



ख़्वाजा मुईनुद्दीन चिश्ती भाषा विश्वविद्यालय, लखनऊ  
KHWAJA MOINUDDIN CHISHTI LANGUAGE UNIVERSITY, LUCKNOW



# Department of Persian

Khwaja Moinuddin Chishti Language University  
Lucknow, U.P. (India)

## SESSION 2025-26 SYLLABUS FOR M.A. - II SEMESTER-III (JULY TO DECEMBER 2025)

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### M.A. PERSIAN SEMESTER-III

	Paper S. No.	Paper code	Course Title	Credit	New Distribution of marks
CORE	XIII	PERCC201	Translation From Ramayana Text into Persian	5	25+75=100 Internal +End Sem
CORE	XIV	PERCC202	History of Persian Literature-III (From Mongol invasion to the end of Qajars)	5	25+75=100 Internal +End Sem
CORE	XV	PERCC203	Persian Literature Produced in India	5	25+75=100 Internal +End Sem
CORE	XVI	PERCC204	Drama and Marsiya Writing in Persian	5	25+75=100 Internal +End Sem
Survey/ Field work	XVII	PERCC205	Survey/ Survey of literature/Field work	4	75+25=100 Project Report+ Viva
	<b>Total</b>			<b>24</b>	



# Master of Arts (M.A.) in Persian

Khwaja Moinuddin Chishti Language University Lucknow

## Programme Regulations 2025

### 1. Applicability

The regulations shall apply to the Master in Persian programme from the session 2024-25 and be called **M.A. Persian regulation 2024**

### 2. Minimum Eligibility for admission

A three/four-year Bachelor's degree or equivalent in Persian/Urdu/Any other Discipline (with the Knowledge of Urdu) Awarded by a University or Institute established as per law and recognized as equivalent by this University with a minimum marks or equivalent grade as per university norms.

(Any other additional requirement may also be specified from time to time)

### 3. Programme Objectives

The Master Degree Program in Persian literature mainly aims to equip the students with translation and interpretation skills with a purpose to train them for discharging duties as language experts in both public and private sectors. Considering that a large number of land records in India are still in Persian language, the Master degree course in Persian has been specifically designed to train a student to decipher classical Persian texts. The general objective of the course is to make the students proficient communicators in Persian. The Department believes in imparting to the learners a training that would enable them to become responsible, perceptive and functional citizens who would contribute to the well-being of the society and the nation. Persian language and literature has one of the richest collections of the works produced on humanism and Sufism etc. So, along with academic excellence, present course is thus designed to inculcate a student with the sense of human values for the benefit of the society and the nation. The objective of promoting humanism through Persian literature can only be achieved through an intensive approach to literature. The curriculum focuses on the lingual as well as moral and ethical aspects of Persian literature that would help an individual to cope up with the challenges of the contemporary world.

### 4. Programme Outcomes

One of the prime objectives of the course is to introduce the learner about the universality of Persian literature in dealing with global issues like degradation of human values and challenges of materialism etc. There is a close relation between literature and language, hence the course primarily stresses on the comprehensive aspect of literature. Therefore, utmost care has been taken in choosing the prescribed text which has both lingual and didactic features. A greater comprehension of language would result in a greater depth in perception and appreciation of literature, culture and human progress. Moreover, the course takes into its gamut the employability factors of the students and hence offers



courses in modern language teachings that would surely help them to serve in the archives, museums, national libraries and many other departments related to revenue, history and culture etc. The program would also train students to work on the Persian manuscripts preserved in hundreds and thousands of precious copies in the libraries across India.

#### **5. Specific Programme Outcomes**

The Department of Persian, Khwaja Moinuddin Chishti University, Lucknow has a distinct vision for Masters Degree program offered by it in Persian language and literature. It aims to develop in the learners the ability to understand Persian in a wide range of contexts. This, the Master Degree Program in Persian language and Literature is specifically designed to train and educate individuals for playing multiple roles in both public and private sector. After the completion of M.A. in Persian a student may be capable enough to discharge his responsibilities as a language expert/linguist/interpreter in various ministries of the government of India viz. the Ministry of External Affairs, the Ministry of Culture, the Ministry of Defense etc. Moreover, a person completing this course can work in various archives, museums, oriental libraries, Ministry of Information and Broadcasting in his capacity as a language expert or as an epigraphist etc. The course is also directed to train an individual for jobs in private sectors. While modern language and literature course is designed to help an individual in his pursuit of a job in private sectors, the didactic aspect of the classical literature would take care of the moral and ethical side of an individual in the discharge of his responsibilities in a transparent way. Overall, the course intends to hone the employability skill of an individual in various spheres.



**M.A. (Persian)**

M.A. IInd Year  
Paper-Core  
Credit- 5

Semester-III  
Course Code: PERCC201

تاریخ شری رامایانا

**Course Title-SIMULTANEOUS TRANSLATION of Ramayana  
(Historicity of shri Ramayana)**

पाठ्यक्रमकानाम-रामायणकीऐतिहासिकता

*Maximum Marks: 100 (75 marks for End Semester Exam and 25 for Internal Assessment)*

**Course Objectives:**

- To acquaint the students with the history, tradition, versions and global presence of the Hindu epic Ramayana as well as the historicity of the events of Ramayana.
- To acquaint the students with the historicity of Ravana from Lankan perspective.
- To acquaint the students with the global footprints of Ramayana and Shri Rama's lineage.
- To highlight the significance of the historicity of Ayodhya as one of the oldest living cities of the world and lineage of people from Ayodhya down the times after Shri Rama and Ramayana.
- To place the historicity of Ramayana in the timeline of world history.

**Course Outcomes:**

At the end of this course, the students will be able to,

- Explain how, Ramayana, besides being hailed in present times as a literary epic, is also the historical account of events that happened in the course of the growth and development of Indian Civilization.
- Describe the actual, indigenous historical timeline of the Indian Civilization and the place of Shri Rama on it vis-à-vis what has been portrayed from colonial times.
- Connect Indian Astronomy, the technique called Archaeo- Astronomy and software tools used today such as Planetarium Software to date events of Ramayana.
- Showcase the far-flung influence of the glory of this civilization as well as one of its greatest heroes, Shri Rama.
- To discuss the concept of Avatara and the tradition and history of temple worship from the times of Ramayana.

**Unit 1- Ramayana as a work of History and its Dating**

- What is a Historical work in Hindu thought?
- Difference between historiography of the Hindus v/s the Western world.
- What makes Ramayana a work of history?
- Where does the lineage of Shri Rama start?
- Dating of Shri Rama and the events of Ramayana.

**Unit 2-Historicity of Ramayana through the Lens of Geography, Lanka and Archaeology**

- How does local Geography corroborate with the history of the Ramayana events?
- How is Geography inherent in the Ramayana text itself?
- Archaeological evidences for the historicity of Ramayana



- Is Shri Rama Setu real? Where is it? How old is it? When and how was it built? Who built it?

