

**Learning Outcomes Based Curriculum Framework
(LOCF)**

For

PERSIAN

Undergraduate Programme



DEPARTMENT OF ARABIC, PERSIAN & Urdu

Cotton University

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DEPARTMENT OF PERSIAN
COTTON UNIVERSITY
UNDER GRADUATE SYLLABUS

INTRODUCTION

تا زمانی که حداقل دو زبان را درک نکرده باشید، هرگز یک زبان را درک نخواهید کرد

(You can never understand one language until you understand at least two)

The **LOCF-CBCS** syllabus of Persian for Under Graduate (**UG**) at cotton University has prepared as per the suggestions made by the UGC Committee for Learning Outcome Based Curriculum Framework (**LOCF**) for B.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 Under-Graduate courses. It imbibes a Learning Outcome-based Curriculum Framework (**LOCF**) for all its Under 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 undergraduate 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 B.A or Under Graduate in Persian. The **LOCF** approach has been adopted to strengthen students' experiences as they engage themselves in the program of their choice. The Under 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 graduation level. The 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 **UG** (Honours) 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 UG (Honours) 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.

1.2 Learning Outcomes-based Approach to Curriculum Planning and Development

The basic objective of the learning outcome based approach to curriculum planning and development is to focus on demonstrated achievement of outcomes (expressed in terms of knowledge, understanding, skills, attitudes and values) and academic standards expected of graduates of a programme of study. Learning outcomes specify what graduates completing a particular programme of study are expected to know, understand and be able to do at the end of their programme of study.

The expected learning outcomes are used to set the benchmark to formulate the course outcomes, programme specific outcomes, programme outcomes and graduate attributes. These outcomes are essential for curriculum planning and development, and in the design, delivery and review of academic programmes. They provide general direction and guidance to the teaching-learning process and assessment of student learning levels under a specific programme.

The overall objectives of the learning outcomes-based curriculum framework are to:

- help formulate graduate attributes, qualification descriptors, programme learning outcomes and course learning outcomes that are expected to be demonstrated by the holder of a qualification;
- enable prospective students, parents, employers and others to understand the nature and level of learning outcomes (knowledge, skills, attitudes and values) or attributes a graduate of a programme should be capable of demonstrating on successful completion of the programme of study;

- maintain national standards and international comparability of learning outcomes and academic standards to ensure global competitiveness, and to facilitate student/graduate mobility; and
- provide higher education institutions an important point of reference for designing teaching-learning strategies, assessing student learning levels, and periodic review of programmes and academic standards.

1.3 Key outcomes underpinning curriculum planning and development

The learning outcomes-based curriculum framework is a framework based on the expected learning outcomes and academic standards that are expected to be attained by graduates of a programme of study. The key outcomes that underpin curriculum planning and development include Graduate Attributes, Programme Outcomes, Programme Specific Outcomes, and Course Outcomes.

1.3.1 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, synthesising 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 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/Team work:** 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, formulate 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, and 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, in a smooth and efficient way.
15. **Lifelong learning:** Capacity to put in practice communicative, linguistic and literary competences in learning other languages and literatures. Ability in enhancing various specialized skills of professional domains, such as Creative Writing, Translation, Language Teaching, Official Writing, Advertisement, Script Writing, Journalistic Writing etc. using the knowledge of the language.

1.3.2 Programme Outcomes (POs) for Undergraduate programme (Honours):

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

- **In-depth knowledge:** Understand the concepts and processes related to an academic field of study and demonstrate the applicability of their domain knowledge and its links to related disciplinary areas/subjects of study.
- **Specialized knowledge and skills:** Demonstrate procedural knowledge and skills in areas related to one's specialization and current developments, including a critical understanding of the latest developments in the area of specialization, and an ability to use established techniques of analysis and enquiry within the area of specialization.
- **Analytical and critical thinking:** Demonstrate independent learning, analytical and critical thinking of a wide range of ideas and complex problems and issues.
- **Research and Innovation:** Demonstrate comprehensive knowledge about current research in the subject of specialization; critical observation to identify research problems and to collect relevant data from a wide range of sources, analysis and interpretation of data using methodologies as appropriate to the area of specialization for formulating evidence-based research output.
- **Interdisciplinary Perspective:** Commitment to intellectual openness and developing understanding beyond subject domains.
- **Communication Competence:** Demonstrate effective oral and written communicative skills to convey 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

- **Career development:** Show proficiency in academic, professional, soft skills and employability required for higher education and placements.
- **Teamwork:** Work in teams with enhanced interpersonal skills leadership qualities.
- **Commitment to the society and the Nation:** Recognize 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.

1.3.3 Programme Specific Outcomes (PSOs) in Persian Honours

Programme specific outcomes include subject-specific skills and generic skills, including transferable global skills and competencies, the achievement of which the students of a specific programme of study should be able to demonstrate for the award of the degree. The programme specific outcomes would also focus on knowledge and skills that prepare students for further study, employment, and citizenship. They help ensure comparability of learning levels and academic standards across universities and provide a broad picture of the level of competence of graduates of a given programme of study. The attainment of PSOs for a programme is computed by accumulating PSO attainment in all the courses comprising the programme.

PSO1- Basic Concept: Ability to interpret and analyze various concepts and theories of Language, Literature and Linguistics and human temperament in Arabic subject.

PSO2- Linguistic knowledge & skill: 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- Understanding of Interdisciplinary Knowledge: Students will be able to ‘understand importance of interdisciplinary knowledge’ and get familiarize them.

PSO4- Augmentation of reasoning: Able to facilitate students to realize democratic spirit and ‘augmentation of scientific reasoning’ through learning of literary texts.

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

PSO6- Methodological knowledge: Able to enhance methodological and scientific skill regarding research work as well as critical assessment of literary, linguistic and cultural texts.

PSO7- Commitment to the society & culture: Able to understand the basic importance of the course that has to relate to the social commitment.

