Learning Outcomes Based Curriculum Framework (LOCF)

For

PERSIAN

Postgraduate Programme



DEPARTMENT OF PERSIAN

Cotton University

Panbazar, Guwahati-781001

Assam, India

**DEPARTMENT OF PERSIAN**

**COTTON UNIVERSITY**

**POST GRADUATE SYLLABUS**

**1.1 INTRODUCTION**

The LOCF-CBCS syllabus of Persian for Post Graduate (PG) at cotton University has prepared as per the suggestions made by the UGC Committee for Learning Outcome Based Curriculum Framework (LOCF) for PG (M.A) in Persian. The Cotton University envisions all its programmes in the best interest of their students and in this endeavour it offers a new vision to all its Post Graduate courses. It imbibes a Learning Outcome-based Curriculum Framework (LOCF) for all its Post Graduate programmes. The main objective of any programme at Higher Education Institute is to prepare their students for the society at large and taking into consideration the following remarks-

The LOCF approach is envisioned to provide a focused, outcome-based syllabus at the post-graduate level with an agenda to structure the teaching-learning experiences in a more student-centric manner.

The learning outcomes shall help students understand the objectives of studying M.A or Post Graduate in Persian. The LOCF approach has been adopted to strengthen students’ experiences as they engage themselves in the program of their choice. The Post Graduate Programs will prepare the students for both, academia and employability.

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

The new curriculum of PG Persian offer some major components of Persian Language and Literature and Persian culture which include the Indo-Persian culture, the vital portion of our secular heritage. With these, a student not only becomes a responsible civilian but also well equipped to meet the growing demand of this language in south Asian studies which is becoming a fast growing discipline in many major universities at the world level.

The Cotton University expect and hopes the LOCF approach of the programme PG Persian will help students in making an informed decision regarding the goals that they wish to pursue in further education and life, at large.

For imparting language skills especially, there are units for imparting education in functional language through language teaching modes, like practical classes in language labs and holding spoken language symposiums and interpretation sessions. Persian literature which is spread over more than a thousand years and in a vast region of minor Central Asia , South Asia of which India is a major area and present Afghan-Tajikistan and a large Diaspora of the Persian speakers. The vast use of Persian words in Indian languages makes it necessary to learn it and study its literature.

The Post Graduate syllabus of Persian under the Choice Based Credit System (CBCS) requires students to complete fourteen Core Courses (CC), two Skill Enhancement Courses (SEC), two Special Papers (SPL), two OPE papers, and one DPW i.e. dissertation paper spread across four semesters.

The fourteen CCs are carried out in four semesters which cover Classical Persian Prose and Poetry, Modern Persian Prose and Poetry, Persian Grammar, History of Persian speaking World, History of Persian literature for both classical and modern period, Translation, Essay & Composition, Rhetoric & Prosody. Two SEC Papers entitled (**Sufism and Its Impact on Indian Society and Culture & Influence of Persian on Assamese Language and Culture**) of Persian is taught both in the first and second semester. Paper: Per SPL-1 entitled Special Study on Author and Poets is taught in the third semester and Per 1002 SPL-2 entitledCommercial Correspondence in Persian is taught in the fourth semester. The OPE-1 entitledSocio-Cultural and Literary History of Medieval India (Sultanate Period) is conducted in the third semester & OPE-2 entitledSocio-Cultural and Literary History of Medieval India (Mughal Period) is included in the fourth semester. And one Dissertation Paper (DPW) is conducted in the fourth semester. The list of SEC, SPL, OPE, DPW are as listed in the syllabus has been reviewed by the university from time to time and the possibility of adding newer courses following teacher-student feedback or as the requirement is raised within the public space also exists.

**1.1 Graduate Attributes:**

The disciplinary expertise or technical knowledge that has formed the core of the university courses. They are qualities that also prepare graduates as agents for social good in future. Some of the characteristic attributes that a graduate should demonstrate are as follows:

1. **Disciplinary knowledge**: Capable of demonstrating comprehensive knowledge and understanding of one or more disciplines
2. **Research-related skills**: A sense of inquiry and capability for asking relevant/appropriate questions, problematising, synthesizing and articulating.
3. **Analytical reasoning**: Ability to evaluate the reliability and relevance of evidence; identify logical flaws and holes in the arguments of others
4. **Critical thinking**: Capability to apply analytic thought to a body of knowledge
5. **Problem solving**: Capacity to extrapolate from what one has learned and apply their competencies to solve different kinds of non-familiar problems
6. **Communication Skills**: Ability to express thoughts and ideas effectively in writing and orally.
7. **Information/digital literacy**: Capability to use ICT in a variety of learning situations; demonstrate an ability to access, evaluate, and use a variety of relevant information sources; and use appropriate software for analysis of data.
8. **Self-directed learning**: Ability to work independently; identify appropriate resources required for a project, and manage a project through to completion.
9. **Cooperation/Teamwork**: Ability to work effectively and respectfully with diverse teams.
10. **Scientific reasoning**: Ability to analyze, interpret and draw conclusions from quantitative/qualitative data; and critically evaluate ideas, evidence and experiences from an open-minded and reasoned perspective
11. **Reflective thinking**: Critical sensibility to lived experiences, with self-awareness and reflexivity of both self and society.
12. **Multicultural competence**: Possess knowledge of the values and beliefs of multiple cultures and a global perspective
13. **Moral and ethical awareness/reasoning**: Ability to embrace moral/ethical values in conducting one’s life, formulates a position/argument about an ethical issue from multiple perspectives, and use ethical practices in all work
14. **Leadership readiness/qualities**: Capability for mapping out the tasks of a team or an organization, setting direction, formulating an inspiring vision, building a team who can help achieve the vision, motivating and inspiring team members to engage with that vision, and using management skills to guide people to the right destination, smoothly and efficiently.
15. **Lifelong learning**: Ability to acquire knowledge and skills, including ‘learning how to learn’, that are necessary for participating in learning activities throughout life, through self-paced and self directed learning aimed at personal development, meeting economic, social and cultural objectives, and adapting to changing trades and demands of the work place through knowledge/skill development/re-skilling.

