

CURRICULUM

BA (Honors) in Persian Language and Literature



Department of Persian Language and Literature

University of Dhaka

Department of Persian Language and Literature

At a Glance

Although Persian Language is not our regional language, the language and its literature and culture have been intimately entwined with this region since ages. According to the historians, between 1500 BCE to 1100 BCE a group of Aryans entered Persia (present day Iran) through Samarkand and Bukhara and another group entered Indian subcontinent through Khyber mountain pass. From this period onwards Aryans established social, cultural and lingual relations between Persia and Indian subcontinent. The similarities between Persian Language and the ancient languages of Indian subcontinent are symbols of the cultural and linguistic relations between these two nations.

On the other hand, in 1203 CE after Muslims had conquered Bengal and established regime they used Persian as the administrative language for this region. Since then through Mughal period and till the first eighty years of the ruling of British East-India Company, for about 650 years Persian language remained the official language for Indian subcontinent. Bengali language especially its rich vocabulary has been influenced by different languages. Among them, Persian language is a dominant contributor whereas Persian linguistic elements and its influence are abundantly observed in Bengali language and literature. The deep influence of Persian language on the Bengali language is well understood from its wide influence and spread. Persian contribution to Bengali vocabulary boasts of versatility; words for different subject matters like justice, war, hunting, law and order, revenue, administration, religion and culture, literature and heritage, arts and music, natures, and every day sayings.

Beyond our vocabulary Persian language has spread its wings over literature, history, philosophy and other branches of arts and culture of this region. Numerous poets and literary figures of Bengali language were heavily influenced by their counterparts of Persian language. The influence of Persian language was so heavily felt on the Bengali culture, literature, and language that in 1837 November 21 President of the council of India enforced an ordinance (No. XXIX.1837 CE) forbidding the use of Persian language as the official language of the then India. In Indian subcontinent the Persian language literary movement saw a revival with the establishment of the University of Dhaka with a separate department named 'Persian and Urdu' in 1921 CE. The Persian Department was among the twelve departments first established when the University of Dhaka started its journey. Initially called the Department of Persian and Urdu, the department was headed by Professor Fida Ali Khan. In the year of 2006, the Persian and Urdu Department was separated into two independent departments and the Persian department was named Department of Persian Language and Literature to accommodate the growing interest among students and further expansion of focused research on Persian language and literature.

Syllabus of the department includes thoughts of humanitarian branches like morality, history and heritage, the department teaches the humanitarian thoughts like morality, history and heritage, self-purification and reflection in the works of famous Persian literary figures like Ferdowsi, Hafiz, Khayyam, Attar, Nizami, Jami, Rumi, Amir Khusrow and Imam Khomeini. Besides delving into Persian works the syllabus also includes both Bangladesh studies and English to make the students ready for today's local and global challenges. The department offers a four-year B.A. (Honours) course, a yearlong M.A. programme, a two years M. Phil, and a four years Ph.D. programme.

The Master's degree is offered to those with a four years Honours degree while the M. Phil programme requires one-year course work followed by a thesis resulting from the student's research work. A minimum qualification is required for applying for the degrees of M. Phil and Ph.D. Completion of these degrees require the candidates to defend their theses successfully.

The Department has a seminar library with a large book collection in Persian, Bengali, English and other languages published in Iran, Bangladesh and other countries. The department publishes a research journal named The Dhaka University Journal of Persian in Persian language. Every year 'Abeda Hafiz Gold Medal' is awarded to the student who obtains first position in the M.A. examination. It is mentionable that recently a trust fund captioned 'Professor Dr. Kulsoom Abul Bashar Majumdar Trust Fund' has been formed in the department for the meritorious students.

Meritorious students are sent abroad for higher education and training. Students of this department are involved in various social and cultural activities, and after completing their education are successfully making their marks with excellent humanitarian and moral values in their respective work places. With the

increase in interests among literary enthusiasts and the expansion of humanitarian influences across practical fields, the department is expanding gradually while the number of applicants is increasing every year.

The department organizes orientation for fresher's and farewell for terminals, annual Study tour and picnics, sports and other extracurricular activities. The department also organizes varies types of seminars, symposiums, literary gatherings and poetic evenings.

The department publishes annually a journal named the Dhaka University Journal of Persian, the 5th volume of which has been published by 2011.

Programme Structure of BA Honours

The framework and guidelines of the semester system and letter grades

Programme: B.A. Honours

1. Admission: Students are admitted to different Departments under the Faculty of Arts as per the university approved admission rules.