### Unit 3- Historicity of Ayodhya

- Where is Ayodhya? What is the significance of Ayodhya?
- What is the history of Ayodhya? How far back in time can we trace Ayodhya city?
- Are there people of Shri Rama's lineage and descent from Ayodhya still living? Where are they?
- What is the present status of Ayodhya?

### Unit 4- Shri Rama's Historicity & Divinity

- If Shri Rama is a Divinity, how is Shri Rama historical?
- If Shri Rama is historical, then how did Shri Rama talk to monkeys? Could Shri Hanuman fly?
- Why is Shri Rama a Maryada Purushottam? What are the 16 qualities of Shri Rama?
- How can we relate Shri Rama to our civilizational history if Ramayana took place millions of years ago?

### Unit 5-Introduction of various translations of Ramayan into Persian Prose and Poetry

- Translation of important texts of Shri Ramayana into Persian

### BOOKS:

1. Historical Shri Rama by D.K. Hari & D.K. Hema Hari, Bharath Gyan
2. Shri Ramayana in Lanka by D.K. Hari & D.K. Hema Hari, Bharath Gyan
3. Ayodhya-War & Peace by D.K. Hari & D.K. Hema Hari, Bharath Gyan
4. Breaking The Myths-Voll-About Identity by D.K. Hari & D.K. Hema Hari, Bharath Gyan.
5. Shri Ramayana of Valmiki (Eng. Tr.) H.P. Shastri, London, 1952-59. (3 Vols)
6. श्रीमद्वाल्मीकिराकाश्री रामयण - हिन्दी अनुवाद सहित, (सं.) जानकी नाथ शर्मा, (1-2 भाग) गीता प्रेस, गोरखपुर।
7. رامایانا (نسخه منظوم) سروده گردهر داس به اهتمام پروفیسور عبد الودود اظہر دہلوی، دکتر سید عبد الحمید ضیائی، چاپ مرکز تحقیقات فارسی، دہلی نو 2009
8. رامایانا (نسخه منظوم) باز سروده ملا مسیح پانی پتی به اهتمام دکتر سید عبد الحمید ضیائی، پروفیسور سید محمد یونس جعفری، چاپ مرکز تحقیقات فارسی، دہلی نو 2009





**M.A. (Persian)**

**M.A. IInd Year**  
**Paper-Core**  
**Credit- 5**

**Semester-III**  
**Course Code: PERCC201**

**تاریخ شری رامایانا**

**Course Title-SIMULTANEOUS TRANSLATION of Ramayana**  
**(Historicity of shri Ramayana)**

**पाठ्यक्रमकानाम-रामायणकीऐतिहासिकता**

**Maximum Marks: 100 (75 marks for End Semester Exam and 25 for Internal Assessment)**

**اهداف موضوع:**

- آشنایی دانش آموزان با تاریخ، سنت، نسخه ها و حضور جهانی حماسه هندو رامایانا و همچنین تاریخی بودن وقایع رامایانا.
- آشنایی دانش آموزان با تاریخی بودن راوانا از منظر لانکا.
- آشنایی دانش آموزان با ردپای جهانی شری رامایانا و تبار شری راما.
- برجسته کردن اهمیت تاریخی آیودیا به عنوان یکی از قدیمی ترین شهرهای زنده جهان و تبار مردم آیودیا تا زمان های پس از شری راما و رامایانا.
- قرار دادن تاریخی بودن رامایانا در جدول زمانی تاریخ جهان.

**دست آورد موضوع:**

- در پایان این دوره، دانشجویان قادر خواهند بود تا:
  - توضیح دهند که چگونه رامایانا، علاوه بر اینکه در زمان حاضر به عنوان یک حماسه ادبی مورد ستایش قرار می گیرد، روایت تاریخی رویدادهایی است که در مسیر رشد و توسعه تمدن هند رخ داده است.
  - جدول زمانی واقعی و بومی تاریخی تمدن هند و جایگاه شری راما در آن را در مقایسه با آنچه از دوران استعمار به تصویر کشیده شده است، توصیف کنند.
  - نجوم هندی، تکنیکی به نام باستان شناسی - نجوم و ابزارهای نرم افزاری که امروزه مانند نرم افزار سیاره نما برای تاریخ رویدادهای رامایانا استفاده می شود را به هم متصل کنند.
  - تأثیر گسترده شکوه این تمدن و همچنین یکی از بزرگترین قهرمانان آن، شری راما را به نمایش بگذارید.
  - بحث درباره مفهوم آواتارا و سنت و تاریخ پرستش معبد از زمان رامایانا.
- واحد ۱: رامایانا به عنوان اثری تاریخی و قدمت آن**
  - اثر تاریخی در اندیشه هندو چیست؟
  - تفاوت تاریخ نگاری هندوها در مقابل جهان غرب.
  - چه چیزی رامایانا را به یک اثر تاریخی تبدیل می کند؟
  - اصل و نسب شری راما از کجا شروع می شود؟
  - توانایی ذاتی در متن رامایانا برای تاریخ گذاری وقایع رامایانا.
- واحد ۲: تاریخی رامایانا از طریق دریچه جغرافیا، لانکا و باستان شناسی**
  - چگونه جغرافیای محلی تاریخ وقایع رامایانا را تأیید می کند؟
  - جغرافیا چگونه ذاتی خود متن رامایانا است؟
  - شواهد باستان شناسی برای تاریخی بودن رامایانا
  - آیا شری راما ستو واقعی است؟ کجاست؟ چند ساله است؟ چه زمانی و چگونه ساخته شد؟ که آن را ساخته است؟
- واحد ۳: تاریخ آیودیا**
  - آیودیا کجاست؟ اهمیت آیودیا چیست؟
  - تاریخچه آیودیا چیست؟ چقدر در زمان می توانیم شهر آیودیا را ردیابی کنیم؟
  - آیا هنوز افرادی از تبار و نسب شری راما از آیودیا زندگی می کنند؟ آنها کجا هستند؟
  - وضعیت فعلی آیودیا چگونه است؟
- واحد ۴: تاریخ و الوهیت شری راما**
  - اگر شری راما یک الوهیت است، شری راما چگونه تاریخی است؟
  - اگر شری راما تاریخی است، پس شری راما چگونه با میمون ها صحبت می کرد؟ آیا شریهانومان می تواند پرواز کند؟
  - چرا شری راما یک مریادا پوروشوتما است؟ ۱۶ ویژگی شری راما چیست؟
  - اگر رامایانا میلیون ها سال پیش رخ داده است، چگونه می توانیم شری راما را با تاریخ تمدن خود مرتبط کنیم؟
- واحد ۵: معرفی انواع ترجمه های رامایان به نثر و شعر فارسی**
  - ترجمه از متن های مهم رامایانا به فارسی