**1.2 Programme Outcomes (POs) for Postgraduate programme:**

POs are statements that describe what the students graduating from any of the educational programmes should able to do. They are the indicators of what knowledge, skills and attitudes a graduate should have at the time of graduation.

1. **In-depth knowledge**: Acquire a systematic, extensive and coherent knowledge and understanding of their academic discipline as a whole and its applications, and links to related disciplinary areas/subjects of study; demonstrate a critical understanding of the latest developments in the subject, and an ability to use established techniques of analysis and enquiry within the subject domain.
2. **Understanding Theories**: Apply, assess and debate the major schools of thought and theories, principles and concepts, and emerging issues in the academic discipline.
3. **Analytical and critical thinking**: Demonstrate independent learning, analytical and critical thinking of a wide range of ideas and complex problems and issues.
4. **Critical assessment**: Use knowledge, understanding and skills for the critical assessment of a wide range of ideas and complex problems and issues relating to the chosen field of study.
5. **Research and Innovation**: Demonstrate comprehensive knowledge about current research and innovation, and acquire techniques and skills required for identifying problems and issues to produce a well researched written work that engages with various sources employing a range of disciplinary techniques and scientific methods applicable.
6. **Interdisciplinary Perspective**: Commitment to intellectual openness and developing understanding beyond subject domains; answering questions, solving problems and addressing contemporary social issues by synthesizing knowledge from multiple disciplines.
7. **Communication Competence**: Demonstrate effective oral and written communicative skills to covey disciplinary knowledge and to communicate the results of studies undertaken in an academic field accurately in a range of different contexts using the main concepts, constructs and techniques of the subject(s) of study
8. **Career development**: Demonstrate subject-related knowledge and skills that are relevant to academic, professional, soft skills and employability required for higher education and placements.
9. **Teamwork:** Work in teams with enhanced interpersonal skills and leadership qualities.
10. **Commitment to the society and to the Nation**: Recognise the importance of social, environmental, human and other critical issues faced by humanity at the local, national and international level; appreciate the pluralistic national culture and the importance of national integration.

**1.3 Programme Specific Outcomes (PSOs) in Persian:**

**PSO1- Basic Concept**: Students will be able to demonstrate ‘basic concept in literary communication’ as an efficient personality in the concerned academic discipline.

**PSO2- Linguistic knowledge**: Recognize literary and linguistic knowledge and make more meaningful choices regarding career in the subject specific field, social work, mass-media, regional language journalism, professional writing and translation and so on.

**PSO3- Augmentation of reasoning**: Able to facilitate students to realize democratic spirit and ‘augmentation of scientific reasoning’ through learning of literary texts.

**PSO4- Ethical value**: Understanding of moral and ethical values.

**PSO5- Critical and analytical thinking**: Able to enhance ‘critical and analytical thinking’ which will help the student in problem solving.

**PSO6- Understanding of interdisciplinary knowledge**: Students will be able to ‘understand importance of interdisciplinary knowledge’ and get familiarize them.

**PSO7- Indian Literary knowledge**: Able to facilitate students to develop ‘awareness of Indian literature and cultural richness’.

**PSO8-Methodological knowledge**: Able to enhance methodological and scientific skill regarding research work as well as critical assessment of literary, linguistic and cultural texts.

**Figur-1 (LOCF Matrix: Core Course)**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Programme Specific Outcomes | 701 | 702 | 703 | 704 | 705 | 801 | 802 | 803 | 804 | 805 | 901 | 902 | 903 | 1001 |
| Basic Concept | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ |
| Linguistic knowledge | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ |
| Augmentation of reasoning | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ |
| Ethical value | √ | √ |  |  | √ | √ | √ | √ | √ | √ | √ | √ |  | √ |
| Critical and analytical thinking | √ | √ | √ |  | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ |
| interdisciplinary knowledge |  |  | √ |  |  |  |  | √ | √ | √ |  |  |  | √ |
| Indian Literary knowledge |  |  |  |  | √ | √ | √ |  |  | √ |  |  |  |  |
| Methodological knowledge | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ |

**Figure-2: LOCF Matrix (Skill Enhancement, Special, Open Elective, DPW Course)**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Programme Specific Outcomes | 706  SEC-1 | 805  SEC-2 | 904  SPL-1 | 905  OPE-1 | 1002  SPL-2 | 1003  OPE-2 | 1004  DPW |
| Basic Concept | √ | √ | √ | √ | √ | √ | √ |
| Linguistic knowledge | √ | √ | √ | √ | √ | √ | √ |
| Augmentation of reasoning | √ | √ | √ | √ | √ | √ | √ |
| Ethical value |  |  |  |  |  |  |  |
| Critical and analytical thinking |  | √ | √ | √ | √ | √ | √ |
| interdisciplinary knowledge | √ | √ | √ |  | √ | √ | √ |
| Indian Literary knowledge | √ | √ | √ |  |  |  |  |
| Methodological knowledge | √ | √ | √ | √ | √ | √ | √ |