2. Duration of the programme: 4 years Each year: 2 Semesters
Total Semesters: $4 \times 2 = 8$ Each Semester: 26 weeks

3. Week-wise breakdown of each semester of 26 weeks

- Classes: 15 weeks
- Break: 2 weeks
- Semester Final Exams: 3 weeks
- Evaluation of scripts and publication of results: 3 weeks
- Vacation: 3 weeks (included within the scheduled summer and winter vacations)

4. Total Courses, Marks, Credits and Grades

Number of 4-Credit Courses: 28
Marks: $28 \times 100 = 2800$
Each Course: 4 credit hours
Number of 1-Credit Courses: 8 Marks: $8 \times 25 = 200$
Each Course: 1 credit hour
Total Marks: $2800 + 200 = 3000$
Total Credits: $28 \times 4 + 8 \times 1 = 120$

N.B.

a. 15-hour teaching is equivalent to 1 credit hour and will be treated as 1 credit

b. Each 4-credit course: Required contact hours: 60

c. Each 1-credit course: Required contact hours: 15

d. Minimum credits required for the Four-Year B.A. Honours Degree: 120

5. 28 courses of 4 credits each and 8 courses of 1 credit each will be taught in 8 semesters as follows:

<u>Year</u>	<u>Semester</u>	<u>Courses</u>	<u>Total Credits</u>
1 st Year	1 st	3 four-credit and 1 one-credit	13
1 st Year	2 nd	3 four-credit and 1 one-credit	13
2 nd Year	3 rd	3 four-credit and 1 one-credit	13
2 nd Year	4 th	3 four-credit and 1 one-credit	13
3 rd Year	5 th	4 four-credit and 1 one-credit	17
3 rd Year	6 th	4 four-credit and 1 one-credit	17
4 th Year	7 th	4 four-credit and 1 one-credit	17
4 th Year	8 th	4 four-credit and 1 one-credit	17

4 Years 8 Semesters 28 four-credit & 8 one-credit courses 120 credits

6. Teaching and Evaluation of the 24 four-credit courses of 100 marks each

a. The courses earmarked for a semester must be taught and mid-semester and semester final tests must be given in the particular semester.

b. Each course will be taught and evaluated by two teachers of the Department.

If a single teacher teaches a course then the semester final test scripts must also be evaluated by two teachers, one of whom must be the course teacher, and another, a suitable second examiner who may be either from DU or outside DU.

c. Each course will have 4 classes per week of 60-minute duration each.

d. Total classes in a Semester for each course in 15 weeks: $15 \times 4 = 60$

e. Total Contact Hours in a semester for each course: 60

7. Marks Distribution for each four-credit course

a. Two Class/Mid-term Tests of 15 marks each: $15 + 15 = 30$ Marks

One test of one-hour duration to be given by each course teacher at his/her convenience. Marks of two tests will be added. In the case of a single teacher teaching the course two tests will be given by the same teacher.

b. Class Attendance and Participation: $5 + 5 = 10$ Marks

Each teacher will give marks out of 5. Total of the two marks will be the marks obtained.

A single teacher teaching a course will give marks out of 10.

c. *Semester Final Examination of 3-hour duration: 4x15= 60 Marks*

Two teachers will set questions and evaluate the scripts. Marks obtained in the semester final examinations will be the average of the two marks.

There may be 4 broad questions or a combination of broad questions, short notes, etc.

8. Teaching and Evaluation of 1/4 credit courses of 25 marks each

- Each class may be divided into small groups of 10 to 15 students.
- One teacher will meet the students of one group once a week for one hour and will give marks out of 5.
- The students will not be given any written test. They will be encouraged to discuss some topics and/or make oral presentations on some topics included in the syllabus.
- The Examination Committee will hold oral examination at the end of every semester.
- Total classes in a semester for each course in 15 weeks: 15
- Total Contact Hours in a semester for each course: 15

9. Marks Distribution for each one-credit course

Total Marks: 5+20=25

- Class Attendance and Presentation: 5
- Oral Examination: 20

Attendance in 90% or above classes may be given 5 out of 5; 80% to less than 90% -- 4; 70% to less than 80% -- 3; 60% to less than 70% -- 2; 50% to less than 60% -- 1; below 50% -- 00.

10. Examination Committee

- The Academic committee of the Department will form the examination committee for each batch of students for one year, i.e. two semesters. The committee will include a Chairman and three other members.
In special cases, out of the three members the committee may have an external member who may be from DU or outside DU.
- The AC of the Department will also select a Course Coordinator for one year, who may be a member of the examination committee, for smooth functioning of the programme.
If the AC decides, the Chairman and the coordinator may be the same person, but in such a case there will be no remuneration for the latter.
- If the AC decides each batch of students may have a fixed course coordinator for all the eight semesters, i.e. four years.
- Chairman of the Examination Committee:** He/She will be responsible for getting questions from the course teachers, moderating and printing the questions, holding of examinations, and publication of results. If the Chairman desires, the coordinator may collect the questions from the course teachers.
- Course Coordinator:** The coordinator will prepare class routine, arrange and monitor classes and attendance of students, ensure smooth functioning of the academic work, and help the chairman in getting questions from the question setters, holding examinations and publishing examination results.

