نویسی، تلخیص نویسی	12
Total Suggested Lectures (45 Lectures + 15 Tutorials)		60

C.6 Reference Books & Readings

- Usool-o- Mabani-e- Tarjuma by Tahira Saffar Zadeh.
- Zabane Farsi by Ahmad Saffar Moqaddam
- Daura e Amuzish e Zaban e Farsi by Mehdi Zarghamiyan
- AZFA Vol 3& 4 by Yadollah Samreh for practice of translation and comprehension
- Routledge encyclopedia of translation studies by Mona Baker
- Theories of translation an anthology of essays from Dryden to Derrida Rainer Schulte.
- Lessons in Modern Persian by Ahmad Saeed.
- Nazari be Turjuma by Saleh Husain.
- Aamuzgaar e Farsi by Abdus Salam Jilani

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C.7 Suggested E-Resources / Digital Repositories

- NDL India (National Digital Library): ndl.gov.in
- [Any other relevant Open Educational Resource]

C.8 Assessment Pattern & Question Paper Design

The End-Semester shall be conducted as per the following question paper design:

- Section A: Short Answer Questions (10×2 marks = 20 marks) — Covering all units (mandatory)
- Section B: Medium Answer Questions (4×5 marks = 20 marks) — Attempt any 4 out of 6
- Section C: Long Answer / Essay Questions (3×10 marks = 30 marks) — Attempt 3 out of 5.

Internal Assessment (30 marks) breakdown:

- Written Test(s): 20 marks
- Seminar / Assignment / Project: 05 marks
- Attendance & Class Participation: 05 marks

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GENERIC ELECTIVE- II		PAPER PROFILE (Open to all)
Paper Code	MAPER-GE206	
Title of the Paper	Bilingual Poets and Authors of Persian Literature 19th 20th Century	
Programme / Subject	MA Persian	
Semester	Semester II	
Nature of Course	Core Course (CC)	
L – T – P	3 – 1 – 0	
Credits	4	
Maximum Marks	100 (ESE: 70 + Internal Assessment: 30)	
Duration of Examination	3 Hours	

C.2 Marks Distribution

Component	Paper I	Practical	IA	Total (ESE+IA/ESE+PRAC)
End Semester Examination	70	—	—	70
Practical / Lab Work	—	—	—	---
Internal Assessment	—	—	30	30
Maximum Marks	70	—	30	100
Passing Marks	32	13	13	45 (45%)

Note: Internal Assessment shall be conducted on the basis of attendance, class tests, seminars, assignments, and viva voce as provided in the regulation.

C.3 Course Objectives (COBs)

COB No.	Course Objectives
COB 1	To acquaint students with the lives, literary careers, and intellectual contributions of major bilingual scholars, poets, and authors associated with Persian literature in the nineteenth and twentieth centuries.
COB 2	To examine the Persian literary works of Mirza Ghalib, Allama Iqbal, Shibli Nomani, Maulana Hali, Maulana Azad, and Sir Syed Ahmad Khan within their historical and cultural contexts.
COB 3	To evaluate the contribution of these scholars and writers to the preservation, enrichment, and dissemination of Persian language and literature.
COB 4	To explore the socio-cultural, educational, reformist, and humanistic ideas reflected in their writings and intellectual activities.
COB 5	To develop critical, analytical, and research skills for the study of bilingual literary traditions and foster lifelong engagement with Persian literary and cultural heritage.

C.4 Course Outcomes (COs)

CLO No.	Course Learning Outcome
CLO 1	Demonstrate knowledge of the lives, works, and intellectual contributions of major

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	bilingual poets and authors associated with Persian literature in the nineteenth and twentieth centuries.
CLO 2	Explain the literary significance of the Persian writings of Mirza Ghalib, Allama Iqbal, Shibli Nomani, Maulana Hali, Maulana Azad, and Sir Syed Ahmad Khan.
CLO 3	Analyze the linguistic, literary, cultural, and intellectual features of selected works produced by these bilingual scholars and writers.
CLO 4	Assess the socio-cultural, educational, reformist, and humanistic values reflected in the writings and thought of the prescribed authors.
CLO 5	Employ effective research, academic communication, and textual analysis skills in the interpretation of bilingual literary works.

C.5 Syllabus — Unit-wise Breakdown

Course Name: Bilingual Poets and Authors of Persian Literature 19th 20th Century (MAPER-GE206)			
Unit	Content	Suggested Lectures hours	
I	Study of Mirza Asadullah Khan Ghalib مطالعات در باره میرزا غالب Biographical sketch and the age of Mirza Ghalib Ghalib's contribution to Persian Literature	12	
II	Study of Allama Iqbal مطالعات در باره علامه اقبال Life and works of Allama Iqbal. His contribution to Persian Literature.	12	
III	Study of Allama Shibli Nomani مطالعات در باره علامه شبلی نعمانی Life and works of Allama Sibli Nomani His contribution to Persian Literature	12	
IV	Study of Maulana Hali مطالعات در باره مولانا حالی Life and works of Maulana Hali. His contribution to Persian Literature	12	
V	Study of Maulana Azad and Sir Syed Ahmad Khan مطالعات در باره مولانا آزاد و سر سید احمد خان Life and works of Maulana Azad and Sir Syed Ahmad Khan Their contribution to Persian Literature.	12	
Total Suggested Lectures		60	

C.6 Reference Books & Readings

1. Evaluation of Ghalib's Persian Poetry WarisKirmani.
2. Kulliyat-e-Ghalib, Farsi Vol. I & II, Ed. Syed TaqiAbedi.
3. Zabure-e-Ajam Allama Iqbal.
4. Payam-e-Mashrique Allama Iqbal
5. JavedNama Vol. I & II Allama Iqbal
6. Hayaat-e-Shibli Syed Suleman Nadavi.
7. Sherul Ajam Shibli Nomani.