**1.4 Nature and Extent of PG Programme:**

The programme aims not only for providing broad knowledge of Persian language, literature and linguistics; but also aims to understand interdisciplinary knowledge relating to the broad subject of translation studies, cultural studies and Indian literature to some extent. The MA in Persian is based upon the composition of flexible methods such as teaching, home-assignment, tutorial and class-room discussion, seminar presentation, assignment for review of literatures, minor research work (dissertation writing), field work assignment, mid-term and end-semester examination etc. Students will build their skill in academic writing and research at an initial stage. The Programme is of two years duration. It has been divided into four semesters that follows choice based credit system and continuous learning process. The teaching-learning process adopts lecture and tutorial methods. Sometimes blended mode of teaching will be applied as and when required. There are two SEC (Skill Enhancement Course) in the first and second semester course. In the fourth semester there is a dissertation papers which is field work based research oriented academic work in nature and practice. Students are to involve in in-depth study on their chosen topic. In this study process the course teacher as supervisor functions rode mapping role for guiding student’s research work. The work is considered as preliminary step of research so that students can go ahead for extensive research work.

**1.5 Teaching-Learning Process:**

In order to promote quality of teaching-learning process the department adopts some of the methods which facilitate the students for knowledge acquisition on the programme.

(i) On academic principle the faculty member adopts lecture method (of one hour each class);

(ii) Arrange discussion on the proposed topic between the teacher and students. Interaction is held on the issues raised by students. It is a critical component of learning which helps students in acquisition of different view point on the subject. Besides it will help students in development of skill and competence of thinking, capacity building of self confidence and problem solving on the subject.

(iii) The third process of teaching-learning is tutorial and group discussion which provides scope students for error or doubt clearance.

(iv) The fourth process is based on home-assignment which is considered as a key for assessing student’s ability of writing and thinking on their subject. Support of IT is also used wherever needed to make the lecture more effective and understandable. Supply of summary of lecture and brief study materials is also a supportive tool of learning. The students will be provided guidance and support to develop professional and personal skills under the Mentor/ Mentee teaching-learning process. The course teachers take initiative in this regard.

**1.6 Assessment Method:**

There are two steps of assessment methods; one is an end semester examination which covers 70% of the entire syllabus. The other one is an internal evaluation of home-assignment and mid-term examination which covers 30% of the syllabus.

**PART-II**

**Structure of MA in Persian Course**

**(Post-Graduate Persian CBCS Syllabus)**

A student in the M.A. programme will take the following minimum number of courses:

Credit distribution for M.A. course:

|  |  |  |  |
| --- | --- | --- | --- |
| **Category** | **Number of courses** | **Credits for each course** | **Total Credits** |
| Core | 14 | 4 | 56 |
| SEC | 2 | 2 | 4 |
| SPL | 2 | 5 | 10 |
| OPE | 2 | 4 | 8 |
| DPW | 1 | 6 | 6 |
|  |  |  | 84 |

The distribution of credits and courses in each of the four semesters for the M.A. programme are according to the following scheme:

Semester Course and Credit distribution for M.A. programme

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Sem** | **Core** | **SEC** | **SPL** | **OPE** | **DPW** | **Credit** |
| I | C1 (4)  C2 (4)  C3 (4)  C4 (4)  C5 (4) | SEC 1 (2) |  |  |  | 22 |
| II | C6 (4)  C7 (4)  C8 (4)  C 9 (4)  C10 (4) | SEC 2 (2) |  |  |  | 22 |
| III | C11 (4)  C12 (4)  C13(4) |  | SPL-1(5) | OPE1(4) |  | 21 |
| IV | C14 (4) |  | SPL-2(5) | OPE2 (4) | DPW (6) | 19 |
| Credit | 56 | 4 | 10 | 8 | 6 | 84 |

**MA Semester-wise List of Papers of CBCS Curriculum**

**SEMESTER - I**

**Credits**

|  |  |  |
| --- | --- | --- |
| Paper – PER 701C | Modern Persian Prose | 4 |
| Paper – PER 702C | Modern Persian Poetry | 4 |
| Paper – PER 703C | Philology and History of Iranian Languages | 4 |
| Paper – PER 704C | Grammar, Composition and Translation | 4 |
| Paper – PER 705C | History of Modern Persian Literature | 4 |
| Paper – PER 706S SEC- I | Sufism and Its Impact on Indian Society and Culture | 2 |

**SEMESTER - II**

**Credits**

|  |  |  |
| --- | --- | --- |
| Paper – PER 801C | Classical Persian Prose | 4 |
| Paper – PER 802C | Classical Persian Poetry | 4 |
| Paper – PER 803C | History of Persian Literature | 4 |
| Paper – PER 804C | Advance Language Development Skill | 4 |
| Paper – PER 805C | Contemporary Persian World | 4 |
| Paper – PER 806S SEC-2 | Influence of Persian on Assamese Language and Culture | 2 |