The coordinator will also arrange to post on the notice board the breakdown of marks in each 1-credit course (attendance and oral examination) at the end of every semester final examination. Apart from the signature of the coordinator, the mark-sheet should contain signature of the chairman of the examination committee as well.

- In the case of any member of the committee falling sick, going on leave, or is unwilling to be on the committee, the academic committee of the Department will nominate a substitute.

11. Class Representatives

Each batch/section of students will have two class representatives (preferably one male and one female) to maintain liaison with the coordinator and the course teachers regarding their class progress and problems.

12. Attendance

- Attendance in the 4-credit courses only will be taken into consideration to determine eligibility of a student for examination.
- Students with 75% attendance and above in each course will be eligible to sit for examinations. Students with attendance below 75% going down to 60% will be considered non-collegiate and will be allowed to sit for the examinations only after paying the required university fines.
- Students with attendance below 60% will not be eligible to appear at the examinations.

13. Tabulators and tabulation of examination results

- Two teachers of the Department will act as tabulators. The chairman of the examination committee and the course coordinator will select the tabulators who should be preferably members of the examination committee.
- The course teachers will submit two copies of mark-sheets to the chairman of the examination committee, and one copy to the controller of examinations.
- The mark-sheets submitted by the course teachers for the 4-credit courses will include marks for attendance and participation, mid-semester tests, and final examination.

- d. The concerned course teacher will submit marks for attendance and presentation in the 1-credit course.
- e. Two tabulators will enter in the tabulation sheets the marks given by each course teacher for attendance, participation and mid-semester tests, and average of the two marks in the semester final examinations in the 4-credit courses, and marks given in each 1-credit course, which will include marks for class attendance, presentation and oral examination, and process the examination results.
- f. In the semester final examination if the difference of marks in any course is more than 20%, i.e. more than 12, the script will be evaluated by a third examiner. The final marks obtained will be the average of the nearest two marks, or the third examiner's marks if the difference between his/her marks and the two other examiners' marks are the same.
- g. The tabulators will help the Controller's office to prepare three copies of computerized tabulation sheets. The Controller's office will send one copy to the Chairman of the Department for preservation.
- h. The controller's office will publish the examination results at the end of every semester and issue the transcript.

14. Grading Scale and Grades

- a. At the time of evaluation all marks will be entered in numerical form. Only at the time of submitting the final grade sheet and while finalizing the results in the tabulation sheet grades will be entered in both numerical form and letter form.
- b. Marks can be given in fraction up to two decimals. If the total marks of a course are in fraction, they should be raised to the higher whole number.
- c. GPA and CGPA can be in fraction up to two decimals. The second decimal will be raised to the next higher number if the third decimal number is 5 or above.
- d. Transcripts issued to the students will include Letter Grades, Grade Points (GP), Grade Point Average (GPA)/Cumulative Grade Point Average (CGPA). *Transcripts will not include numerical grades.*
- e. Numerical Grades, Letter Grades, and Grade Point Average (GPA), and Cumulative Grade Point Average (CGPA) will be given according to the following scale.

<u>Numerical Grades</u>	<u>Letter Grades</u>	<u>Grade Points (All Courses)</u>
80 and above	A+	4.00
75 to less than 80	A	3.75
70 to less than 75	A-	3.50
65 to less than 70	B+	3.25
60 to less than 65	B	3.00
55 to less than 60	B-	2.75
50 to less than 55	C+	2.50
45 to less than 50	C	2.25
40 to less than 45	D	2.00
Less than 40	F	0.00
Incomplete (Does not take an exam) I		0.00
Withdrawn (Does not attend any class and take any exam) W		0.00

15. Promotion and the Final Degree

- a. Promotion will be year-wise. The minimum CGPA (Cumulative Grade Point Average) 2.00 in the 4-credit courses only will be required for promotion from 1st year to 2nd year (2nd semester to 3rd semester), 2nd year to 3rd year (4th semester to 5th semester), 3rd year to 4th year (6th semester to 7th semester). In such cases grades in the first seven 1-credit courses will not be taken into consideration.
- b. Promotion from 1st semester to 2nd semester, 3rd semester to 4th semester, 5th semester to 6th semester, and 7th semester to 8th semester will be automatic provided the student has the minimum of 60% attendance in the concerned semester.
- c. For **getting the B.A. Hons. degree** after the 8th Semester (4th year) final examination a student must not have F in any of the 4-credit courses as well as in the combined eight 1-credit courses. The minimum GP 2.00 in each 4-credit course and GPA 2.00 in the eight 1-credit courses combined will be required for award of the B.A. Honours Degree.
- d. GPA of the eight 1-credit courses will be calculated only after the 8th Semester (4th year) final examination by adding the numerical marks obtained in all 8 semesters and dividing the total by 2. The numerical marks obtained out of 200 must be converted into out of 100 to find out the corresponding Letter Grade and GP which in this case will be treated as GPA because it is the average of all 8 credits.
- e. The Degree must be earned within the limit of 12 semesters, i.e. six years from the date of admission to First Semester.
- f. GPA for each semester will be calculated by multiplying the course credits by the GP obtained in the courses, and dividing the total figures by the total credits. CGPA of more than one semester will be calculated by adding the GPA of the semesters concerned multiplied by the semester credits and dividing the result by the total credits of the semesters.