Figure -1: LOCF Matrix – Core Course

| Programme Specific Outcomes | 101 | 102 | 201 | 202 | 301 | 302 | 303 | 401 | 402 | 403 | 501 | 502 | 601 | 602 |
|--|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| Basic Concepts | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Linguistic knowledge & skill | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Understanding of interdisciplinary knowledge | | ✓ | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Augmentation of reasoning | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | ✓ | ✓ | | ✓ |
| Critical & analytical thinking | ✓ | | ✓ | | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ |
| Methodological knowledge | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ |
| Commitment to the society & culture | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

Figure -2: LOCF Matrix for GE, SEC & DSE Courses

| Programme Specific Outcomes | 103 GE | 203 GE | 304 GE | 305 SEC | 404 GE | 405 SEC | 503 DSE | 504 DSE | 603 DSE | 604 DSE |
|--|-----------|-----------|-----------|------------|-----------|------------|------------|------------|------------|------------|
| Basic Concepts | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Linguistic knowledge & skill | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Understanding of interdisciplinary knowledge | ✓ | | | ✓ | ✓ | ✓ | ✓ | ✓ | | |
| Augmentation of reasoning | | | | ✓ | | ✓ | | | | ✓ |
| Critical & analytical thinking | | ✓ | | | | | | | | |
| Methodological knowledge | | ✓ | ✓ | ✓ | ✓ | ✓ | | | ✓ | |
| Commitment to the society & culture | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ |

1.4 Teaching-learning process

The department of Persian, Cotton University has student-centric teaching-learning pedagogies to enhance the learning experiences of the students. All classroom lectures are interactive in nature, allowing the students to have meaningful discussions and question and answer sessions. Apart from the physical classes, lectures are also held in online mode where students can have doubt clearing and discussions with the teachers.

The Department has adopted participative teaching-learning practices, which includes seminars, presentations and group discussions. These participative teaching-learning practices are included in the curricula of almost all the courses. Apart from these, exposure visits, special lectures by invited experts, workshops, and National/International seminars are held to augment knowledge, encourage innovative ideas and expose the students to global academic and research advancement.

The short-term projects, research projects, assignments and field works, which are the integral components of all the courses, enable the students to solve practical problems. Students are also being engaged in sample surveys, data collection and analysis works of the in-house and external research projects for acquiring experiential learning. The laboratories of the department offer hands-on learning experiences to the students.

1.5 Assessment methods

A variety of assessment methods that are appropriate to the discipline are used to assess progress towards the course/programme learning outcomes. Priority is accorded to formative assessment. Progress towards achievement of learning outcomes is assessed using the following: closed-book examinations; problem based assignments; practical assignment; laboratory reports; individual project reports (case-study reports); team project reports; oral presentations, including seminar presentation; viva voce interviews; computerised testing and any other pedagogic approaches as per the context.

PART II

Structure of Under-Graduate programme in Arabic

Outline of the courses under Choice Based Credit System:

Each course of a program will be of one of the following categories-

1. Core Course: A course, which should compulsorily be studied by a candidate as a core requirement is termed as a Core course.

2. Elective Course: Generally a course which can be chosen from a pool of courses and which may be very specific or specialized or advanced or supportive to the discipline/subject of study or which provides an extended scope or which enables an exposure to some other discipline/subject/domain or nurtures the candidate's proficiency/skill is called an Elective Course.

2.1 Discipline Specific Elective (DSE) Course: Elective courses may be offered by the main discipline/subject of study is referred to as Discipline Specific Elective. The University may also offer discipline related Elective courses of interdisciplinary nature (to be offered by main discipline/subject of study).

2.2 Dissertation/Project: An elective course designed to acquire special/advanced knowledge, such as supplement study/support study to a project work, and a candidate studies such a course on his own with an advisory support by a teacher/faculty member is called dissertation/project.

2.3 Generic Elective (GE) Course: An elective course chosen generally from an unrelated discipline/subject, with an intention to seek exposure is called a Generic Elective.

A core course offered in a discipline/subject may be treated as an elective by other discipline/subject and vice versa and such electives may also be referred to as Generic Elective.

3. Ability Enhancement Courses (AEC): The Ability Enhancement (AE) Courses may be of two kinds: Ability Enhancement Compulsory Courses (AECC) and Skill Enhancement Courses (SEC). "AECC" courses are the courses based upon the content that leads to Knowledge enhancement. These are mandatory for all disciplines. SEC courses are value-based and/or skill-based and are aimed at providing hands-on-training, competencies, skills, etc.

3.1 Ability Enhancement Compulsory Courses (AECC): Environmental Science, English Communication/MIL Communication.

3.2 Skill Enhancement Courses (SEC): These courses may be chosen from a pool of courses designed to provide value-based and/or skill-based knowledge.

Details of courses and corresponding Credits under Undergraduate (Honours):

Minimum credits required for the complete programme are:

$(14 \text{ Core papers} \times 6 \text{ credit each}) + (4 \text{ GE papers} \times 6 \text{ credit each}) + (2 \text{ AECC papers} \times 2 \text{ credit each}) + (2 \text{ SEC papers} \times 2 \text{ credit each}) + (4 \text{ DSE papers} \times 6 \text{ credits each}) = 140 \text{ Credits}$

| Course | No of Papers | Credits | |
|--|---|--------------------------|--------------------------|
| | | Theory+ Practical | Theory + Tutorial |
| I. Core Course | 14 | $14 \times (4+2) = 84$ | $14 \times (5+1) = 84$ |
| II. Elective Course Total : 8 Papers | A. Discipline Specific Elective | $4 \times (4+2) = 24$ | $4 \times (5+1) = 24$ |
| | B. Generic Elective (Interdisciplinary) | $4 \times (4+2) = 24$ | $4 \times (5+1) = 24$ |
| III. Ability Enhancement Courses (Min 2, Max. 4) | A. Ability Enhancement Compulsory Courses (AECC) | $2 \times (2+0) = 4$ | $2 \times (2+0) = 4$ |
| | B. Skill Enhancement Courses (SEC) | $2 \times (2+0) = 4$ | $2 \times (2+0) = 4$ |
| | 26 | Total credit= 140 | Total credit= 140 |

*Wherever there is a practical there will be no tutorial and vice-versa.