**SEMESTER - III**

**Credits**

|  |  |  |
| --- | --- | --- |
| Paper – PER 901C | Indo-Persian Prose | 4 |
| Paper – PER 902C | Indo-Persian Poetry | 4 |
| Paper – PER 903C | Advance Language Development Skill | 4 |
| Paper – PER 904 SPL-1 | Special Study on Author and Poets | 5 |
| Paper – PER 905 OPE-1 | Socio-Cultural and Literary History of Medieval India ( Sultanate Period) | 4 |

**SEMESTER - IV**

**Credits**

|  |  |  |
| --- | --- | --- |
| Paper – PER 1001C | Rhetoric and Prosody, Essay & Letter Writing | 4 |
| Paper – PER 1002 SPL-2 | Commercial Correspondence in Persian | 4 |
| Paper – PER 1003 OPE-2 | Socio-Cultural and Literary History of Medieval India ( Mughal Period) | 4 |
| Paper – PER 1004 DPW | : Dissertation | 6 |

CONTENT OF PG (M.A.) PERSIAN

**SEMESTER - I**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Paper Code** | **PER701C** | **Credits: 4** | | |
| **Paper Title** | **Modern Persian Prose** | **L** | **T** | **P** |
| **3** | **1** | **0** |

**Course Objectives**

The students will be acquainted with the brief History of Modern Persian prose Literature. They will know the literary styles of Modern Prose of Persian Literature.

**Course Outcomes:**

The Student will be able to:

CO1: **Understand** the history of Modern Persian literature.

CO2: **Understand** the prose styles of Modern Persian writers.

CO3: **Analyze** the course contents for better perception.

**Course Outline:**

**Unit 1**

Muhammad Ali Jamalzada : Farsi Shaker Ast

**Unit 2**

Sadiq Hedayat :Laleh

**Unit 3**

Sadiq Chbaq :Adil

**Unit 4**

Samad Behrangi :Pesarak -e-Labu Farush

Unit 5

Biographical works of the above mentioned author

Unit 6

Translation and understanding the importance of literature’s review

**Suggested Readings:**

* Md Baharlu : Dastan–e-Kutah
* H.Kamshad :Modern PersianProse
* Ismail Hakemi:Adabiyat –e-Ma’ser
* Muhammad Istoamii : Baerasiya Adabiyat e ImruziyeIran

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|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Paper Code** | **PER 702C** | **Credits: 4** | | |
| **Paper Title** | **Modern Persian Poetry** | **L** | **T** | **P** |
| **3** | **1** | **0** |

**Course Objectives:**

The learners will be acquainted with the brief of History of Modern Persian poetry. They will know about the social feelings of poets.

**Course Outcomes:**

The Student will be able to:

CO1: **Understand** the themes of modern Persian poetry.

CO2: **Understand** the poetry styles of Modern Persian poetry.

CO3: **Evaluate** the moral teaching found in Persian poetry.

**Course Outline:**

Unit 1

Md.Taqi Bahar :Jugd e Jang, Kaihan e Ajam ,Shakut e Shab

Unit 2

IrajMirza : Qlb e Madar, Khuda ya tu kei in mardum be

Unit 3

Parvin Itesami : Jan dar Iran, Ain e Ainai, Arzoo ha

Unit 4

Arif Qzwini : Payam e dosham az pir e Maifarosh

Unit 5

Biographical works of the above mentioned poets and Characteristics features, trends of their poetry

**Suggested Readings:**

* Md.Asif : Adabiyat e Classic o Jadid vol-I
* Ishaq, MD : Sukhawaran e Irandar Asar e Hazir
* Reza Zada Shafaq : Tarikh e Adabiyat eIran

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|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Paper Code** | **PER 703C** | **Credits: 4** | | |
| **Paper Title** | **Philology & History of Iranian**  **Language** | **L** | **T** | **P** |
| **3** | **1** | **0** |

**Course Objectives:**

Learners will be acquainted with the Philology of Persian language; and they will know about the evolution of Persian language that thrived in Iran.

**Course Outcomes:**

The Student will be able to:

CO1: **Understand** the Philological aspects of Persian language.

CO2: **Understand** the development of Persian language.

CO3: **Analyze** the evolution and development of Persian language and its linguistics.

**Course Outline:**

**Unit 1**

General Principles ofPhilology

**Unit 2**

Study of PersianPhilology

**Unit 3**

Introduction to Persian linguistics

**Unit 4**

Indo-European Family ofLanguages

**Unit 5**

Avesta, Pahlavi, Farsi,Dari,Tajik &Pashtu

**Suggested Readings:**

* E.G.Browne : Literary History of Persia , vol-I
* Md. Aghad Hussain: Sukhandan eFars
* Md.TaqiBahar : SabakShenasi
* F.C.Davar : Iran and itsCulture
* Dr. Gholam Sarwar : PersianLinguistic

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|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Paper Code** | **PER 704C** | **Credits:4** | | |
| **Paper Title** | **Grammar, Composition**  **& Translation** | **L** | **T** | **P** |
| **3** | **1** | **0** |

**Course Objectives:**

Learners will be acquainted with the necessary items of Persian grammar. They will know about the kinds of word, adjective and tenses. In addition, they will be taught how to follow the translation method of Persian language.

**Course Outcomes:**

The Student will be able to:

CO1: **Understand** the grammatical rules of Persian language.

CO2: **Understand** the process of communication and composition.

CO3: **Apply** the technique the translation from Persian to English and its vice versa.