For example:

$$\text{GPA of One Semester} = \frac{1^{\text{st}} \text{ Course Credits} \times \text{GP} + 2^{\text{nd}} \text{ Course Credits} \times \text{GP} + 3^{\text{rd}} \text{ Course Credits} \times \text{GP}}{\text{Total Credits of the three courses}}$$

$$\text{CGPA of One Year} = \frac{\text{GPA of 1st Sem} \times 1^{\text{st}} \text{ Semester Credits} + \text{GPA of 2nd Sem} \times 2^{\text{nd}} \text{ Semester Credits}}{\text{Total Credits in 1}^{\text{st}} \text{ and 2}^{\text{nd}} \text{ Semesters}}$$

$CGPA \text{ of Eight Semester} = \frac{GPA \text{ of } 1^{st} \text{ Sem} \times \text{Sem credits} + GPA \text{ } 8^{th} \text{ Sem} \times \text{Sem credits} + GPA \text{ (1 Credit Courses)} \times \text{credit}}{\text{Total Credits, i.e. 120}}$

Total Credits, i.e. 120

16. Readmission

- a. If a student is not eligible to appear at the examination owing to inadequate attendance, he/she must seek readmission to study with the following batch.
- b. A student failing to get the requisite CGPA, i.e. 2.00, for promotion from one year to the next year must seek readmission and will attend classes and take examinations with the first semester students of the concerned year if he/she fails to obtain GPA less than 2.00 in the 4-credit courses of 1st, 3rd, 5th and 7th semester respectively. But if he/she has the minimum GPA 2.00 in the 4-credit courses of 1st semester of any year he/she will take readmission and attend classes and take examinations with the students of the 2nd semester of the following year.
- c. In the case of a student getting win any course, he/she must go for readmission to continue in a class. The AC of the Dept. must be convinced of the genuineness of his/her absence.
- d. A student may take readmission only two times. If required a student may take readmission twice to the same class and thus remain in the same class for three years, but the degree must be completed within twelve semesters, i.e. six years.
- e. Time limit for readmission is up to a maximum of 15 days after the publication of result. In the case of readmission all grades earned earlier in the four credit and one credit courses of the particular semester/semesters will be cancelled.

17. Retaking of Examinations and Improvement of Grades

Improvement of grade/grades are applicable only for the students who get promoted.

- b. A student getting less than B may improve his/her grades of any 4-credit courses by retaking the examination/examinations of the course/courses only once with the available immediate next batch at his/her own risk because in such cases the grade/grades obtained earlier in the concerned course/courses will be considered cancelled although marks for attendance and mid-term test will be retained.
- c. A student with F grade only in any course/courses will be allowed to improve the grade/grades by retaking the examination/examinations of the concerned course/courses for the second time with the available following batch if he/she gets F in the first improvement test/tests.
- d. In the case of failure to take mid-semester test, the concerned course teacher will arrange for a supplementary mid-semester test within two weeks of the first test. The students taking the supplementary mid-semester test must pay to the department office a fine of Tk 500.00 (Tk. Five Hundred) for each test.
- e. Retaking of Mid-semester examinations will not be allowed.
- f. *If a student has CGPA 2.00 in the 4th year, i.e. 7th and 8th semesters combined but has F in any of the 7th or 8th semester 4-credit courses or the aggregate of 1-credit courses his/her result will be treated as incomplete. To get the degree the student will have the opportunity to improve his/her grade by retaking the 4-credit courses with F. Besides, if a student has F in the aggregate of eight 1-credit courses, which together is called 'overall assessment', he/she must retake the final part of the 8th semester 1-credit course. In either case marks for attendance and presentation will be retained.*
- g. In addition to the usual fees, a fine will be imposed for each course to be retaken as per university rules.
- h. The student will have to be mentally prepared to take the test of a particular course even if it is held on the same day of his/her other examination.
- i. The same rules will be applicable in the case of any student getting I in any course/courses.

18. Drop Out

- a. A student failing to get a minimum CGPA 2.00 even after readmission to the particular semester of the same year for two times will be dropped out of the programme.
- b. If a student getting F in any course fails to improve his/her grade even after retaking the examination twice will not be given any further chance for improvement and will be dropped out of the programme.

19. Dean's List of Meritorious Students

a. Dean's Merit List of Excellence

The list will include the names and particulars of students who have CGPA 4.00 in the B.A. Honours Examination.

b. Dean's Merit List of Honour

The list will include the names and particulars of students who have CGPA 3.85 and above but below 4.00 in the B.A. Honours Examination.