* Figures in the parenthesis indicate the credits

Semester wise Course and Credit Distribution:

Course: Undergraduate (Honours)

Minimum credits required for the complete programme are:

$(14 \text{ Core papers} \times 6 \text{ credit each}) + (4 \text{ GE papers} \times 6 \text{ credit each}) + (2 \text{ AECC papers} \times 2 \text{ credit each}) + (2 \text{ SEC papers} \times 2 \text{ credit each}) + (4 \text{ DSE papers} \times 6 \text{ credits each}) = 140 \text{ Credits}$

| Semester | CORE COURSE No of Paper -14 | Ability Enhancement Compulsory Course (AECC) No of Paper – 2 | Skill Enhancement Course (SEC) No of Paper - 2 | Elective: Discipline Specific DSE No of Paper – 4 | Elective: Generic (GE) No of Paper – 4 |
|----------|--------------------------------|---|--|--|---|
| I | C 1 Credit- 6 | *English Communication/ MIL for BA Course | | | GE-1 Credit- 6 |

| | | | | | |
|-----|-------------------|--|---------------------|---------------------|--------------------|
| | C 2 Credit- 6 | **Environmental Science for BSc Course Credit- 2 | | | |
| II | C 3 Credit- 6 | *English Communication/MIL for BSc Course **Environmental Science for BA Course Credit- 2 | | | GE-2 Credit- 6 |
| | C 4 Credit- 6 | | | | |
| III | C 5 Credit- 6 | | SEC -1 Credit- 2 | | GE- 3 Credit- 6 |
| | C 6 Credit- 6 | | | | |
| | C 7 Credit- 6 | | | | |
| IV | C 8 Credit- 6 | | SEC -2 Credit- 2 | | GE-4 Credit- 6 |
| | C 9 Credit- 6 | | | | |
| | C 10 Credit- 6 | | | | |
| V | C 11 Credit- 6 | | | DSE-1 Credit- 6 | |
| | C 12 Credit- 6 | | | DSE -2 Credit- 6 | |
| VI | C 13 Credit- 6 | | | DSE -3 Credit- 6 | |
| | C 14 Credit- 6 | | | DSE -4 Credit- 6 | |

Choice of Ability Enhancement Compulsory Course (AECC):

1. Students of BA (Honours):

For First Semester-

*It is mandatory to take Environmental Science by all students.

For Second Semester-

*Students having an MIL course in the qualifying examination will have to take the same MIL as an AECC course otherwise they will take English Communication as an AECC course.

2. Students of BA (Honours):

For First Semester-

(a) Students with an MIL as their core subject: This category of students will take English Communication as their AECC course.

(b) Students with English as their core subject: They will take a MIL as their AECC course if that MIL was a subject for them in the qualifying examination, otherwise they will take English Communication as AECC course.

(c) Students with neither an MIL nor English as their core subject: They will take an MIL as their AECC course if that MIL was a subject for them in the qualifying examination, otherwise they will take English Communication AECC course.

For Second Semester-

*It is mandatory to take Environmental Science by all students.

COURSE STRUCTURE OF ARABIC (UNDERGRADUATE PROGRAMME)

- 1 credit = 1 theory period of 1 hour duration per week (L)
- 1 credit = 1 tutorial period of 1 hour duration per week (T)
- 1 credit = 1 tutorial period of 2 hour duration per week (P)

There will be total 15 weeks class in one semester

CONTENT OF UG (B.A.) PERSIAN

Semester – I

| PAPER CODE | PAPER TITLE | CREDITS (L+T+P) |
|-------------------|--|------------------------|
| PER101C | Elementary Persian Grammar | (5+1+0) |
| PER102C | Brief History of Persian Language & Literature (Pre-Islamic) | (5+1+0) |

Semester – II

| PAPER CODE | PAPER TITLE | CREDITS (L+T+P) |
|------------|---------------------------------|-----------------|
| PER201C | Applied Grammar & Composition | (5+1+0) |
| PER202C | Persian Text: Reading & Writing | (5+1+0) |

Semester – III

| PAPER CODE | PAPER TITLE | CREDITS (L+T+P) |
|------------|-------------------------|-----------------|
| PER301C | Modern Persian Prose | (5+1+0) |
| PER302C | Modern Persian Poetry | (5+1+0) |
| PER303C | Classical Persian Prose | (5+1+0) |

Semester – IV

| PAPER CODE | PAPER TITLE | CREDITS (L+T+P) |
|------------|--------------------------|-----------------|
| PER401C | Classical Persian Poetry | (5+1+0) |
| PER402C | Indo-Persian Prose | (5+1+0) |
| PER403C | Indo-Persian Poetry | (5+1+0) |

Semester – V

| PAPER CODE | PAPER TITLE | CREDITS (L+T+P) |
|--------------|--|-----------------|
| PER501C | Sufistic& Ethical Persian Literature (Prose) | (5+1+0) |
| PER502C | Sufistic& Ethical Persian Literature (Poetry) | (5+1+0) |
| PER 503DSE-1 | Literary History of Post-Islamic Iran (Samanid, Ghaznavid& Seljuk Period) | (5+1+0) |
| PER504 DSE-2 | Indo- Persian Literature (Sultanate Period) OR Indo- Persian Literature (Mughal Period) | (5+1+0) |

Semester – VI

| PAPER CODE | PAPER TITLE | CREDITS (L+T+P) |
|-------------|--|--------------------|
| PER601C | Rhetoric & Composition | (5+1+0) |
| PER602C | Functional Persian | (5+1+0) |
| PER 603 DSE | Modern Persian Literature (Short-Story Writing) OR Modern Persian Literature (Non-Fictional Writing: Newspaper, Article etc.) | (5+1+0) |
| PER 604 DSE | PROJECT | (5+1+0) |

Skill Enhancement Course

Semester II

PER SEC 1 Spoken Persian (a) 1+0+1

Semester IV

PER SEC 2 Spoken Persian (b) 1+0+1

Generic Electives

Semester I

PER 103E Introduction to Elementary Persian Language 5+1+0

Semester II

PER203E Introduction to Intermediary Level Persian 5+1+0

Semester III

PER304 E Functional Persian Grammar 5+1+0

Semester IV

PER 404E Contemporary Persian Literature & Modern Translation 5+1+0

Details of Courses under UG (Hons) Persian

SEMESTER – I

| | | | | |
|--------------|-------------------------------|------------|---|---|
| Paper Code: | PER 101C | Credits: 6 | | |
| Paper Title: | Elementary Persian Grammar | L | T | P |
| | | 5 | 1 | 0 |

Course Objectives:

Learners will be acquainted with the elementary Persian grammar and they will know name of the Iranian months, days, directions, seasons etc. along with primary knowledge of Persian grammar. In addition, they will know sentence making knowledge from the Persian Texts and translation either into English or Assamese.

Course Outcomes:

At the end of the course of this paper students will be able to:

- CO1: **Understand** the contents for better application.
- CO2: **Apply** the communication process in Persian language.
- CO3: **Create** fluency in Persian language.