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8. Maulana Azad ki Farsi Khidmaat Shahid Naukhez
 9. Sukhandan-e-Faras, Mohd. Hussain Azad

C.7 Suggested E-Resources / Digital Repositories

- NDL India (National Digital Library): ndl.gov.in
- [Any other relevant Open Educational Resource]

C.8 Assessment Pattern & Question Paper Design

The End-Semester shall be conducted as per the following question paper design:

- Section A: Short Answer Questions (10 × 2 marks = 20 marks) — Covering all units (mandatory)
- Section B: Medium Answer Questions (4 × 5 marks = 20 marks) — Attempt any 4 out of 6
- Section C: Long Answer / Essay Questions (3 × 10 marks = 30 marks) — Attempt 3 out of 5.

Internal Assessment (30 marks) breakdown:

- Written Test(s): 20 marks
 - Seminar / Assignment / Project: 05 marks
 - Attendance & Class Participation: 05 marks
-
-

Note: Generic/Open Elective-I (Course Code) and II (Course Code) courses in Semester- I and Generic/Open Elective-III (Course Code) and IV (Course Code) courses in Semester- II of 2 Year Postgraduate Programme may be offered by an institution based on student demand, academic interest, and the availability of qualified faculty members. These courses shall be open to students of the concerned discipline as well as students from other disciplines, with the objective of promoting multidisciplinary and interdisciplinary learning in accordance with the principles of the National Education Policy (NEP), 2020.

For fulfilment of the programme requirements, a student shall be required to successfully complete any one of the Generic Elective courses offered during the semester. The institution may decide to offer either or both of the Generic Elective courses, subject to academic feasibility, availability of faculty expertise, and student enrolment.

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D

PART D — GENERAL REGULATIONS & PROVISIONS

D.1 Attendance & Eligibility

- A student must have a minimum of 75% attendance in each paper to be eligible to appear in the Semester / Annual Examination.
- Condonation of attendance deficiency shall be governed by the Regulation..
- A student detained due to shortage of attendance may appear to the examinations of same semester in the next academic session subject to payment of prescribed fees.

D.2 Examination & Promotion Rules

- A student is required to clear **at least** 60% (4 out of 6) papers of a particular Semester before being promoted to the succeeding Semester.
- Back / Ex-Student candidates shall be governed by the rules in force at the time of their original admission unless otherwise specifically notified.
- A candidate who fails in one or more papers shall be required to appear only in the failed paper(s) (Carry Forward System) in subsequent examinations of the same Semester.
- A candidate is required to clear all his papers within a maximum of **Five Years of duration** to qualify for the degree.

D.3 Grading System (CBCS)

Letter Grade	% Range	Grade Point	Performance Description	Remarks
O	≥90-100	10	Outstanding	Pass
A+	≥80<90	9	Excellent	Pass
A	≥70<80	8	Very Good	Pass
B+	≥60<70	7	Good	Pass
B	≥55<60	6	Above Average	Pass
C	≥50<55	5	Average	Pass
P	≥45<50	4	Pass	Pass
F	<45	0	Fail	Fail
Ab/M	0	0	Absent/Malpractice	Fail / Reappear

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E**PART E — ABBREVIATIONS & AUTHENTICATION****E.1 List of Abbreviations**

Abbr.	Expansion	Abbr.	Expansion
CC	Core Course	DSE	Discipline Specific Elective
GE	Generic Elective	OE	Open Elective
AEC	Ability Enhancement Course	VAC	Value Added Course
SEC	Skill Enhancement Course	IKS	Indian Knowledge System
L	Lecture (hours per week)	T	Tutorial (hours per week)
P	Practical (hours per week)	IA	Internal Assessment
CCA	Continuous & Comprehensive Assess.	CLO	Course Learning Outcome
PLO	Programme Learning Outcome	GA	Graduate Attribute
NHEQF	National HE Qualifications Framework	PROJ	Project / Dissertation

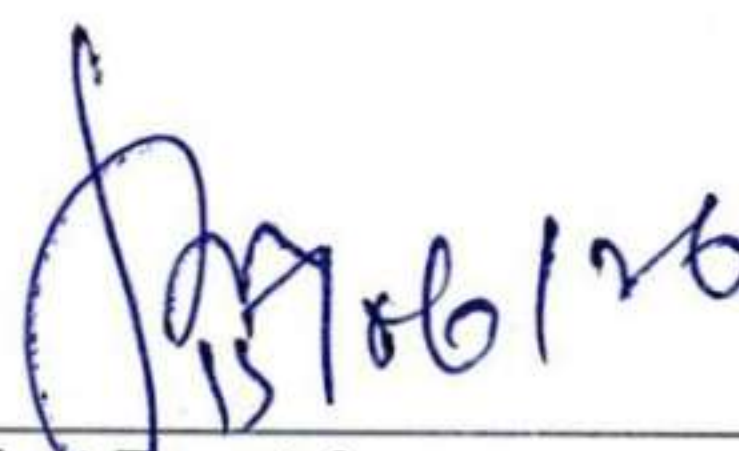
E.2 Authentication

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