**Course Outline:**

**Unit 1**

Aqsam e Kalma \* Sifat o Qaid \* Zamane

**Unit 2**

Comprehension andComposition

**Unit 3**

Translation from Persian into English &vice-versa

**Suggested Readings:**

Mehdi Zarghamian : Daura e Amujash e Zabane Farsi vol-I-IV

Dr. R. Kumar : Elementary Persian Grammar

S.Lambton : Elementary Persian Grammar

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|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Paper Code** | **PER 705C** | **Credits: 4** | | |
| **Paper Title** | **History of Modern Persian Literature (1900 A.D.—1980 A.D.)** | **L** | **T** | **P** |
| **3** | **1** | **0** |

**Course Objectives:**

Learners will be acquainted with the history modern Persian literature that was developed during 19th centuries.

**Course Outcomes:**

The Student will be able to:

**CO1: Understand** the Modern Persian writers and poets.

**CO2**: **Understand** the short story, novel, and drama etc.

**CO3**: **Analyze** the contributions of Persian writers.

**Course Outline:**

**Unit 1**

Modern persian writers/poets

**Unit 2**

Modern persian literature( e.g, short story, Novel writing, Drama etc.)

**Unit 3**

Biographical notes of modern Persian writers and their contribution

**Suggested Readings:**

* Md. Ishaq : Sukhawaran e Iran dar Asare Hazir
* Iran Culture House: Adabiyat e Ma’sir eFarsi
* Reza Zada Shafaq: Tarikh e Adabiyate Iran
* Syed Abdul Hamid Khalkhali: Tazkirah e Shoara e Ma’asireIran
* H. Khamshad : Modern Persian literature
* E.G.Browne : Prose& Poetry in Modern Iran

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|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Paper Code** | **PER 706 S SEC-1** | **Credits: 2** | | |
| **Paper Title** | **Sufism and Its Impact on Indian**  **Society and Culture** | **L** | **T** | **P** |
| **1** | **1** | **0** |

**Course Objectives:**

Learners will be acquainted with the the origin and development of Sufism and its impact on Indian society and culture.

**Course Outcomes:**

The Student will be able to:

**CO1: Understand** the Definition of Sufism

**CO2**: **Understand** the origin and development of Sufism.

.CO3: **Analyze** the different orders of Sufism in India and its impact on Indian society and culture.

**Course Outline:**

**Unit 1**

Definition of Sufism

**Unit 2**

Origin and development of Sufism

**Unit 3**

Advent of different orders of Sufism in India

**Unit 4**

Impact of Sufism on Indian Society and Culture

**Suggested Readings:**

Syed Abdul Malik: Sufi aru Sufibad

Rahman, Dr. Tafiquar: Persain Language and Its Impact on Assamese

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**SEMESTER - II**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Paper Code** | **801C** | **Credits:4** | | |
| **Paper Title** | **Classical Persian Prose** | **L** | **T** | **P** |
| **3** | **1** | **0** |

**Course Objectives:**

Learners will be acquainted with the basic knowledge of Classical Persian Literature which covers the Persian literature produced in Iran

**Course Outcomes:**

The Student will be able to:

CO1: **Evaluate** the outstanding aspects of Classical Persian Literature.

CO2: **Analyze** the different forms of Classical Persian prose.

CO3: **Analyze** the literary items of Classical Persian Prose writers.

**Course Outline:**

**Unit 1**

Nizami Aruzi Samarqandi: Chahar Maqala :Dar Mahiat e Ilm o Shayer o Salahiyat

**Unit 2**

Marzaban bin Rustom: Marzaban Nameh :Dastan e Barzighar o Mar, Dastan e Ghulam e Bajarghan, Dastan e Ahu, Mush o Aqab

**Unit 3**

Nasir Khusrau Safar Nameh: Chuni guyed Abu Main Hamid Uddin Nasir Khusrau

**Unit 4**

Hamdullah Mustafi: Nazhatul Qulub: Baghdad, Isfahan, Shiraz and Nishapur

**Suggested Readings:**

* Md. Asif ; Adabiyat e Classic o JadidJaldeawwal
* Calcutta University: B.A.PersianSelection
* ZabiullahSafa : Tarikh e Zaban o Adabiyat eFarsi
* Wilber: Iran; Past and Present

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|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Paper Code** | **802C** | **Credits:4** | | |
| **Paper Title** | **Classical Persian Poetry** | **L** | **T** | **P** |
| **3** | **1** | **0** |

**Course Objectives:**

Learners will be acquainted with the basic knowledge of Classical Persian poetry which covers the Persian literature produced in Iran

**Course Outcomes:**

The Student will be able to:

CO1: **Evaluate** the outstanding aspects of Classical Persian Poetry.

CO2: **Analyze** the different forms of Classical Persian poetry.

CO3: **Analyze** the literary items of Classical Persian poets like Firdausi, Sa’di, Hafiz, Maulana Rumi.