Teaching Learning Process: Lecture, Assignment, Group Discussion, Tutorial

Course Evaluation: End-Semester Examination: 70 Marks; Internal Assessment: 30 Marks

Course Outline:

Unit 1

Name of the Iranian months, days, Direction, Season

Unit 2

Noun, Pronoun, Adjective, Adverb, Preposition, Verb, Imperatives, Conjugation, Definite and Indefinite Noun, Singular and Plural, Degrees, Infinitives, Imperatives

Unit 3

Tense

Unit 4

Sentence making & Persian Text Reading and Translation either into English or Assamese

Suggested Readings:

1. ZadidDarse Farsi
2. Natun Farsi Byakaran
3. Daura-i-Amuzash-i-Zaban-i-Farsi –JaldAwwal

| | | | | |
|--------------|--|------------|---|---|
| Paper Code: | PER 102C | Credits: 6 | | |
| Paper Title: | Brief History of Persian Language and Literature (Pre-Islamic) | L | T | P |
| | | 5 | 1 | 0 |

Course Objectives:

Learners will be acquainted with the historical dimensions under which the Persian language and literature came to evolution. They will also know the Indo-European Family of Languages; accordingly will be introduced with various ancient languages and literatures.

Course Outcomes:

At the end of the course of this paper students will be able to:

CO1: **Understand** the various themes, meaning of each languages and their structures.

CO2: **Evaluate** the importance of Persian literature of ancient period.

CO3: **Understand** the socio-cultural aspects of Persian language and literature.

Teaching Learning Process: Lecture, Assignment, Group Discussion, Tutorial

Course Evaluation: End-Semester Examination: 70 Marks; Internal Assessment: 30 Marks

Course Outline:

Unit 1

Persian Language: Old Persian, Middle Persian, Modern Persian

Unit 2

Indo-European Family of Languages

Unit 3

Avesta, Tajik, Dari, Pashtu

Unit 4

Zend Avesta, Pahlavi Literature

Suggested Readings:

- E.G. Browne: Literary History of Persia, volume-I& II
- Malik-us-Shu'araBahar: SabakShenasi
- Dr. NoorulHasan Ansari: A History of Persian Language:

| | | | | |
|--------------|--|------------|---|---|
| Paper Code: | PER 103 GE | Credits: 6 | | |
| Paper Title: | Introduction to Elementary Persian Language | L | T | P |
| | | 5 | 1 | 0 |

Course Objectives:

Learners will be acquainted with elementary Persian language. They will know the basic Persian grammar and composition.

Course Outcomes:

At the end of the course of this paper students will be able to:

CO1: **Understand** the basic Persian grammar and phonetic sounds and their oral expression.

CO2: **Analyze** the importance of Persian culture and civilization as well.

CO3: **Understand** the socio-cultural context that shaped the Persian speaking countries.

Teaching Learning Process: Lecture, Assignment, Group Discussion, Tutorial

Course Evaluation: End-Semester Examination: 70 Marks; Internal Assessment: 30 Marks

Course Outline:

Unit 1

Oral Expression of Alphabets (Phonetics & Audio-Visual)

Unit 2

Basic Vocabulary building and Composition

Unit 3

Basic Grammar

Unit 4

History of Persian Language, Civilization and culture of Persian speaking World

Suggested Readings:

- SaminaBaghcheban: Farsi BarayeGhairZabanan
- Mehdi Zarghamian: Daura-i-Amuzash -i-Zaban -i- Fars
- E.G. Browne:Literary History of Persia vol-I
- Malik-us-Shu'araBahar:SabakSheasi
- Dr. NoorulHasan Ansari: A History of Persian Language,

SEMESTER – II

| | | | | |
|--------------|--|------------|---|---|
| Paper Code: | PER 201C | Credits: 6 | | |
| Paper Title: | Applied Persian Grammar and Composition | L | T | P |
| | | 5 | 1 | 0 |

Course Objectives:

Learners will be acquainted with Applied Persian Grammar & Compositions. They will know the grammatical rules with easy and practical approaches. Accordingly they will be able well versed in expression of Persian language.

Course Outcomes:

The student will be able to:

CO1: **Remember** the important Persian vocabularies.

CO2: **Understand** the process of sentence making techniques..

CO3: **Understand** the comprehension test in Persian language.

CO4: **Understand** the application of oral expression and translation.

Teaching Learning Process: Lecture, Assignment, Group Discussion, Tutorial

Course Evaluation: End-Semester Examination: 70 Marks; Internal Assessment: 30 Marks

Course Outline:

Unit 1

Vocabulary Building

Unit 2

Sentence Making

Unit 3

Comprehension

Unit 4

Oral Expressions

Unit 5

Translation

Suggested Readings:

- Mehdi Zarghamian: DauraAmujash-Zaban-e-Farsi JaldAwwal, Duam and Sum
- SaminaBaghcheban: Farsi BarayeGhairZabanan

| | | | | |
|--------------|---|-----------|---|---|
| Paper Code: | PER 202C | Credits:6 | | |
| Paper Title: | Persian Text: Reading &writing | L | T | P |
| | | 5 | 1 | 0 |

Course Objectives:

Learners will be introduced with some topics of prose and poetry of prominent prose writers and poets. They will have knowledge of comprehensive understanding of prose and poetry styles.

Course Outcomes

At the end of the course of this paper the students will be able to:

CO1: **Understand** the prose and poetry of Persian language.

CO2: **Understand** the fundamental concepts of prose and poetry of Persian literature along with its themes, forms and perspectives after the great upheaval ushered Iran into a different landscape.

CO3: **Understand** the various themes, moods and the message of the poems and prose writing by Iranian Diaspora.

Teaching Learning Process: Lecture, Assignment, Group Discussion, Tutorial

Course Evaluation: End-Semester Examination: 70 Marks; Internal Assessment: 30 Marks

Course Outline:

Unit 1 Prose

- Dastan –e-Abu Zar
- Rah –e-Ahn
- Afsana-i-DoazdehBeradar
- Az Mora Negah Dari Kunid
- Zashan –e-Mehergan

Unit 2: Poetry

- Kudrat –e-Khuda
- Ruba –o-Jag
- Kitab-e-Khub
- Chashma –o-Sang

Unit 3

Life and works of each Prose writers

Unit 4

Life and works of each poet

Unit 5

Reading and writing of the lessons with their exercises given in the chapters

Unit 6

Translation of passages from Persian either to English or Assamese language

Suggested Readings:

- Mehdi Zarghamian:Daura –i-Amuzash–i-Zaban-i-Farsi JaldDuam
- Farsi Chaharam Dabisatan, PanjamDabistan
- Samina Baghcheban: Farsi Baraye Ghair Zabana

| | | | | |
|--------------|---|------------|---|---|
| Paper Code: | PER 203 GE | Credits: 6 | | |
| Paper Title: | Introduction to Intermediate Level Persian | L | T | P |
| | | 5 | 1 | 0 |

Course Objectives:

Learners will be acquainted with the expression mode of Persian language and they will be efficient in using intermediate level of Persian language.