M.A. (Persian)

M.A. IInd Year  
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पाठ्यक्रमकानाम-रामायणकीऐतिहासिकता

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पाठ्यक्रम के उद्देश्य:

- छात्रों को हिंदू महाकाव्य रामायण के इतिहास, परंपरा, संस्करणों और वैश्विक उपस्थिति के साथ-साथ रामायण की घटनाओं की ऐतिहासिकता से परिचित कराना।
- विद्यार्थियों को लंकाई दृष्टिकोण से रावण की ऐतिहासिकता से परिचित कराना।
- छात्रों को रामायण और श्री राम की वंशावली के वैश्विक पदचिह्नों से परिचित कराना।
- दुनिया के सबसे पुराने जीवित शहरों में से एक के रूप में अयोध्या की ऐतिहासिकता और श्री राम और रामायण के बाद के समय में अयोध्या के लोगों की वंशावली के महत्व को उजागर करना।
- रामायण की ऐतिहासिकता को विश्व इतिहास की समयरेखा में स्थान देना।

पाठ्यक्रम परिणाम:

इस पाठ्यक्रम के अंत में, छात्र सक्षम होंगे,

- बताएं कि कैसे, रामायण, वर्तमान समय में एक साहित्यिक महाकाव्य के रूप में प्रतिष्ठित होने के अलावा, भारतीय सभ्यता के विकास और विकास के दौरान हुई घटनाओं का ऐतिहासिक विवरण भी है।
- भारतीय सभ्यता की वास्तविक, स्वदेशी ऐतिहासिक समयरेखा और उस पर श्री राम के स्थान का वर्णन करें, जो कि औपनिवेशिक काल से चित्रित किया गया है।
- भारतीय खगोल विज्ञान, आर्कियो-खगोल विज्ञान नामक तकनीक और रामायण की घटनाओं की तारीख बताने के लिए आज उपयोग किए जाने वाले प्लैनेटेरियम सॉफ्टवेयर जैसे सॉफ्टवेयर टूल को कनेक्ट करें।
- इस सभ्यता की महिमा के साथ-साथ इसके सबसे महान नायक, श्री रामके दूरगामी प्रभाव को प्रदर्शित करें।
- अवतार की अवधारणा और रामायण के समय से मंदिर पूजा की परंपरा और इतिहास पर चर्चा करना।





### यूनिट1-इतिहास की कृति के रूप में रामायण और उसका कालनिर्धारण

- हिंदू विचारधारा में ऐतिहासिक कार्य क्या है?
- हिंदुओं और पश्चिमी दुनिया के इतिहासलेखन के बीच अंतर.
- क्या चीज़ रामायण को इतिहास की कृति बनाती है?
- श्री राम की वंशावली कहाँ से शुरू होती है?
- श्री राम का काल निर्धारण और रामायण की घटनाएँ।

### यूनिट2-भूगोल, लंका और पुरातत्व की दृष्टि से रामायण की ऐतिहासिकता

- स्थानीय भूगोल रामायण की घटनाओं के इतिहास से किस प्रकार मेल खाता है?
- रामायण पाठ में भूगोल कैसे अंतर्निहित है?
- रामायण की ऐतिहासिकता के पुरातात्विक साक्ष्य
- क्या श्री राम सेतु असली है? कहाँ है? यह कितनी पुरानी है? इसका निर्माण कब और कैसे हुआ? इसे किसने बनाया?

### यूनिट 3- अयोध्या की ऐतिहासिकता

- अयोध्या कहाँ है? क्या है अयोध्या का महत्व?
- क्या है अयोध्या का इतिहास? हम अयोध्या नगरी का कितना पीछे पता लगा सकते हैं?
- क्या श्री राम के वंश और अयोध्या के वंशज के लोग अभी भी जीवित हैं? वे कहाँ हैं?
- अयोध्या की वर्तमान स्थिति क्या है?

### यूनिट 4-श्री राम की ऐतिहासिकता और दिव्यता

- यदि श्री राम देवत्व हैं, तो श्री राम ऐतिहासिक कैसे हैं?
- यदि श्री राम ऐतिहासिक हैं तो फिर श्री राम ने बंदरों से कैसे बात की? क्या श्रीहनुमान उड़ सकते थे?
- श्री राम मर्यादा पुरुषोत्तम क्यों हैं? श्री राम के 16 गुण क्या हैं?
- यदि रामायण लाखों वर्ष पहले घटित हुई तो हम श्री राम को अपनी सभ्यता के इतिहास से कैसे जोड़ सकते हैं?

### यूनिट 5-फारसी गद्य और काव्य में रामायण के विभिन्न अनुवादों का परिचय

रामायणकेकुछमहत्वपूर्णपाठोंकाफारसीमेंअनुवाद



## BOOKS:

1. Historical Shri Rama by D.K. Hari & D.K. Hema Hari, Bharath Gyan
2. Shri Ramayana in Lanka by D.K. Hari & D.K. Hema Hari, Bharath Gyan
3. Ayodhya-War & Peace by D.K. Hari & D.K. Hema Hari, Bharath Gyan
4. Breaking The Myths-Voll-About Identity by D.K. Hari & D.K. Hema Hari, Bharath Gyan.
5. Shri Ramayana of Valmiki (Eng. Tr.) H.P. Shastri, London, 1952-59. (3 Vols)
6. श्रीमद्वाल्मीकिराकाश्री रामयण - हिन्दी अनुवाद सहित, (सं.) जानकी नाथ शर्मा, (1-2 भाग) गीता प्रेस, गोरखपुर।
7. रामायना (نسخه منظوم) سروده گردهر داس به اهتمام پروفیسور عبد الودود اظہر دہلوی، دکتور سید عبد الحمید ضیائی، چاپ مرکز تحقیقات فارسی، دہلی نو 2009
8. رامایانا (نسخه منظوم) باز سروده ملا مسیح پانی پتی به اهتمام دکتور سید عبد الحمید ضیائی، پروفیسور سید محمد یونس جعفری، چاپ مرکز تحقیقات فارسی، دہلی نو 2009



## M.A. (Persian)

M.A. IInd Year  
 Paper: Core  
 Credit- 5

Semester-III  
 Course Code: PERCC202

**Course Title: History Persian Literature**

**تاریخچه ادبیات فارسی**

**(From the Mongol Invasion to the End of the Qajar Period)**

**(از حمله مغول تا پایان عهد قاجار)**

*Maximum Marks: 100 (75 marks for End Semester Exam and 25 for Internal Assessment)*

### Course Outcome:

*Upon completion of this course the student shall have a fair knowledge of:*

- the political history of the specified period
- the development of Persian language and literature in the specified period
- the Timurid rulers of India and Iran
- the development of Persian language and literature in the specified period
- important historical and ethical works of Persian literature
- important lexicons and Tazkirahs of Persian literature
- the development of Marsiya writing in Iran
- the development of Indian style of Persian writing known as Sabk-e-Hindi

### Unit-I

- The Mongol invasion and its effect on the political, cultural and literary conditions of Iran.