**Course Outline:**

**Unit 1**

Firdausi: Shahnameh- Amadan e Tahmina Dukht e Shah e Samangan, Gajidan e Sohrab Asp ra,Naburd e RustambaSohrab

**Unit 2**

Sa’adi:Ai Sarban ,Yran bud ,Saru e simian ,An dost ke mandaram

**Unit 3**

Hafiz: Agar an Turk e Shirazi, Dil me rawa,Rasid mizhda kea yam egham

**Unit 4**

Maulana Rumi: Nala e Nai,Inkar kardan e Musa bar Muajat eShupan

**Unit 5**

Biographical note of the poets: Firdausi- Sadi- Hafiz- Rumi

**Suggested Readings:**

* Md.Asif ; Adabiyat e Classic o Jadid Jald eawwal
* Calcutta University: B.A.PersianSelection
* Zabiullah Safa : Tarikh e Zaban o Adabiyat eFarsi
* E.G.Browne : Literary History of Persia vol-II &III
* John Ripka:History of PersianLiterature
* Arberry : Persian ClassicalPoetry

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| **Paper Code** | **803C** | **Credits:4** | | |
| **Paper Title** | **History of Persian Literature** | **L** | **T** | **P** |
| **3** | **1** | **0** |

**Course Objectives:**

The main objective of this course is to make the students aware of the history of Persian Literature. The learner will definitely come to know various aspects of Persian prose and poetry literature. They will understand various poetic themes of Samanid, Ghaznavid, Seljuk, Mongolid, and Kajar period.

**Course outcomes:**

The student will be able to:

CO1: **Understand** the different aspects of Persian literature.

CO2: **Analyze** the prose and poetry thrived in the Samanid, Ghaznavid, Seljuk, Mongolid, and Kajar period.

CO3: **Understand** the different genres of poetry in thrived in the Samanid, Ghaznavid, Seljuk, Mongolid, and Kajar period.

**Course Outline:**

**Unit 1 :** Samanid

**Unit 2 :**Ghaznavid

**Unit 3 :**Seljuq

**Unit 4 :**Mongolid

**Unit 5 :**Qajar

**Suggested Readings:**

Persian literature by E. A. Reed

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| **Paper Code** | **804C** | **Credits:4** | | |
| **Paper Title** | **Advance Language Development Skill** | **L** | **T** | **P** |
| **3** | **1** | **0** |

**Course Objectives:**

The main objective of this course is to make the students aware of the advance skills of Persian language. They will know various terminologies of Persian language, which are necessary for communication and speaking fluently.

**Course outcomes:**

The student will be able to:

CO1: **Understand** the Contemporary PersianTerminologies.

CO2: **Apply** simple sentence for communication.

CO3: **Understand** the development of communication skill and apply the translation methods to speak in Persian language.

**Course Outline:**

**Unit 1 :** Contemporary PersianTerminologies

**Unit 2 :** Simple Sentence making

**Unit 3 :** Advance Translation: English to Persian &vice-versa

**Unit 4 :** Development of Communicative Skill

**Suggested Readings:**

* **M**ehdi Zarghamian: Daura e Amujash e Zaban eFarsi
* M.Ahamdi : Easy way to learn Persianlanguage
* M.Rahman ; Modern Persian Translation andRetranslation

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| **Paper Code** | **805C** | **Credits:4** | | |
| **Paper Title** | **Contemporary Persian World** | **L** | **T** | **P** |
| **3** | **1** | **0** |

**Course Objectives:**

The main objective of this course is to make the students aware of contemporary Persian world. They will history of Politics, Commerce, Culture, Literature and Geography of Iran, Afghanistan & Tajikistan.

**Course outcomes:**

The student will be able to:

CO1: **Understand** the Contemporary Persian World.

CO2: **Understand** the contemporary Persia and past period thereof.

CO3: **Understand** the socio political situations of Afghanistan and Tajikistan and analyze Politics, Commerce, Culture, Literature and Geography of Iran

**Course Outline:**

**Unit 1**

Persia: Past &Present

**Unit 2**

Afghanistan

**Unit 3**

Tajikistan

**Unit 4**

Politics, Commerce, Culture, Literature and Geography of Iran, Afghanistan & Tajikistan

**Suggested Readings:**

* F.C.Davar: Iran and itsCulture
* Rahula Sankrityana:History of CentralAsia
* Raazi: Tarikh e Kamel eIran
* P.J.Nehru: Discovery ofIndia

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| **Paper Code** | **PER 806 S SEC-2** | **Credits:2** | | |
| **Paper Title** | **Influence of Persian on Assamese**  **Language and Culture** | **L** | **T** | **P** |
| **1** | **1** | **0** |

**Course Objectives:**

The main objective of this course is to make the students aware of the Persian influences that fell on Assamese language and culture.

**Course outcomes:**

The student will be able to:

CO1: **Understand** the Persian language.

CO2: **Understand** the Assamese language.

CO3: **Understand** the Persian influences that fell on Assamese language and culture.

**Course Outline:**

**Unit 1**

Brief introduction to Persian and Assamese Language

**Unit 2**

Advent of Persian into India and Assam

**Unit 3**

Impact of Persian on Assamese Language and Culture

**Suggested Readings:**

Rahman, Dr. Tafiquar \_ Persain Language and Its Impact on Assamese

Begum,Dr. R - Influence of Persian on Assamese

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**SEMESTER – III**

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| **Paper Code** | **PER 901C** | **Credits: 4** | | |
| **Paper Title** | **Indo-Persian Prose** | **L** | **T** | **P** |
| **3** | **1** | **0** |

**Course Objectives:**

The main objective of this course is to make the students aware of the Indo Persian Prose that produced in India in Persian language.

**Course outcomes:**

The student will be able to:

CO1: **Understand** the development of Persian language in India.

CO2: **Understand** the Persian literature produced in India.