Course Outcomes:

At the end of the course of this paper students will be able to:

CO1: **Understand** the contents of simple Persian language.

CO2: **Remember** the grammatical rules for better communications.

CO3: **Apply** the expression mode of Persian language for better speaking fluently.

Teaching Learning Process: Lecture, Assignment, Group Discussion, Tutorial

Course Evaluation: End-Semester Examination: 70 Marks; Internal Assessment: 30 Marks

Course Outline:

Unit 1

Vocabulary Building

Unit 2

Comprehension: Texts

Unit 3

Sentence Making

Unit 4

Translation

Suggested Readings:

- Mehdi Zarghamian: Daura –i-Amuzash –i-Zaban-i-Farsi Jald Duam
- Farsi Chaharam Dabisatan, Panjam Dabistan
- Samina Baghcheban: Farsi Baraye Ghair Zaban

SEMESTER – III

| | | | | |
|--------------|-----------------------------|------------|---|---|
| Paper Code: | PER 301C | Credits: 6 | | |
| Paper Title: | MODERN PERSIAN PROSE | L | T | P |
| | | 5 | 1 | 0 |

Course Objectives:

Learners will be acquainted with the prose styles of Modern Persian literature. They will be introduced with the prominent and distinguished prose writers of Modern Persian literature.

Course Outcomes:

The Student will be able to:

CO1: **Understand** the styles of Modern Persian Prose.

CO2: **Analyze** the life sketches and prosaic contributions of different prose writers.

CO3: **Evaluate** the information found in the texts of Modern Persian prose.

CO4: **Apply** critical and theoretical approaches to the reading and analysis of Modern Persian prosaic forms.

CO5: **Analyze** the socio-cultural aspects of the Iranian society and contemporary world.

Teaching Learning Process: Lecture, Assignment, Group Discussion, Tutorial

Course Evaluation: End-Semester Examination: 70 Marks; Internal Assessment: 30 Marks

Course Outline:

Unit 1

SayeedNafisi: Khana –e-Pedari

Unit 2

Muhammad Hijazi: Pezishk –e-Chasham

Unit 3

Jalal Al Ahmad: Bacha –e- Mardum

Unit 4

SadiqChubaq: Yahya

Unit 5

HoshangMuradiKirmani: Chakma

Unit 6

Life, works and their contribution of the above mentioned writers

Unit 7

Translation of story from Persian either to English or Assamese language

Suggested Readings:

- Dr. M.A.Khan & Dr. S.H Qasemi: Intekhab –e-Nasr-e Mu’asir-e-Farsi, Ed.Department of Persian, D.U
- Hakim Zaki Ahmad Khan:Nisab- e-Jadeed-e-Farsi, Jayyad Press, Ballimaran, Delhi

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|--------------|------------------------------|------------|---|---|
| Paper Code: | PER 302C | Credits: 6 | | |
| Paper Title: | MODERN PERSIAN POETRY | L | T | P |
| | | 5 | 1 | 0 |

Course Objectives:

Learners will be acquainted with the poetical styles of Modern Persian literature. They will be introduced with the prominent and distinguished poets of Persian literature.

Course Outcomes:

The Student will be able to:

- CO1: **Understand** the styles of Modern Persian Poetry.
- CO2: **Analyze** the life sketches and poetical contributions of different poets.
- CO3: **Evaluate** the information found in the texts of modern Persian poetry.
- CO4: **Apply** critical and theoretical approaches to the reading and analysis of modern Persian poetry forms.
- CO5: **Analyze** the socio-cultural aspects of the Iranian society and contemporary world.

Teaching Learning Process: Lecture, Assignment, Group Discussion, Tutorial

Course Evaluation: End-Semester Examination: 70 Marks; Internal Assessment: 30 Marks

Course Outline:

Unit 1

IrajMirzaMadar, Sharab

Unit 2

BaharMurg-i-Shair, Ranj o Ganj

Unit 3

Parvin Itesami Ai Gurbeh, TiraBakht

Unit 4

P.N. KhanlariKhana-i-Matruk

Unit 5

NimaYushizShab –e-Kurk

Unit 6

Life, works, characteristics of modern poetry and critical appreciation of each poet

Suggested Readings:

- Farsi ChaharamDabistan
- Jadid Farsi Shaeri – S.H Qasemi

| | | | | |
|--------------|--------------------------------|------------|---|---|
| Paper Code: | PER 303C | Credits: 6 | | |
| Paper Title: | CLASSICAL PERSIAN PROSE | L | T | P |
| | | 5 | 1 | 0 |

Course Objective:

Learners will be acquainted with the prose styles of Classical Persian literature. They will be introduced briefly with the prominent and distinguished prose writers of Persian literature.

Course Outcomes:

The Student will be able to:

CO1: **Understand** the styles of Classical Persian Prose.

CO2: **Analyze** the life sketches and prosaic contributions of different writers.

CO3: **Evaluate** the information found in the texts of classical Persian Prose.

CO4: **Apply** critical and theoretical approaches to the reading and analysis of classical Persian prosaic form.

Teaching Learning Process: Lecture, Assignment, Group Discussion, Tutorial

Course Evaluation: End-Semester Examination: 70 Marks; Internal Assessment: 30 Marks

Course Outline

Unit 1

KalilawaDimna'sHekayat: Sher O Khargosh,SeMahiandBazargan o sad monahan

Unit 2

SiyasatNama: Pursidan –e-payustaazahwal –i-waziranwagholaman

Unit 3

Tarikh –e-Tabari: Hekayat –e-yazdigard bin Bahramgur

Unit 4

Life, works and critical appreciation of each author

Suggested Readings:

- Adabiyat –e-Farsi Kahan
- Nisab-e-Jadid-e-Farsi
- H.S Persian Selection

| | | | | |
|--------------|-----------------------------------|------------|---|---|
| Paper Code: | PER 304 GE-3 | Credits: 6 | | |
| Paper Title: | FUNCTIONAL PERSIAN GRAMMAR | L | T | P |
| | | 5 | 1 | 0 |

Course Objectives:

Learners will be acquainted with accurate usage of Persian language. They will be able to improve the fluency in the Persian language.

Course Outcomes:

At the end of the course of this paper students will be able to:

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

CO2: **Understand** the grammatical features of Persian language

CO3: **Apply** the methods of Persian grammar for speaking, translation and writing as well.