استیلای مغول و تأثیر آن بر اوضاع سیاسی، فرهنگی و ادبیات ایران.

- History written during the Ilkhan period **مطالعه در باره تاریخ نویسی دوره ایلخانیان**

### Unit-II

- Ethical literature produced in Iran during the 13th and 15th century A.D.

ادبیات اخلاقی ایران از قرن سیزدهم میلادی تا قرن پانزدهم میلادی

- i. Gulistan گلستان ii. Akhlaq-i-Nasiri اخلاق ناصری iii. Akhlaq-i-Jalali اخلاق جلالی
- iv. Akhlaq-i-Mohsini اخلاق محسنی Rauzat-us Safa روضه الصفا

### Unit-III

- Study of some notable poets of the early Timuri period:

مطالعه زندگینامه و کارنامه های چند تن از شاعران معروف دوره اوایل تیموریان

- i. Ibn-i-Yamin ابن یامین ii. Khwaju Kirmani خواجه کرمانی iii. Ubayd-i-Zakani ابی العباس
- iv. Salman Sawji سلمان ساوجی v. Hafiz Shirazi حافظ شیرازی

### Unit-IV

- General survey of the prose writings of the later Timuri period.

مطالعه عمومی آثار منثور دوره تیموریان بویژه

Jami جامی Qasim Anwer قاسم انور Nematullah Wali والی

- Prose writers of Herat School: معروفی از ویژگیهای تصانیف سبک هرات و آثار منثور آن سبک

(i) HafizeAbru حافظ ابرو (ii) Mir Khawand میر خواند (iii) Khawand Mir خواند میر

A Study of Persian Poetry with reference to some important poets of Herat School.

مطالعه شعر فارسی این دوره با اشاره خصوصی به برخی از شاعران مهم سبک هرات.



### Unit-V

- Assessment of Persian literature produced during the Safavi period.  
ارزیابی ادبیات فارسی در عصر صفوی
- A brief study of the poets and writers of the Qajar period.  
بررسی مختصری از شاعران و نویسندگان عصر قاجار

### Recommended Books:

- Tarikh-e- Adabiyat-Dar-Iran by Zabihullah Safa  
تاریخ ادبیات در ایران تصنیف ذبیح الله صفا
- Tarikh-e-Adabiyat-e-Iran by Reza Zadeh Shafaque  
تاریخ ادبیات ایران تصنیف رضا زاده شفق
- Farsi Nasr ki Tareekh translated by Prof. Sharif Hussain Qasmi  
فارسی نثر کی تاریخ مترجم پروفیسور شریف حسین قاسمی
- Iran SadiyonkeAAyine Mein by Amrit Lal Ishrat  
ایران صدیوں کے آئینہ میں تصنیف امر تلعلعشرت
- Adab Nama-e-Iran by Maqbool Beg Badakhshani  
ادبنامہ ایران تصنیف مقبول بیگ بدخشان
- Tarjuma-e-Tareekh-e-Brown by Syed Sajjad Hussain  
ترجمہ تاریخ براؤن از سید سجاد حسین
- Az Saba Ta Neema by Yehya Aryanpur  
از صباتانیا تصنیف یحیی آرینپور
- SabkShanasi: MalikushshoraBahar Mohammed Taqi, Tehran  
سبک شناسی تصنیف ملک الشعراء محمد تقی بہار، تہران.
- Sher ulAjam , Shibli Nomani Matbaa Maarif , Azamgarh, 1988.  
شعر العجم، شبلی نعمانی مطبع معارف، اعظمگرہ
- A literary History of Persia by E.G Browne.



## M.A. (Persian)

M.A. IInd Year  
 Paper-Core  
 Credit- 5

Semester-III  
 Course Code: PERCC203

### Course Title: Persian Literature Produced in India

ادبیات فارسی در هند

Maximum Marks: 100 (75 marks for End Semester Exam and 25 for Internal Assessment)

### Course Outcomes:

Upon completion of this course the student shall have a fair knowledge of:

- The literary history during Mughal Period
- the development of Persian language and literature in the specified period
- eminent poets and writers of the period
- the development of ethical, moral and mystical writings in Persian literature
- history and Tazkirah writing during Mughal empire in india
- The art of poetry, secretary ship, medicine and administration through Persian sources

### Unit-I

An introduction to the Persian literature in India during Mughals through the ages  
 مطالعه عمومی درباره ادبیات فارسی در عصر مغولان  
 Contribution of Mughal royal families to Persian language and literature  
 سهم خانواده و شاهان مغول در ترویج و رشد زبان و ادبیات فارسی  
 Persian literature under Babar and Humayun's regime  
 ادبیات فارسی در عهد بابر و همایون

### Unit II

An introduction to the age of Akbar  
 معرفی از ادبیات فارسی در عهد اکبر  
 An account of the life & literary attainments of the following literary figures of Akbar's period:-  
 مطالعه مختصری در باره احوال و آثار ادبای برجسته عصر اکبر  
 • Abul Fazl Faizi • Abul Fazl Allami • Naziri Nishapuri • Urfi Shirazi  
 • Ghazali Mashhadi • Mulla Zahuri

### Unit III

Persian literature under Jahangeer and Shahjahan's age  
 معرفی از ادبیات فارسی در عهد جهانگیر و شاهجهان  
 An account of the life & literary attainments of the following literary figures of Jahangeer and Shahjahan's period:-  
 مطالعه مختصری در باره احوال و آثار ادبای برجسته عصر جهانگیر و شاهجهان  
 • Talib Amuli • Qudsi Mashhadi  
 • Abu Talib Kaleem • Saib Isfahani • Ghani Kashmiri  
 • Dara Shikoh • Jahan Ara

### Unit IV

Persian literature under Aurangzeb's age.  
 معرفی از ادبیات فارسی در عهد اورنگزیب  
 An account of the life & literary attainments of the following literary figures of Aurangzeb's period:-  
 مطالعه مختصری در باره احوال و آثار ادبای برجسته عصر اورنگزیب  
 • Nemat Khan-i Aali • Aaqil Khan Razi • Nasir Ali Sarhindi  
 • ZaibunnisaMakhfi • Mirza Abdul Qadir Bedil • Ghalib Dehlavi