CO3: **Evaluate** the literary style employed in Indo Persian literature.

**Course Outline:**

**Unit 1**

Ziauddin Barani: Tarikh e Firuz Shahi : Maqaddama eShasham

**Unit 2**

AbulFazalAllami:Aine Akbari :Aine Chiragh Afruzi, AinKhazina Abadi

**Unit 3**

Abul Hasan Mutamad Khan: Jahangir Namah

**Unit 4**

Biographical Notes on: Ziauddin Barani \* AbulFazal Allami \* Abul Hasan Mutamad Khan

**Suggested Readings:**

* Md.Asif : Adabiyat e Classic o Jadid Jald eawwal
* Calcutta University: B.A.PersianSelection
* Hakim Zaki Ahmad Khan: Nisab e Jadeed eFarsi

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| **Paper Code** | **PER 902C** | **Credits: 4** | | |
| **Paper Title** | **Indo-Persian Poetry** | **L** | **T** | **P** |
| **3** | **1** | **0** |

**Course Objectives:**

The main objective of this course is to make the students aware of the Indo Persian poetry that produced in India in Persian language.

**Course outcomes:**

The student will be able to:

CO1: **Understand** the development of Persian language in India.

CO2: **Understand** the Persian poetry literature produced in India.

CO3: **Evaluate** the literary style employed in Indo Persian poetry literature.

**Course Outline:**

**Unit 1**

AmirKhusrau:Basheguftgulha,Abarmebarad,Zamaneshakaidigar,Janeman

**Unit 2**

Naziri : Tayat e ma nist ghair Khanah dar kui moghan ,Shahr e monadiBulbul

**Unit 3**

Ghalib :Ay bukhla e wa mullah khui, Chun udhar ekhwaeish araad,Nami binam dar Alim e nashat Zamin gar tu a budbawar

**Unit 4**

MuhammadIqbai:Tamhid,PaikareHasti,ChunHayat,DarbayanekiHayateKhudi

Unit 5

Biographical notes on : Amir Khusro \* Naziri \* Ghalib \* Iqbal

**Suggested Readings:**

* Asrar eKhudi
* Diwan e Kamil e AmirKhusrau
* Ghazliyat eNaziri
* Md. Asif : Adabiyat eclassic oJadid
* Dr.R.Ahmad:Aselection of Persian ClassicalPoetry
* Mujibar Rahman : Iqbal the poetphilosopher
* Prof.Mumtaz Husssain:Amir KhusrauDehlavi
* Dr.Nezamuddi Gorekar : Tutian eHind

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| **Paper Code** | **PER 903C** | **Credits:4** | | |
| **Paper Title** | **Advance Language Development Skill** | **L** | **T** | **P** |
| **3** | **1** | **0** |

**Course Objectives:**

The main objective of this course is to make the students aware of the mode of expression in Persian language. They will know the contemporary PersianTerminologies and thereby will be able to communicate with other individuals in fluent Persian language.

**Course outcomes:**

The student will be able to:

CO1: **Understand** the mode of expression in Persian language.

CO2: **Understand** the contemporary PersianTerminologies.

CO3: **Create** the ability to speak Persian language fluently.

**Course Outline:**

**Unit 1**

Contemporary PersianTerminologies

**Unit 2**

Comprehension&Composition

**Unit 3**

Advance Translation: English to Persian &vice-versa

**Unit 4**

Development of communicativeskill

**Suggested Readings:**

* Mehdi Zarghamian: Daura e Amujash e Zaban eFarsi
* M.Ahamdi : Easy way to learn Persianlanguage
* M.Rahman ; Modern Persian Translation andRetranslation

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| **Paper Code** | **PER 904 SPL 1** | **Credits: 4** | | |
| **Paper Title** | **SPECIAL STUDY ON AUTHORS & POETS** | **L** | **T** | **P** |
| **3** | **1** | **0** |

**Course Objectives:**

The main objective of this course is to make the students aware of the broad study on Amir Khusro and Allama Iqbal. They will know their life and works as well.

**Course outcomes:**

The student will be able to:

CO1: **Understand** the Indo Persian Poets.

CO2: **Understand** the life and works of Amir Khusro and Allama Iqbal.

CO3: **Analyze** the knowledge found in the works of Amir Khusro and Allama Iqbal.

**Course Outline:**

**Unit 1**

Amir Khusro

**Unit 2**

Dr. Muhammad Iqbal

**Suggested Readings:**

Amir Khusro and His life

KuldipSalil- Best of Iqbal

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| **Paper Code** | **PER 905 OPE 1** | **Credits:4** | | |
| **Paper Title** | **SOCIO-CULTURAL AND LITERARY HISTORY OF MEDIEVAL INDIA**  **(Sultanate period)** | **L** | **T** | **P** |
| **3** | **1** | **0** |

**Course Objectives:**

The main objective of this course is to make the students aware of the socio-cultural and literary history of medieval India. They will also know the prose and poetry works of the Sultanate period.

**Course outcomes:**

The student will be able to:

CO1: **Understand** the literary position of Persian language in Medieval India.

CO2: **Understand** the prominent Persian prose works and their writers.

CO3: **Analyze** the knowledge found in the works in Persian language of the Sultanate period.