Maximum of two students with the highest CGPA of any Department in a particular session will be included in this list.

In the case of more than one student getting the same CGPA the number will increase.

c. Dean's Merit List of Academic Recognition

The list will include name of the student who has the highest CGPA among the students obtaining CGPA 3.60 and above but below 3.85, in the B.A. Honours Examination of a particular session of any Department which does not have anyone eligible for a or b.

In the case of more than one student getting the same CGPA the number will increase.

Students who have taken readmission or have taken any improvement examination will not be considered for the Dean's list of meritorious students.

20. Any major changes in the above rules will require approval of the Arts Faculty meeting and the Academic Council of the University. Minor changes may be made by the Dean and Chairmen of Arts Faculty with approval of the Deans' Committee.

* The Guidelines are based on Resolution No. 57. of the Syndicate meeting of 10.8.2011 on the basis of the recommendation of Faculty meeting of 28.7.2011 and Academic Council meeting of 7.8.2011, and Resolution No. 92 of the Academic Council meeting of 29.4.2013 on the basis of the recommendation of the Faculty meeting of 21.4.2013

List of Courses in the B.A. Honours under the Semester System

Course Nos.	Year	Semester	Course Title	Marks	Credits
Per. 101	1 st	1 st	Persian Language Learning (Elementary Course) آموزش زبان فارسی (دوره مقدماتی)	100	4
Per. 102	1 st	1 st	Persian Conversation Listening and Comprehension مکالمه، شنیداری و درک مطلب فارسی	100	4
Per. 103	1 st	1 st	Developing English Language Skills مهارت زبان انگلیسی پیشرفته	100	4
Per. 104	1 st	2 nd	Rapid reading of Persian texts خواندن متون فارسی	100	4
Per. 105	1 st	2 nd	Basic Persian Grammar دستور زبان فارسی پایه	100	4
Per. 106	1 st	2 nd	Advanced English Language Learning آموزش زبان انگلیسی پیشرفته	100	4
Per. 201	2 nd	3 rd	Advanced Persian Language Learning آموزش زبان فارسی پیشرفته	100	4
Per. 202	2 nd	3 rd	Rules of Persian Orthography and Rapid reading دستور خط فارسی و خواندن متن ساده فارسی	100	4
Per. 203	2 nd	3 rd	A short history of Persian Language تاریخ مختصر زبان فارسی	100	4
Per. 204	2 nd	4 th	Persian Grammar and Composition (Elementary) دستور زبان فارسی و نگارش (مقدماتی)	100	4
Per. 205	2 nd	4 th	Modern Persian Prose Literature (Short Stories, Stories of the holy Quran, Novel and Drama) ادبیات نثر جدید فارسی (داستان کوتاه، قصه‌های قرآنی، رمان و نمایشنامه)	100	4
Per. 206	2 nd	4 th	Bangladesh Studies مطالعات بنگلادش	100	4
Per. 301	3 rd	5 th	Outline of the history of Persian literature in Iran (From the Pre-Islamic period up to the end of the Seljuque Period) خلاصه تاریخ ادبیات فارسی در ایران (از دوره پیش از اسلام تا پایان دوره سلجوقی)	100	4
Per. 302	3 rd	5 th	Classical Persian Prose نثر فارسی کلاسیک	100	4
Per. 303	3 rd	5 th	Classical Persian Poetry نظم فارسی کلاسیک	100	4
Per. 304	3 rd	5 th	Applied Persian Grammar and Composition (Advanced) دستور زبان فارسی کاربردی و نگارش (پیشرفته)	100	4
Per. 305	3 rd	6 th	Modern Persian Poetry (Trend to Classical poetry) شعر جدید فارس (گرایش به شعر سنتی)	100	4
Per. 306	3 rd	6 th	Modern Persian Poetry (Free Verses) شعر جدید فارسی (شعر آزاد)	100	4
Per. 307	3 rd	6 th	Iranology ایران شناسی	100	4
Per. 308	3 rd	6 th	Spiritualism and Sufism in the Persian Literature (Schools and texts) عرفان و تصوف در ادبیات فارسی (مکتب‌ها و متون)	100	4
Per. 401	4 th	7 th	Mediaeval Persian Prose and Poetry نثر و نظم فارسی میانه	100	4
Per. 402	4 th	7 th	Outline of the history of Persian Literature in Iran	100	4

			(From Mughal Period up to date) خلاصه تاریخ ادبیات فارسی در ایران (از دوره مغول تا امروز)		
Per. 403	4 th	7 th	Out Line of the History of Persian Literature in Indian Sub-Continent (Excluding Bengal) تاریخ ادبیات فارسی در شبه قاره هند (غیر از بنگال)	100	4
Per. 404	4 th	7 th	Basic English knowledge in the Field of Translation علم اساسی انگلیسی در زمینه ترجمه	100	4
Per. 405	4 th	8 th	Learning of Persian Rhetoric, Prosody and Literary Terms آموزش وزن شعر فارسی و انواع ادبی	100	4
Per. 406	4 th	8 th	Methodology of Persian writing شیوه آیین نگارش فارسی	100	4
Per. 407	4 th	8 th	Stylistics سبک شناسی	100	4
Per. 408	4 th	8 th	Persian Literature of Post Islamic Revolution of Iran (Prose and Poetry) ادبیات فارسی پس از انقلاب اسلامی ایران (نثر و نظم)	100	4

All 4 Credit courses are compulsory for the students of this programme.