**Unit V:**

Non Muslim literary figures and their works

**Reference Books:**

- Hindustan meinahd-e Mughalya ka Farsi Adab by Dr. Mohd. Iqbal, 2007, New Delhi
- Deams Forgotten, An Anthology of Indo-Persian Poetry by Waris Kirmani, 1986, Aligarh, U.P.
- Ahd-e Babar wa Humayun kenaamwaradbawashoara by Dr. Rana Khursheed, 2011, Aligarh, U.P
- Foundation of Mughal Rule in India Ed. by Raj Kumar, 2000, New Delhi
- Ahd-e Aurangzeb ki Farsi Shayri ka tanqeedijaaiza by Dr. Zarrina Khan, 2012, Aligarh
- Aqil Khan-e Razi-Ahwal-o Asaar by Dr. Shaista Akhtar Javed, 1999, Mumbai
- Jahan Ara Begum by Nausheen Jaffery, 2011, New Delhi
- Great Poets of Classical Persian by R. M. Chopra, 2014. Kolkata, West Bengal
- A Study Of Persian Ghazal & Rubai under the Great Mughals by Dr. Qamaruddin, 2009, Delhi
- Chahar Chaman by Chandrabhan Brahman, Into & Ed. By Seyed Mohammad Yunus Jafery, 2007, New Delhi
- Mjmaul Bahrain by Prince Muhammad Dara Shikoh, Ed. By Mahfuz-ul-Haq, 2007, Kolkata
- Aurangzeb Alamgeer par ek nazar by Allama Shibli nomani, 2009, Azamgarh, U.P.
- Akbar and the rise of the Mughal Empire by G B Malleson, 2008, Delhi
- The Coming of the Mughals Ed. by Raj Kumar, 2000, New Delhi
- India under Aurangzeb Ed. by Raj Kumar, 2000, New Delhi
- Humayun Nama, The History of Humayun by Gulbadan Begum Tr. by Annette S. Beveridge, 2004, New Delhi



## M.A. (Persian)

M.A. II<sup>nd</sup> Year  
Paper-Core  
Credit- 5

Semester-III  
Course Code: PERCC204

### Course Title: Drama and Marsiya Writings Persian

نمایش نامه نویسی و مرثیه سرایی در ایران

Maximum Marks: 100 (75 marks for End Semester Exam and 25 for Internal Assessment)

#### Course Outcomes:

Upon completion of this course the student shall have a fair knowledge of:

- Difference between Classical and Modern Persian literature
- Reasons for origin and development of Modern Persian literature
- Constitutional movement in Iran and its impact on literature
- Prominent authors and literary pieces of Modern Persian prose
- Literary developments in Iranian literature
- Representative writers of Persian Drama and Marsiya
- Modern literary Trends in Persian Prose
- Socio-political significance of Modern Persian literature

#### Unit-I

Socio Political and Historical Background of Development of Modern Persian Prose

پیشینه سیاسی اجتماعی و تاریخی در توسعه نثر فارسی مدرن

The Art of Persian Drama and drama writing

هنر نمایش ایرانی و نمایشنامه نویسی

The difference between Persian and Urdu Dramas

تفاوت میان نمایش نامه های فارسی و اردو

Drama based on tragedy and comedy

نمایشنامه مبتنی بر تراژدی و کمدی

The difference between a Drama based on tragedy and comedy

تفاوت نمایشنامه مبتنی بر تراژدی و کمدی

#### Unit-II

Some Drama writers of Iran

برخی از نمایشنامه نویسان ایران

(a) Syed Ali Nasr

(الف) سید علی نصر

Drama: Rustam waSohraab , Nadershah, Yateem.

نمایشنامه: رستم و سهراب، نادرشاه، یتیم

(b) Abul Qasim Jannati

(ب) ابو القاسم جنتی

Drama: Atabak e Aazam, Yusuf wa Zulaikha, bachcheyeShaitaan

نمایشنامه: اتابک اعظم، یوسف و زلیخا، بچه شیطان

#### Unit-III:

Marsiya Writing in Iran: A Historical Review

تاریخچه مرثیه نویسی در ایران

Socio Political and Historical Background of Development of Marsiya in Iran and

India

پیشینه سیاسی، اجتماعی و تاریخی در توسعه مرثیه نویسی در ایران و هند

Marsiyawriting in the Seljuqi, Timurid period



وضع مرثیه نویسی در عهد سلجوقی ، تیموری

Introducing some of the famous Marsiya writers of that period

معرفی چند تن از مرثیه نویسان معروف آن دوره

AzariAsfraini, Saleemi.....

آذری اسفرآینی، سلیمی،....

#### Unit-IV:

Safavid period

دوره صفوی

Shah Tahmasap and religious poetry

شاه طهماسب و شعر مذهبی

A look at the Marsiyawriters of the Safavid period

نگاهی به مرثیه سرایان دوره صفوی

The famous Marsiyawriter of the Safavid period, Mohtsham Kashi

مرثیه سرای بلند آوازه دوره صفوی محتشم کاشی

Description of a part of Mohatsham's Marsiya

شرح بخشی از مرثیه های محتشم

#### Unit-V:

Recitation practice

تمرین مرثیه خوانی

Reading of some Important Marsiya Provided by the department

خواندن برخی از مرثیه مهم ارائه شده توسط بخش

#### References:

- Adabiyat e Numaeshi e Iran ,Jamshed Malikpor,Toos Publishers
- Naya Irani Adab by Zuhuruddin Ahmad
- نیا ایرانی ادب، ظهور الدین احمد
- Prose and poetry by E.G. Brown.
- Modern Persian prose by Hasan Kamshad
- Az Saba ta Neema, vol. I & II, by Yehya Aryanpur.
- از صبا تا نیمه، جلد ۱ و ۲ توسط یحیی آرین پور
- Farsi Afsana Nigari aur Muntakhab Afsaneh by Dr. Abdul Halim
- فارسی افسانه نگاری اور منتخب افسانه: از دکتر عبدالحلیم
- TajaddudKhahiwaTajaddudGerayan-e-Iran by Prof. Abdul Halim, Malik
- BookDepot, 3212, Turkaman Gate, Delhi-6
- تجدد خواهی و تجدد گرایان ایران: توسط پروفیسور عبدالحلیم، ملک بک ڈپو، ۳۲۱۲، ترکمان گیٹ، دہلی
- Bar Rasi-e-Adabiat-e-Imroz-e-Iran by Mohammad Istelami
- Tareekh e Marsiya by Syed Masood Hasan Rizvi Adeeb,Noor Publication.



**M.A. (Persian)**

**Industrial Training/Survey/Field Work/Research Project**

M.A. IInd Year

Semester-III

Paper: CoreCourse

Course Code: PERCC205

Credit- 4

**Course Title: Industrial Training/Survey/Field Work/Research Project**

عنوان دوره: آموزش صنعتی/ابرسی/کار میدانی/پروژه تحقیقاتی

*Maximum Marks: 100 (75 marks for Project work report and 25 for Viva-Voce)*

This Course is part of Industrial Training/Survey/Field Work/Research Projectas prescribed by the **NEP 2020** framework for Masters Degree Programme.

Under this course students shall be asked to participate and carry out Industrial Training/Survey/Field Work/Research Project.

Viva-Voce Exam shall also be conducted as part of the evaluation process ant it will comprise of 25 Marks. At least one External Expert shall be called to conduct the Viva-Voce Exam.