**Course Outline:**

**Unit 1**

Sultanate period

**Unit 2**

Prominent Persian prose works/writer

**Unit 3**

Prominent Persian poetical works/ Poets

**Suggested Readings:**

* Rahman, Dr. Tafiquar : An overview of Persian literature from Sultanate to Mughal Period
* P.Sykes: :History of Persia vol-II
* A.C.Markham: : History of Persia
* Donald N.Wilber: Iran Past and Present
* K.Ali: History ofIslam
* P.K.Hitti : A History of the Arabs
* A.L Sri Bastav: Medieval Indian culture
* Nabi Hadi: History of Indo-Persian Literature

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**SEMESTER - IV**

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| **Paper Code** | **PER 1001C** | **Credits:4** | | |
| **Paper Title** | **RHETORIC & PROSODY, ESSAY**  **& LETTER WRITING** | **L** | **T** | **P** |
| **3** | **1** | **0** |

**Course Objectives:**

The main objective of this course is to make the students aware of the Rhetoric and Prosody of Persian language. They will also know how to write essay and letter in Persian language.

**Course outcomes:**

The student will be able to:

CO1: **Understand** the literary beauty of Persian language.

CO2: **Evaluate** the knowledge of Rhetoric and Prosody of Persian language.

CO3: **Create** ability to write essay and letter in Persian language.

**Course Outline:**

**Unit 1**

Ilm e Ma’ani ,Ilm e Badi’ SanaiMa’ani

**Unit 2**

Arkan e Ilm, Bahar e Taweel and Ramal

**Unit 3**

Essay writing on Poets/ Authors/Books/Festivals /Historical places/Newspaper/Television/Natural resources etc.

**Unit 4**

Letter and Application writing

**Suggested readings:**

* P.N.Khanlari: Dastur e ZabaneFarsi
* Donald . Wilber: Persian Grammar
* Samina Baghcheban: Farsi Barayeghairzabanan
* Abdul Majid : Ilm al-Balagat

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| **Paper Code** | **PER 1002 SPL 1** | **Credits:4** | | |
| **Paper Title** | **COMMERCIAL CORRESPONDENCE**  **IN PERSIAN** | **L** | **T** | **P** |
| **3** | **1** | **0** |

**Course Objectives:**

The main objective of this course is to make the students aware of the commercial correspondence in Persian language. They will also know the Persian terminologies related to Educational, Cultural, Commercial, and Diplomatic.

**Course outcomes:**

The student will be able to:

CO1: **Understand** the commercial correspondence in Persian language.

CO2: **Remember** Persian terminologies related to Educational, Cultural, Commercial, and Diplomatic.

CO3: **Create** ability to write applications for jobs and appointment.

CO4: **Analyze** the issues of interpretation of trade letters, advertisement, certificates etc.

**Course Outline:**

Unit 1

Persian Terminologies: Educational, Cultural, Commercial, and Diplomatic

Unit 2

Drafting in Persian: Application for jobs \* Invitation\* Appointment etc.

Unit 3

Interpretation of trade letters, Advertisement, Certificates etc.

**Suggested readings:**

* Ahmad Sayeed:Lessons in Modern Persian
* N.C.P.U.L Ministry of HRD, New Delhi: Let’s Learn Persian
* S. Muqaddam & Dr. Ahmad: Zaban-e-Fars

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| **Paper Code** | **PER 1003 OpE 2** | **Credits:4** | | |
| **Paper Title** | **SOCIO-CULTURAL ANDLITERARY HISTORY**  **OF MEDIEVAL INDIA (Mughal period)** | **L** | **T** | **P** |
| **3** | **1** | **0** |

**Course Objectives:**

The main objective of this course is to make the students aware of the socio-cultural and literary history of medieval India. They will also know the prose and poetry works of the Sultanate period.

**Course outcomes:**

The student will be able to:

CO1: **Understand** the literary position of Persian language in Medieval India.

CO2: **Understand** the prominent Persian prose works and their writers.

CO3: **Analyze** the knowledge found in the works in Persian language of the Sultanate period.

**Course Outline:**

**Unit 1**

Sultanate period

**Unit 2**

Prominent Persian prose works/writer

**Unit 3**

Prominent Persian poetical works/ Poets

**Suggested Readings:**

* Rahman, Dr.Tafiquar : An overview of Persian literature from Sultanate to Mughal Period
* P.Sykes: :History of Persiavol-II
* A.C. Markham: : History of Persia
* Donald N.Wilber: Iran Past and Present
* K.Ali: History of Islam
* P.K.Hitti : A History of the Arabs
* A.L Sri Bastav: Medieval Indian culture
* NabiHadi: History of Indo-Persian Literature

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| **Paper Code** | **PER 1004 DPW** | **Credits:6** | | |
| **Paper Title** | **DISSERTATION** | **L** | **T** | **P** |
| **4** | **2** | **0** |

**Course Objectives:**

The dissertation Paper will make the students acquire research capability during Master’s degree. In this connection, any relevant topics of Persian language, literature & linguistics may be chosen to carry out for research findings. The period of research area will cover from the Classical to the Modern period of Persian language and literature.

**Course Learning Outcomes:**

The student will be able to:

CO1: **Apply** the methodology of research work.

CO2: **Understand** the position of research works.

CO3: **Create** a sentiment for educational research for better learning and teaching.

CO4: **Understand** the review of literature in the research area.

**Course Outline:**

* Any relevant topic of Persian language, literature & linguistics.
* The period of research area will cover from Classical to the Modern period of Persian language and literature.

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