Teaching Learning Process: Lecture, Assignment, Group Discussion, Tutorial

Course Evaluation: End-Semester Examination: 70 Marks; Internal Assessment: 30 Marks

Course Outline:

Unit 1

Persian Terminology

Unit 2

Vocabulary Building

Unit 3

Composition

Unit 4

Grammar & Translation

Suggested Readings:

- Mehdi Zarghamian: Daura –i-Amuzash –i-Zaban-i-Farsi JaldDuam
- Farsi ChaharamDabisatan, Panjam Dabistan
- Samina Baghcheban: Farsi Baraye GhairZabanan
- NCPUL, Let's Learn Persian, New Delhi

| | | | | |
|--------------|---------------------------|-----------|---|---|
| Paper Code: | PER 305 SEC-1 | Credits:2 | | |
| Paper Title: | Spoken Persian (a) | L | T | P |
| | | 1 | 1 | 0 |

Course objectives:

The students will be acquainted with the modern Persian terminologies and translation process and they will know how to express Persian language.

Course Outcomes:

The students will be able to:

- CO1: **Apply** the functional Persian words for fluent expressions.
- CO2: **Understand** essential terms for daily usage in expressions of Persian language.
- CO3: **Create** communication with different individuals.

Teaching Learning Process: Lecture, Assignment, Group Discussion, Tutorial

Course Evaluation: End-Semester Examination: 50 Marks.

Course Outline:

Unit 1

Conversation

Unit 2

Interpretation

Unit 3

Translation

Suggested Readings:

- Mehdi Zarghamian: Daura –i-Amuzash –i-Zaban-i-Farsi Jald Duam
- Farsi Chaharam Dabisatan, Panjam Dabistan
- Samina Baghcheban: Farsi Baraye Ghair Zabanan
- NCPUL, Let's Learn Persian, New Delhi

SEMESTER – IV

| | | | | |
|-------------|---------------------------------|------------|----------|----------|
| Paper Code | PER 401C | Credits: 6 | | |
| Paper Title | CLASSICAL PERSIAN POETRY | L | T | P |
| | | 5 | 1 | 0 |

Course Objective:

Learners will be acquainted with the poetry of Classical Persian literature. They will be introduced briefly with the prominent and distinguished Poets of Persian literature.

Course Outcomes:

The Student will be able to:

CO1: **Understand** the styles of Classical Persian Poetry.

CO2: **Analyze** the life sketches and poetical contributions of different poets.

CO3: **Evaluate** the information found in the texts of classical Persian Poetry.

CO4: **Apply** critical and theoretical approaches to the reading and analysis of classical Persian poetical form.

Teaching Learning Process: Lecture, Assignment, Group Discussion, Tutorial

Course Evaluation: End-Semester Examination: 70 Marks; Internal Assessment: 30 Marks

Course Outline:

Unit 1

Rudaqi: Yar-e-Meherban, Piri

Unit 2

Firdausi: Raftan-e-RustambaShikar

Unit 3

Sa'di: Barkhiz ta yeksu-e-nahem, Waqt –e TarbAmad Mara Han Shab

Unit 4

Khayyam: 1 to 15 Rubayat:(Ahmad SehriNeda to GafilBacchehaiUmiddar)

Unit 5

Life and works of Rudaqi, Firdausi, Sadi, Khayyam

Suggested Readings:

- Nisab e Jadid e Farsi
- Adabiyat-e-Farsi Kahan
- B.A.Pass Selection, Calcutta University

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|-------------|---------------------------|------------|---|---|
| Paper Code | PER 402C | Credits: 6 | | |
| Paper Title | INDO-PERSIAN PROSE | L | T | P |
| | | 5 | 1 | 0 |

Course objectives:

The students will be acquainted with the literary history of the respective period or areas and literary and cultural exchange.

Course Outcomes:

The students will be able to:

CO1: **Understand** the Indo Persian Prose literature.

CO2: **Understand** the literary styles employed by the Persian prose writers.

CO3: **Analyze** the feeling expressed by the writers.

Teaching Learning Process: Lecture, Assignment, Group Discussion and Tutorial.

Course Evaluation: Semester End Examination: 80 Marks; Internal Assessment: 30 Marks

Course Outline:

Unit 1

Tabaqat –i-Nasiri-

Sani-ul-mulk said asirUddin bin Sultan

Unit 2

Tarikh-i-Firozshahi-

Bayan-Kaftan Juyehake Be Nafeamta'allukdarad

Unit 3

Tarikh-i-Assam-

Selected Piece

Unit 4

Muntakhabat-i-Tawarikh -

Sheikh Salim Chisti, Sheikh Abdul Haque Dehlavi

Unit 5

Jamiul Hekayat-
Raziullah Anha Subani Kardi

Salman Farsi Raziallahu Anha Rawayat mi kuad &

Unit 6

Life and works of each author

Unit 7

Translation

Suggested Readings:

- Adabiyat--i-Farsi-Kahan
- Tarikh-i-Asham
- BA Persian Selection, Calcutta University

| | | | | |
|-------------|----------------------------|------------|---|---|
| Paper Code | PER 403C | Credits: 6 | | |
| Paper Title | INDO-PERSIAN POETRY | L | T | P |
| | | 5 | 1 | 0 |

Course objectives:

The students will be acquainted with the Indo-Persian poetry and exchange of each inner feeling through their activities. They will understand the difference between Indian and Iranian origin Persian poetical literature and their characteristics features.

Course Outcomes:

The students will be able to:

CO1: **Understand** the Indo Persian Poetry literature.

CO2: **Understand** the literary styles employed by the Persian poets.

CO3: **Analyze** the feeling expressed by the poets.

Teaching Learning Process: Lecture, Assignment, Group Discussion and Tutorial.

Course Evaluation: Semester End Examination: 80 Marks; Internal Assessment: 30 Marks

Course Outline:

Unit 1

Amir Khusru: Abar me barad, Ya Rabundur Dil e khak ,Ba sheguftgulha

Unit 2

Urfi Shirazi: Dar wasf-i-kashmir, Ai Matai-Dar, Dar Bazar-Jan

Unit 3

Saib Tabrizi: Mahmal e shouqkuja, Yad e rukhsar, Nami Khwaham Naqab

Unit 4

Iqbal: Ya Rabdarun sineh, Ya Musalman, Zamana Kashid

Unit 5

Biographical Notes on the following poets:

Iqbal, Saib Tabrizi, Urfi Shirazi, Amir Khusraw

Unit 6

Translation of poems

Suggested Readings:

- Kulliyat-i-Amir Khusrau
- B.A. Persian Selection
- Nisab-i-Jadid Farsi

| | | | | |
|-------------|---|-----------|---|---|
| Paper Code | PER 404G (GE-4) | Credits:6 | | |
| Paper Title | CONTEMPORARY PERSIAN LITERATURE & MODERN TRANSLATION | L | T | P |
| | | 5 | 1 | 0 |

Course objectives:

The students will be acquainted with the contemporary Modern Persian terminologies and translation methods with proper grammatical knowledge.