ख़्वाजा मुईनुद्दीन चिश्ती भाषा विश्वविद्यालय, लखनऊ  
KHWAJA MOINUDDIN CHISHTI LANGUAGE UNIVERSITY, LUCKNOW



# Department of Persian

Khwaja Moinuddin Chishti Language University  
Lucknow, U.P. (India)

**SESSION 2025-26**

**SYLLABUS FOR M.A. - II**

**SEMESTER-IV**

**(JANUARY TO MAY 2026)**

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## M.A. PERSIAN SEMESTER-IV

	Paper S. No.	Paper code	Course Title	Credit	New Distribution of marks
CORE	XVIII	PERCC 206	Indo Persian Historical Text	5	25+75=100 Internal +End Sem
CORE	XIX	PERCC 207	Research Methodology & Persian Linguistic	5	25+75=100 Internal +End Sem
CORE	XX	PERCC 208	Sufi Literature	5	25+75=100 Internal +End Sem
CORE	XXI	PERCC 209	Special Study of Amir Khusrau	5	25+75=100 Internal +End Sem
Project	XXII	PERCC 210	Project Based Course Dissertation & Viav-voce	4	75+25=100 Dissertation + Viva
Total				24	



# Master of Arts (M.A.) in Persian

## Khwaja Moinuddin Chishti Language University Lucknow

### Programme Regulations 2025

#### 1. Applicability

The regulations shall apply to the Master in Persian programme from the session 2024-25 and be called **M.A. Persian regulation 2024**

#### 2. Minimum Eligibility for admission

A three/four-year Bachelor's degree or equivalent in Persian/Urdu/Any other Discipline (with the Knowledge of Urdu) Awarded by a University or Institute established as per law and recognized as equivalent by this University with a minimum marks or equivalent grade as per university norms.

(Any other additional requirement may also be specified from time to time)

#### 3. Programme Objectives

The Master Degree Program in Persian literature mainly aims to equip the students with translation and interpretation skills with a purpose to train them for discharging duties as language experts in both public and private sectors. Considering that a large number of land records in India are still in Persian language, the Master degree course in Persian has been specifically designed to train a student to decipher classical Persian texts. The general objective of the course is to make the students proficient communicators in Persian. The Department believes in imparting to the learners a training that would enable them to become responsible, perceptive and functional citizens who would contribute to the well-being of the society and the nation. Persian language and literature has one of the richest collections of the works produced on humanism and Sufism etc. So, along with academic excellence, present course is thus designed to inculcate a student with the sense of human values for the benefit of the society and the nation. The objective of promoting humanism through Persian literature can only be achieved through an intensive approach to literature. The curriculum focuses on the lingual as well as moral and ethical aspects of Persian literature that would help an individual to cope up with the challenges of the contemporary world.

#### 4. Programme Outcomes

One of the prime objectives of the course is to introduce the learner about the universality of Persian literature in dealing with global issues like degradation of human values and challenges of materialism etc. There is a close relation between literature and language, hence the course primarily stresses on the comprehensive aspect of literature. Therefore, utmost care has been taken in choosing the prescribed text which has both lingual and didactic features. A greater comprehension of language would result in a greater depth in perception and appreciation of literature, culture and human progress. Moreover, the course takes into its gamut the employability factors of the students and hence offers



courses in modern language teachings that would surely help them to serve in the archives, museums, national libraries and many other departments related to revenue, history and culture etc. The program would also train students to work on the Persian manuscripts preserved in hundreds and thousands of precious copies in the libraries across India.

#### **5. Specific Programme Outcomes**

The Department of Persian, Khwaja Moinuddin Chishti University, Lucknow has a distinct vision for Masters Degree program offered by it in Persian language and literature. It aims to develop in the learners the ability to understand Persian in a wide range of contexts. This, the Master Degree Program in Persian language and Literature is specifically designed to train and educate individuals for playing multiple roles in both public and private sector. After the completion of M.A. in Persian a student may be capable enough to discharge his responsibilities as a language expert/linguist/interpreter in various ministries of the government of India viz. the Ministry of External Affairs, the Ministry of Culture, the Ministry of Defense etc. Moreover, a person completing this course can work in various archives, museums, oriental libraries, Ministry of Information and Broadcasting in his capacity as a language expert or as an epigraphist etc. The course is also directed to train an individual for jobs in private sectors. While modern language and literature course is designed to help an individual in his pursuit of a job in private sectors, the didactic aspect of the classical literature would take care of the moral and ethical side of an individual in the discharge of his responsibilities in a transparent way. Overall, the course intends to hone the employability skill of an individual in various spheres.



## **M.A. (Persian)**

**M.A. IInd Year**  
**Paper-Core**  
**Credit-5**

**Semester-IV**  
**Course Code: PERCC206**

### **Course Title: Indo Persian Historical Texts**

متون تاریخی هند به زبان فارسی

*Maximum Marks: 100 (75 marks for End Semester Exam and 25 for Internal Assessment)*

#### **Course Outcomes**

*Upon completion of this course the student shall be able to*

- *Comprehend Persian historiography in India*
- *Understand Special features of the Persian historical texts produced in India*
- *Recognize Persian sources of Indian history, culture and Polity*
- *Get an idea of Art of administration of the Medieval Indian rulers*
- *Identify sources of Regional Indian History during Medieval India*

#### **Unit-I**

History writing during Memluks

Tajul Ma'sir, Chach Nama, QiranusSadein,

History writing during Khaljis with special reference to Amir Khusrau

Text Comprehension

طبقات ناصری تصنیف منهاج سراج

فی ذکر سلاطین الشمسیه فی الهند

Tabaqat-e- Nasiri by Minhaj e Siraj

Fi zikrassalateenashshamsiyah fil Hind

#### **Unit-II**

Persian history writing during Tughlaqs

Tareekh-e-Feeroz Shahi by Ziyauddin Barni

Zikre Baz gashtan Sultan Mohammad azDoegir...