1. Course Number, title, credit and marks

Course Number	: Per. 101
Course Title	: Persian Language Learning (Elementary) آموزش زبان فارسی (مقدماتی)
Course Credit	: 4
Full Marks	: 100

2. Course Description:

It is an introductory course designed to familiarize students with elementary Persian and to equip them with the tools necessary to continue their study of elementary Persian language. This course introduces the Persian alphabet, along with vocabulary, sentence making, simple sentences, dialogues, and uses of words in sentences. The course also emphasizes the use of Persian language for communication.

3. Objectives

The aim of this course is to focus on the interpersonal and presentational modes of communication in Persian language with special attention to vocabulary, pronunciation, conversation, writing, reading and listening skills.

4. Intended Learning Outcomes (ILO):

Upon completion of this course, students will be able to:

- understand very simple oral and written texts and assert specific information on simple topics.
- understand and identify different types of sentences
- display a developed insight into Persian language ,especially life, culture and society
- speak, read and write in this language
- apply the learning outcomes for their academic fields

5. Course Content

This course covers the following topics:

- Introduction to Persian alphabet
- Primary knowledge of word and sentence making in Persian
- Self-introduction in Persian
- Dialogues and conversations in Persian
- Writing short paragraphs in Persian

6. Core Text:

The following books will be used as core texts:

۱. گام اول، رضا مراد صحرانی، فائزه مرصوص و داود ملک لو، بنیاد سعدی و دانشگاه علامه طباطبائی، ۱۳۹۶ ش
۲. آموزش کاربردی واژه برای فارسی آموزان (جلد ۱)، رضا مراد صحرانی، شهناز احمدی قادر، فائزه مرصوص و لیلا بنفشه، بنیاد سعدی و دانشگاه علامه طباطبائی، ۱۳۹۶ ش
۳. درس فارسی برای فارسی آموزان خارجی (بخش اول و دوم) از دکتر تقی پورنامداریان، پژوهشگاه علوم انسانی و مطالعات فرهنگی، ایران، ۱۳۷۸

7. Instructional Strategy:

Lecture, Question-Answer, Pair-work, Group Discussion, Individual Presentation etc.

8. Assessment:

- Midterm examination
- Final examination
- In-class response of the learners and their attendance

1. Course number, title, credit and marks

Course Number	: Per. 102
Course title	: Persian Conversation, Listening and comprehension مکالمه، شنیداری و درک مطلب فارسی
Course credit	: 4
Full Marks	: 100

2. Course Description:

This is an elementary and introductory general Persian language learning course. The content of this course is designed to introduce the beginners with the alphabet, words and sentences and to strengthen their ability in three basic language skills: speaking, listening and writing in Persian language. Extra emphasis is given on developing students' Persian orthographical, syntactical and grammatical competence.

3. Objectives

The general objectives of the course are:

- to teach the students Persian alphabet with correct pronunciation.
- to develop word making ability of students in correct formation.
- to develop students' Persian sentence making competency.
- to enrich students' vocabulary with a sufficient Persian word bank
- to develop the speaking skill of students in Persian language. Practicing conversation with class teacher and each other is essential for this purpose.
- to develop the listening skill of students in Persian. Using technological, especially audio-visual support and using language lab are essential for this purpose.
- to develop writing skill of students in Persian language so that they can use the correct spelling of words and right forms of simple and compound sentence patterns in writing a simple composition

4. Intended learning outcomes (ILO):

Upon completion of this course, students will be able to:

- Identify the correct spelling mistakes of Persian words
- Enrich word bank with a huge number of Persian words
- Choose correct synonyms or antonyms when they need
- Use appropriate words in conversation, speaking and writing in Persian

5. Course Content

This course covers the following topics:

- Learning vocabulary: Group wise (Earth, Universe, Galaxy, Environment, Day-Night, Seasons, Nature, Trees, Flower, Relations, Number, Time, Geography, Village, Town, House and Home, Home appliance, Foods, Cloths, Jewelry, Stones, Money, Sports, Engineering, Education, Arts, Music, Colors, Architecture, Arms, Aid and Treatment, Technology, Materials, Occupations, Transport, etc.
- Synonym and antonym

6. Core Text:

The following books will be used as tolls:

۱. مینا (۱) برای فارسی آموزان سطح مقدماتی، رضامراد صحرايي، افسانه غریبی، داود ملکلو، سمانه صادقی، منیره شهباز، مریم سلطانی، کانون زبان ایران، بنیاد سعدی، ۱۳۹۵ش
۲. زبان فارسی با لوح فشرده (جلد اول: درس‌های پایه)، دکتر احمد صفار مقدم، شوراي گسترش زبان و ادبیات فارسی، ایران
۳. فرهنگ تصویری واژگان فارسی، دکتر مصطفی موسوی، کانون زبان ایران، ۱۳۸۵

7. Instructional Strategy:

Lecture, question-answer, pair-works, group discussion, individual presentation etc.