Course Outcomes:

The students will be able to:

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

CO2: **Understand** essential terms for daily usage in expressions of Persian language.

CO3: **Create** communication with different individuals.

Teaching Learning Process: Lecture, Assignment, Group Discussion, Tutorial.

Course Evaluation: Semester End Examination: 80 Marks; Internal Assessment: 30 Marks

Course Outline:

Unit 1

Texts and Applied Grammar

Unit 2

Comprehension

Unit 3

Translation: Modern Persian to English and vice -versa

Suggested Readings:

- Sufi Abdul Aziz: Essentials of Persian Translation, Indo –Iran Society
- SaminaBaghcheban: Farsi barayeghairZabanan
- Farsi DiwumDabistan, SiwumDabistan and ChaharamDabistan

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|-------------|--------------------|-----------|----------|----------|
| Paper Code | PER 405 SEC-2 | Credits:2 | | |
| Paper Title | Spoken Persian (b) | L | T | P |
| | | 1 | 1 | 0 |

Course objectives:

The students will be acquainted with the modern Persian terminologies and translation process applying proper knowledge of Persian language.

Course Outcomes:

The students will be able to:

- CO1: **Apply** the functional Persian words for fluent expressions.
- CO2: **Understand** essential terms for daily usage in expressions of Persian language.
- CO3: **Create** communication with friends, officials, customers, buyers, sellers etc.

Teaching Learning Process: Lecture, Assignment, Group Discussion, Tutorial

Course Evaluation: End-Semester Examination: 50 Marks.

Course Outline:

Unit 1

Conversation

Unit 2

Interpretation

Unit 3

Translation

Suggested Readings:

- Mehdi Zarghamian: Daura –i-Amuzash –i-Zaban-i-Farsi Jald Duam
- Farsi Chaharam Dabisatan, Panjam Dabistan
- Samina Baghcheban: Farsi Baraye Ghair Zaban
- NCPUL, Let's Learn Persian, New Delhi

SEMESTER – V

| | | | | |
|-------------|--|------------|---|---|
| Paper Code | PER 501C | Credits: 6 | | |
| Paper Title | Sufistic & Ethical Persian Literature (Prose) | L | T | P |
| | | 5 | 1 | 0 |

Course Objectives:

The students will be acquainted with the classical literature and make them understand the difference between Sufistic and ethical literature.

Course Outcomes:

CO1: **Understand** the Sufism.

CO2: **Understand** the ethics found in the compositions of Sufi prose writers.

CO3: **Evaluate** the differences found between Sufistic and ethical literature.

Teaching Learning Process: Lecture, Assignment, Group Discussion, Tutorial.

Course Evaluation: Semester End Examination: 80 Marks; Internal Assessment: 30 Marks

Course Outline:

Unit 1

Imam Abu Hamid Ghazzali: **Kimiyae-Sadat- Fasl 1, 2, 3&4**

Unit 2

Hussain Waiz Kashifi: **Akhlaq-i-Muhsini: Dar Shukur, Dar Afu, Dar Jddwa
Jahad**

Unit 3

Sadi Shirazi: **Selected Stories from Gulistan**

Unit 4

Abu Said Bin AbulKhair: **Asrarul Tauhid- Sheikh Abu Said Kuddusull
Khowaja Abul Qasim Hasimi**

Unit 5

Biographical notes of the above mentioned writers

Unit 6

Translation of paragraph of prose works from Persian to either English or Assamese

Suggested Readings:

- B.A Persian Selection, Calcutta University
- Adabiyat-i- Farsi Kahan

| | | | | |
|-------------|---|------------|---|---|
| Paper Code | PER 502C | Credits: 6 | | |
| Paper Title | Sufistic & Ethical Persian Literature (Poetry) | L | T | P |
| | | 5 | 1 | 0 |

Course Objectives

The students will be acquainted with the origin and development of Sufistic Persian poetical literature.

Course Outcomes:

CO1: **Understand** the Sufism.

CO2: **Understand** the ethics found in the compositions of Sufi writers.

CO3: **Analyze** their works in the light of literary trends.

Teaching Learning Process: Lecture, Assignment, Group Discussion, Tutorial.

Course Evaluation: Semester End Examination: 80 Marks; Internal Assessment: 30 Marks

Course Outline:

Unit 1

Rumi: Ba ShanuazNai : Mard-e-Baqqal-o-Tuti

Unit 2

Hafiz: Agar an Turk-i-Shiraz:RsaidMizda:Dosh Waqt-i-Sahr

Unit 3

Attar: SakhumGoftan e murganbaHudhudJawabDadn :UzarHumai :Jawabdadan e
hudud : Jawabdadan Hudud

Unit 4

Jami: Aramghan-e-Musafir e Kenayan :BachchaiuftadamAlamiTazafat-i-Arif

Unit 5

Biographical notes of the following poets

Jami>Attar> Rumi > Hafiz

Unit 6

Translation and characteristics features of their poetry

Suggested Readings:

- BA Persian Selection, Calcutta University
- Adabiyat-e-Farsi Kahan
- Khulasai-MuntaqatTaiur

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|-------------|---|-------------|---|---|
| Paper Code | PER 503DSE-1 | Credits : 6 | | |
| Paper Title | Literary History of Post-Islamic Iran (Samanid, Ghaznavid & Seljuk Period) | L | T | P |
| | | 5 | 1 | 0 |

Course Objective

The students will be acquainted with the literary works and their writers who thrived in the period of the dynasties related to Samanid, Ghaznavid and Seljuk.

Course Outcomes:

CO1: **Understand** the literary history produced during Samanid, Ghaznavid and Seljuk period.

CO2: **Analyze** the works of Modern prose writers.

CO3: **Understand** the overall contributions created by the prominent writers.

Teaching Learning Process: Lecture, Assignment, Group Discussion, Tutorial.