Wasaya e Sultan Ghayasuddin Balban

#### **Unit-III**

History writing in South India (Deccan) Behmani Kingdom

Persian History writing in Awadh

#### **Unit-IV**

Persian historiography during Mughals

Tuzk-e-Babari (selected portion from Naqshhae Ranga rang)

تزرک بابری (بخش انتخاب شده از نقشهای رنگ رنگ)

Humayun Nama by gulbadan Begum

MuntakhabutTawareekh by Badauni

منتخب التواریخ تصنیف بدایونی

#### **Unit-V**

Akbar Nama by Abul Fazal

(WusoolMaukib Muqaddas Shahanshahi) ref: Nsreh. Allahabad

Non Muslim historians of Mughal Empire

Explanation, Critical Notes on texts and Study of Literary attainments of the authors

مطالعه و توضیح و نقد متون راجع به تاریخ هند و مطالعه دستاوردهای ادبی نویسندگان



**Suggested Readings:**

1. Tabaqat-e- Nasiri by Minhaj e Siraj ج ۱ طبقات ناصری منهاج سراج
2. Tareekh-e-Feeroz Shahi by Ziyauddin Barni تاریخ فیروز شاہی تصنیف ضیاء الدین برنی
3. MuntakhabutTawareekh by Badauni منتخب التواریخ تصنیف بدایونی
4. Akbar Nama by Abul Fazal اکبر نامہ تصنیف ابو الفضل
5. Tareekh-e-Adabiyaat-e-Iran by Reza Zadeh Shafaq تاریخ ادبیات ایران تصنیف رضا زاده شفق
6. Bazm-e- Taimuriya by Sabahudddin Abdur Rehman بزم تیموریہ تصنیف صباح الدین عبدالرحمان
7. Bazm-e-Mamlukiya by Sabahudddin Abdur Rehman بزم مملوکیہ تصنیف صباح الدین عبدالرحمان
8. Sherul Ajam Part II by Shibli Naomani شعر العجم قسمت دوم تصنیف شبلی نعمانی
9. History of Persian language and Literature at Mughal Court
10. Ganjina-e-Mani, by Dr. Sarafaraz Ahmad Khan گنجینہ معنی از دکتر سرفراز احمد خان





**M.A. (Persian)**

**M.A. IInd Year**  
**Paper-Core**  
**Credit-5**

**Semester-IV**  
**Course Code: PERCC207**

**Course Title: Research Methodology and Persian Linguistic**

روش تحقیق و زبانشناسی فارسی

**Maximum Marks: 100 (75 marks for End Semester Exam and 25 for Internal Assessment)**

**Unit-I**

Research Methodology, Definition and Types of Research

روش تحقیق، معرفی و انواع تحقیق

Qualities and Duties of Researcher and Supervisor

اوصاف و مضایف محقق و راهنمای تحقیق

Problems and Challenges مشکلات و چالشها و تحدیدها

**Unit-II**

Search for Material, Selection of Topic, Preparation of Thesis/ Dissertation/ Research

Paper

تلاش مواد، انتخاب عنوان، آماده سازی پایان نامه، مقاله تحقیقی

Preparation of Bibliography, Resources and referencing تهیه کتابیات، حواشی، منابع و مرجع

Correction of text and Phases of Correction اصلاح متن و مراحل اصلاح

تحقیقات و تصحیح متن و ویژگی های محقق، مراحل تصحیح متن، مسائل مهم در رابطه با اصلاح متن شعر، مقدمه مصحح حاشیه و تعلیقات

**Unit-III :**

زبان، اختراع زبان، گفتار، دستگاه گفتار

واحد گفتار، واک، رده، بندی، واکها، مصوت و صامت

انواع زبان، خانواده هند وار وپائی، شجره زبانها، زبانهای ایران باستان، مادی، پارسی، اوستای، زبانهای

میان، پهلوانیک، پارسیک، پهلوی،

**Unit-IV :**

فارسی جدید، ساختار از زبان فارسی قدیم، ساختار پهلوی، ساختار فارسی جدید

**Unit-V :**

تحولات زبان فارسی (از قدیم تا جدید)، تحول واکها، تحول صرفی و نحوی، تحول الفاظ و معنی، تحول درواک

مصوت، تحول در واک صامت

**Unit-V :**

دوره سی گانی تحول و تکامل فارسی دری، دوره رشد و تکوین،

دوره فارسی، دری، دوره تحویل اخیر



## Books Recommended

Wendell V Haris, Dictionary of Concepts in Literary Criticism and Theory  
Ahmad Gulchin Maani TarikheTazkiraha e Farsi  
Gyan Chand Jain, Tehqeeq ka Fann  
Tanveer Ahmad Alvi, Usool e TahqiqwaTarteeb e Matn  
MatniTanqeed ka TanqidiMotalaa, Dr. Mohammad Akmal  
Khanleri's A History of Persian Language, Trans. N.H. Ansari , Vol I & II, Idara-e Adabiyat-e Delhi, 1979

کتابهای درسی و سفارشی

- تاریخ زبان فارسی، دکتر پرویز نائل خانلری (جلد اول و دوم)، تهران
- فارسی کی قدیم و جدید لسانیات، ڈاکٹر عزیز بانو، حیدرآباد
- اردو پر فارسی کے لسانی اثرات، ڈاکٹر عصمت جاوید، اورنگ آباد
- لسانیات کیا ہے، ڈیوڈ کرسٹل، مترجمہ نصیر احمد خان، نئی دہلی
- اردو لسانیات، نصیر احمد خان، نئی دہلی
- لسانی مطالعے، گیان چند



## M.A. (Persian)

M.A. II<sup>nd</sup> Year

Paper: Core

Credit- 5

Semester-IV

Course Code: PERCC208

### Course Title: Sufi Literature

ادبیات عرفانی

Maximum Marks: 100 (75 marks for End Semester Exam and 25 for Internal Assessment)

#### Course Outcomes:

Upon completion of this course the student shall have a fair knowledge of:

- Tasawwuf and its contribution of development of Persian Literature
- Various silsilas of Tasawwuf
- Malfooz and Maktoob literature
- Life and work of great Indian and Iranian Sufis
- Propagation of human values of the texts prescribed

#### Unit-I

Tasawwuf and its definition معرفی و مطالعه تصوف

A brief history of Tasawwuf and important Sufi Orders

تاریخچه مختصری آغاز و ارتقای تصوف و بر رسی سلسله های تصوف

a) Chishtia چشتیه b) Qadria قادریه c) Suharwardia سهروردی d) Naqshbandia

نقشبندی

Tasawwuf in Persian Literature. عرفان در ادبیات فارسی

Impact of Tasawwuf on Persian Literature تأثیرات عرفان بر ادبیات فارسی

#### Unit-II

Introduction of some important works: معرفی برخی از آثار عرفانی

Asrar-ul-Tauhid اسرار التوحید, Kashf-ul- Mahjub کشف المحجوب

#### Unit-III

SiyarulAulia سیرالاولیاء, Fawaid-ul-Fuad فوائد الفوائد, Khairul- Majalis خیر المجالس

#### Unit-IV

Some important Sufi poets in Iran as: مطالعه شاعران معروف عرفانی ایران

Hakim Sanai حکیم سنائی, Attar عطار, Maulana Rumi مولانا روم

#### Unit-V

Text Selection انتخاب متن

کشف المحجوب Kashf-ul-Mahjub

Babe Tasawwuf: (Mardumanandertahqeeq in ism..... khud khwastna)

باب تصوف: (مردماناندر تحقیق این اسم.....خود خواست نه)

Mathnavi-e-Ma'navi from its first volume مثنوی معنوی انتخاب از جلد اول

"Dastaan-e-Aan Padshah-e-Jahud keNasraniyan Ra Me kusht"