8. Assessment:

- Midterm examination
- Final examination

In-class response of the learners and their attendance

Course Number	:	Per. 103
Course title	:	Developing English Language Skills
Course credit	:	4
Full Marks	:	100

2. Course Description:

This course introduces the students to the basic English language skills like listening, speaking, reading and writing. The course intends on developing these four primary skills of students. To do that, the course discusses the basics of English grammar and teaches strategies to read and write competently in English.

3. Objectives:

This course aims to develop the English language skills of students. The course teaches them how to read and analyze English texts effectively. It helps them write paragraphs and essays on their own. The course also helps the students to improve their basic knowledge of grammar. Finally, the goal of this course is to enable the students of Persian language to use English in real life.

4. Intended Learning Outcomes (ILO):

Upon completion of this course, students will be able to:

- Be able to understand and identify different types of sentences
- Be able to read and analyze English texts better
- Be able to write freely on any topic
- Have developed their ability to comprehend and perceive English well.

5. Course Content & Topic-wise Class Distribution / Lesson Plan:

Developing writing skills

This course covers the following topics:

- Sentences: Classification of sentence, Formation of sentence, primary knowledge of sentence analyzing (5 Classes)
- Paragraphs: Linking sentences to form paragraph. Paragraph structure topic sentence. Developing paragraphs with specific details and examples. Paragraph unity and coherence (5 Classes)
- Essays: Essay structure, Thesis sentence, Writing good introductions and conclusions. Strategies for essay development (5 Classes)
- Letter writing: Formal and informal letters (4 Classes)

Developing reading skills

- Strategies of reading: Skimming, Scanning, Predicting, Inference, Analyzing and interpreting variety of texts and text types. Comprehension and summary (8 Classes)
- *Listening and note taking*: Listening to recorded texts and class lectures and learning to take useful notes based on the listening (2 Classes)
- *Developing speaking skills*(2 Classes)

6. Core Text:

- Murphy, Raymond. *Intermediate English Grammar*.
- Langan, John. *College Writing Skills*.

7. Instructional Strategies:

- Lectures followed by question-answer session
- Power point slide show
- Exploring the internet

8. Assessment:

- Midterm examination
- Final examination
- In-class response of the learners and their attendance

9. References:

1. Chalker, Sylvia & Weiner. Edmund, 1994. *The Oxford Dictionary of English Grammar*. Oxford: Oxford University Press.
2. Cutts, Martin. 1999. *The Plain English Guide*. Oxford University Press
3. Grover, B. O. 1971, *Advanced English Practice*, Oxford: Oxford University Press.

4. Kuipor, Moenraad & Allan. W. Scott. 1996. *An Introduction to English Language*. London: Macmillan Press Ltd.
5. Leech, Geoffrey, et al. 1992. *English Grammar for Today*. London: Macmillan
6. Leech, Geoffrey, et al. 2000. *A Communicative Grammar of English*. London: Longman
7. Murphy, Raymond. 2003. *Intermediate English Grammar*. Cambridge: Cambridge University Press
8. Quirk, Pandolph & Grenbaum, Sidney. 2000. *A University Grammar of English* London Longman
9. Rutherford, William. 1988. *A Workbook in the Structure of English*. London: Blackwell
10. Turton, N. D. and Heaton J. B. 1998. *Dictionary of Common Errors* Longman.

1. Course number, title, credit and marks

Course Number	:	Per. 104
Course title	:	Rapid reading of Persian texts خواندن متونفارسی
Course credit	:	4
Full Marks	:	100

2. Course Description

This is a general Persian language learning course compulsory for all the students of the program. This course is introduced to strengthen students' basic language skills in Persian. The content of this course is designed to improve the ability of students' reading Persian texts. The course contents are Persian prose, rhymes and tales to develop students' reading competency.