Course Evaluation: Semester End Examination: 80 Marks; Internal Assessment: 30 Marks

Course Outline:

Unit 1 : Samanid period

Unit 2 : Ghaznavid period

Unit 3 : Seljuq period

Unit 4 : Narration and discussion about prominent works and authors and their contribution for each period

Suggested Readings:

- Chopra, R.M- Great Poets of Classical Persian

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|-------------|--|-------------|---|---|
| Paper Code | PER 504 DSE-2 | Credits : 6 | | |
| Paper Title | Indo- Persian Literature (Sultanate Period) | L | T | P |
| | or Indo- Persian Literature (Mughal Period) | 5 | 1 | 0 |

Course Objective

The students will learn about the important works and prose writers of Modern Indo- Persian literature that thrived during Sultanate / Mughal period along with their literary special features.

Course Outcomes:

The student will be able to:

- CO1: **Understand** the Indo Persian Prose.
- CO2: **Understand** the important works written during Sultanate/Mughal period.
- CO3: **Analyze** the literary features of Indo Persian literary works.

Teaching Learning Process: Lecture, Assignment, Group Discussion, Tutorial

Course Evaluation: Semester End Examination: 80 Marks; Internal Assessment: 30 Marks

Course Outline:

Unit 1 : Sultanate Period

Unit 2 : Discussion about Literary works produced during the Sultanate period and prominent of works and writers produced during this period

Or

Unit 1 : Mughal Period)

Unit2 : Discussion about Literary works produced during the Mughal period and prominent of works and writers produced during this period

Suggested Readings:

- Rahman, Dr. Tafiqur : An Overview of Persian Literature: From Sultanate to Mughal Period

SEMESTER – VI

| | | | | |
|-------------|-----------------------------------|-------------|---|---|
| Paper Code | PER 601C | Credits = 6 | | |
| Paper Title | Rhetoric & Composition | L | T | P |
| | | 5 | 1 | 0 |

Course Objectives:

Learners will be acquainted with the knowledge of Persian Rhetoric and functional knowledge of composition. Thereby they will comprehend the literary beauty of Persian language, and accordingly will achieve the proper knowledge of Persian composition.

Course Outcomes:

The student will be able to:

- CO1: **Understand** the Persian Rhetoric.
- CO2: **Apply** composition of Persian simple sentences.
- CO3: **Create** ability of Persian writing.

Teaching Learning Process: Lecture, Assignment, Group Discussion, Tutorial

Course Evaluation: End-Semester Examination: 70 Marks; Internal Assessment: 30 Marks

Course Outline:

- Unit 1** Rhetoric
- Unit 2** Essay Writing
- Unit 3** Letter & Application Writing
- Unit 4** Translation & Composition
- Unit 5** Simple Sentence Making

Suggested readings:

- M.A Majid-Ilm-al Balagat, Nerw Delhi
- Lambton,S- Elementary Persian Grammar, New Delhi
- Rajendra Kumar- Elementary Persia Grammar
- NCPUL, Lets Learn Persian, New Delhi

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|-------------|---------------------------|------------|---|---|
| Paper Code | PER 602C | Credits: 6 | | |
| Paper Title | Functional Persian | L | T | P |
| | | 5 | 1 | 0 |

Course Objectives:

Learners will be acquainted with Functional Persian language. They will know the mode of expression how a Persian people conveys day to day message and information. In addition, they will be able to write and speak Persian language fluently.

Course Outcomes:

The student will be able to:

- CO1: **Understand** mode of Arabic expression for greetings and introduction.
- CO2: **Remember** some vocabularies related to family life, school, student's diligence and understand the pleasure of work.
- CO3: **Analyze** the elementary knowledge of Arabic language for expressing simple sentences fluently.

Teaching Learning Process: Lecture, Assignment, Group Discussion, Tutorial

Course Evaluation: End-Semester Examination: 70 Marks; Internal Assessment: 30 Marks

Course Outline:

- Unit-1 : Persian Terminology
- Unit 2 : Composition
- Unit 3 : Interpretation
- Unit-4 : Phrases & Idioms
- Unit 5: Translation from Persian to English Vice-Versa

Suggested readings:

- M.A Majid-Ilm-al Balagat, New Delhi
- Lambton,S- Elementary Persian Grammar, New Delhi
- Rajendra Kumar- Elementary Persia Grammar
- NCPUL, Lets Learn Persian, New Delhi
- Mehdi Zegghamian, Amugish-i-Zaban- Farsi, Vol- 1,2,3,4 New Delhi

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|-------------|--|
| Paper Code | PER 603 DSE |
| Paper Title | Modern Persian Literature (Short-Story Writing,) or Modern Persian Literature (Non-Fictional Writing: Newspaper, Article etc.) |

Course Objective

Learners will be acquainted with the knowledge of short story of the Modern Persian literature. Or non-fiction writings and newspapers of Persian language.

Course Outcomes:

CO1: **Understand** the Modern Persian short story.

CO2: **Analyze** prose style of Persian literature.

CO3: **Create** learning technique for communication from the literary prose style of Persian language.

Teaching Learning Process: Lecture, Assignment, Group Discussion, Tutorial

Course Evaluation: Semester End Examination: 80 Marks; Internal Assessment: 30 Marks

Course Outline:

Unit 1

Modern Persian literature related short story writers and their writings and contribution

Unit 2

Biographical notes on modern short story/Novel writers

Suggested Readings:

- H. Khamsad- History of Persian Persian literature
- Charand Parand Revolutionary Satire from Iran 1907-1909 by Ali Akbar Dehkhuda
- World Literature and Hedayat's Poetics of Modernity by Omid Azadibougar

| | |
|-------------|----------------------|
| Paper Code | PER 604 DSE |
| Paper Title | Project/Dissertation |

Course Objective:

The course aims to enrich research quality of students having scientific methodology of analysis. Students shall have to demonstrate critical and analytical thinking for better augmentation in the field of research. The course teacher will be the supervisor of research work. Each student shall have to submit a dissertation on a specific topic and finally have to face open viva-voce test. Besides, students shall have to attend compulsorily the orientation classes on the research methodology.

Course Outcomes:

CO1: **Understand** previous works that were carried out.

CO2: **Create** new field of research

CO3: **Understand** research methodology for addressing the research question and objective.

CO4: **Apply** critical and analytical thinking.

Selection of a new topic from own choice within the area of concerned faculty and subject (either comparative or subject concern)

Teaching Learning Process: Lecture, Assignment, Group Discussion, Tutorial

Course Evaluation: Semester End Examination: 80 Marks; Internal Assessment: 30 Marks

*There will be of 30 marks for Literature Review; and 60 marks will be of Dissertation writing and 10 marks for open Viva-Voce Test.

THE END