"داستان آن پادشاه یهود که نصرانیان را می کشت"



### Books Prescribed

- Guzida-i-az Nazm-o-Nasr-e-Farsi, Vol:1 Nasre Kohan, Intisharat Wazarat-e-Farhang-o-Hunar, Idara-e-Kul Nigarish, Iran 1354  
گزیده ای از نظم و نثر فارسی، جلد اول نثر کهن، انتشارات وزارت فرهنگ و هنر، اداره ای کل نگارش، ایران 1354
- Mathnawi-e-Ma'nawi-e-Molana Room, Edited by Reynold Ilene Nicolson, Muassesa-e-Chaap-o-Intisharat-e-Amir Kabir  
مثنوی معنوی مولانا روم، ویرایش از رینولد ایلین نیکولسون، موسسه چاپ و انتشارات امیر کبیر
- Tarikh-e-Tasawwuf Dar Islam by Dr. Qasim Ghani  
تاریخ تصوف در اسلام از دکتر قاسم غنی
- Bazm-e-Sufia by Sabahuddin Abdur Rahman  
بزم صوفیه تصنیف صباح الدین عبدالرحمان
- Irani Tasawwuf by Prof. Kabir Ahmad Jaisi  
ایرانی تصوف تصنیف پروفیسور کبیر احمد جائسی

### Books Recommended:

- An Introduction to Islamic mysticism, AJ Arberry.
- A History of Sufism in India, by S.A.A. Rizvi.
- Tareekh-e-Tasawwuf dar Islam by Dr. Qasim Ghani  
تاریخ تصوف در اسلام از دکتر قاسم غنی
- Sheikh Ali Hujveri Hayat-o-Khidmat, Edited by Prof. Abdul Halim, Idarah-e-Adabiyat-e-Dilli 5803 Sadr BaAar, delhi-6 (2012)  
شیخ علی هجویری حیات و خدمات، ویرایش از پروفیسور عبدالحلیم، اداره ای ادبیات دہلی،  
Sherul Ajam, Vol:5 by Shibli Nomani  
شعر العجم، جلد پنجم تصنیف شبلی نعمانی
- Tarikh-e-Adabiyat-e-Iran by Raza Zadeh Shafaq.  
تاریخ ادبیات ایران تصنیف رضا زاده شفاق
- Tarikh-e-Adabiyatdar Iran, Vol. I, II, III by Zabihullah Safa  
تاریخ ادبیات در ایران، جلد اول، دوم، سوم نویسنده ذبیح الله صفا
- Tarikh-e-Mashaikh-e-Chishtiya by Khaleeq Ahmad Nizami  
تاریخ مشائخ چیشتیہ تصنیف خلیق احمد نظامی
- Taleemat-e-Chishtiya by Nisar Ahmad Farooqi  
تعلیمات چیشتیہ تصنیف نثار احمد فاروقی
- Ganjina-i-Mani by Dr. Sarfaraz Ahmad Khan  
گنجینہ معنی، از دکتر سرفراز احمد خان



**M.A. (Persian)**

**M.A. IIIndYear**  
**Paper: CORE**  
**Credit- 4**

**Semester-IV**  
**Course Code: PERCC209**

**Course Title: Special Study of any one of the selected Indo-Persian Poets of India**

مطالعه خصوصی یکی از شاعران فارسی زبان هند

*Maximum Marks: 100 (75 marks for End Semester Exam and 25 for Internal Assessment)*

**Unit-I :**

A general Survey of Life and Works of Amir AmirKhusrau/Ghalib/Bedil

**Unit-II:**

Study of Amir Khusrau/Ghalib/Bedil as a Ghazal writer

مطالعه امیر خسرو / غالب / بیدل به عنوان شاعر غزل سرا

Amir Khusrau/Ghalib/Bedil as Qasida writer

امیر خسرو / غالب / بیدل به عنوان شاعر قصیده سرا

**Unit-III:**

Study of Khusrau/Bedil/Ghalib as Mathnavi Writer

مطالعه امیر خسرو / بیدل / غالب به عنوان شاعر مثنوی سرا

Amir Khusrau/Bedil as a Sufi Poet

امیر خسرو / بیدل به عنوان شاعر متصوف

**Unit-IV:**

Study of Amir Khusrau/Bedil/Ghalib as a Prose Writer

مطالعه امیر خسرو / بیدل / غالب به عنوان نثر نویس

Detailed study of their Prose Writings

مطالعه مبسوط آثار منثور آنها

**Unit-V**

Text Comprehension and Explanation of Khusrau/Ghalib/Bedil's Writings

درک متن و توضیح آثار امیر خسرو / غالب / بیدل





**Recommended book:**

- Hindustan meinahd-e Mughalya ka Farsi Adab by Dr, Mohd. Iqbal, 2007, New Delhi
- Deams Forgotten, An Anthology of Indo-Persian Poetry by Waris Kirmani, 1986, Aligarh, U.P.
- Mirza Abdul Qadir Bedil, Hayat aur Karname by Prof Ahsanuzzafar, 2 volume Raza Library, Rampur
- She’rul Ajam, Vol II by Allama Shibli Naomani
- Deewan e Khusrau edited by Saeed Nafisi
- Life and Works of Amir Khusrau by Dr.W.Mirza
- Kulliyat-e-Ghazaliyat-e-Khusrau by Iqbal Salahuddin and Abidi (I, II & III)
- KhusrauShanasi(Compiled) by L.Zoey Ansari &A.F.Sahar
  
- Great Poets of Classical Persian by R. M. Chopra, 2014. Kolkata, West Bengal
- Chahar Chaman by Chandrabhan Brahman, Into & Ed. By Seyed Mohammad YunusJafery, 2007, New Delhi
- Khutut Ghalib,
- Kulliyat e Ghalib farsi Edited by Murtaza Husain fazil, Majlis e Tarqqi e Adab, Lahor
- Kulliyat e Bedil, dapohni Press, Afghanistan 1924.



## M.A. (Persian)

### Project Based Course Dissertation & Viva-Voce

M.A. IInd Year

Semester-IV

Paper: Project

Course Code: PERCC210

Credit- 4

### Course Title: Project Based Course Dissertation & Viva-Voce

عنوان دورہ: مقالہ تحقیقی، ترتیب پایان نامہ و امتحان شفافی

Maximum Marks: 100 (75 marks for Project work report/Dissertation and 25 for Viva-Voce)

This Course is part of Project Based Course Dissertation & Viva-Voce as prescribed by the NEP 2020 framework for Masters Degree Programme.

Under this course students shall be asked to participate and carry out Project Based Course Dissertation & Viva-Voce.

Viva-Voce Exam shall also be conducted as part of the evaluation process and it will comprise of 25 Marks. At least one External Expert shall be called to conduct the Viva-Voce Exam.