3. Objectives

The general objectives of the course are:

- to develop the students' basic language skills, especially reading skill
- to introduce elementary Persian texts to the students
- to introduce the students to introductory and elementary Persian prose, rhymes, tales etc.
- to make the students competent to write simple Persian compositions

4. Intended learning outcomes (ILO):

Upon completion of this course, students will be able to:

- Read Persian texts more fluently
- Create simple Persian compositions
- Identify the tense of a sentence clearly
- Translate Persian simple texts and rhymes

5. Course Content:

This course covers the following topics:

- Unit (i): Sentence compositions, texts and prose
- Unit (ii): Persian rhymes and tales

6. Core Text:

The following books will be used as core texts:

۱. *لغت خواند (برای فارسی آموزان سطح پیش میانی و میانی)*، رضا مراد صحرائی، منیره شاهباز، شهنواز احمدی قادر، مریم سلطانی، بنیاد سعدی و انتشارات فاطمی، ۱۳۹۵ ش
۲. *آموزش کاربردی واژه برای فارسی آموزان (جلد ۲)*، رضا مراد صحرائی، شهنواز احمدی قادر، فائزه مرصوص، لیلا بنفشه و مروارید طالبی، بنیاد سعدی و دانشگاه علامه طباطبائی، ۱۳۹۶ ش (همراه با لوح فشرده)
۳. *آموزش زبان فارسی (جلد دوم)*، مهدی ضرغامیان، شورای گسترش زبان و ادبیات فارسی، ۱۳۸۰ ش

7. Instructional Strategy:

Lecture, question-answer, pair-works, group discussion, individual presentation etc.

8. Assessment:

- Midterm examination
- Final examination
- In-class response of the learners and their attendance

3. Specific Objectives:

This course aims to develop the knowledge of the students of English grammar and English language structure. The course teaches them how to use English in official, formal or informal, and practical situations. The course makes the students aware of the most common problems people face when using English and instructs the learners how to overcome them. Finally, the goal of the course is to make the learners proficient enough to understand different applications of English language in use.

4. Intended Learning Outcomes (ILO):

Upon completion of this course, students will be able to:

- Be able to understand and identify different uses of English
- Be able to read and analyze English texts better
- Be able to write in English on their own
- Have developed their command over English Language

5. Course Content & Topic-wise Class Distribution / Lesson Plan:

This course covers the following topics:

Part-A: Grammar

- *Phonology*: English vowels: English semi-vowels and diphthongs, English consonants (5 Classes)
- *Grammar*: Word and word formation, Classification of words, Tense, Use of modal verbs and auxiliary verbs. Infinitive and gerund. Phrase and clause. Phrasal verb. Idioms and phrases (6 Classes)
- *Vocabulary building*: Correct and precise diction. Affixes. Idiomatic expressions. Level of appropriateness. Colloquial and Standard, Formal and Informal (5 Classes)

Part-B: Functional English

- Use of English in academic fields: Writing essays, notes, paragraph, C V (5 Classes)
- English writing style and its application (3 Classes)
- Use of English punctuation marks (3 Classes)
- British and American Standard English: Nature and Characteristics (1 Class)
- Common errors of English (4 Classes)

6. Core Text:

- Murphy, Raymond. *Intermediate English Grammar*.
- Langan, John. *College Writing Skills*.
- Quirk & Greenbaum. *A Comprehensive Grammar of English*.

7. Instructional Strategies:

- Lectures followed by question-answer session
- Power point slide show
- Exploring the internet

8. Assessment:

- Midterm examination
- Final examination
- In-class response of the learners

9. References:

1. Chalker, Sylvia & Weiner. Edmund, 1994. *The Oxford Dictionary of English Grammar*. Oxford: Oxford University Press.
2. Cutts, Martin. 1999. *The Plain English Guide*. Oxford University Press
3. Grover, B. O. 1971, *Advanced English Practice*, Oxford: Oxford University Press.
4. Kuipor, Moenraad & Allan. W. Scott. 1996. *An Introduction to English Language*. London: Macmillan Press Ltd.
5. Leech, Geoffrey, et al. 1992. *English Grammar for Today*. London: Macmillan
6. Leech, Geoffrey, et al. 2000. *A Communicative Grammar of English*. London: Longman

7. Murphy, Raymond. 2003. *Intermediate English Grammar*. Cambridge: Cambridge University Press
8. Quirk, Pandolph & Grenbaum, Sidney. 2000. *A University Grammar of English* London Longman
9. Rutherford, William. 1988. *A Workbook in the Structure of English*. London: Blackwell
10. Turton, N. D. and Heaton J. B. 1998. *Dictionary of Common Errors* Longman.

1. Course number, title, credit and marks

Course Number	:	Per. 201
Course title	:	Advanced Persian Language Learning آموزش زبان فارسی پیشرفته
Course credit	:	4
Full Marks	:	100

2. Course Description:

This is an Advanced Persian Language Learning Course compulsory for all the students of the program. The content of this course is designed to strengthen students' ability to understand and use Persian. Extra emphasis is given on developing students' conversational competence and writing and reading ability in Persian language. The course is organized on spoken and reading principles with an eye to solving problems related to speaking and rapid reading at this level. This course introduces sentence making, simple sentences, dialogues, using words in sentences, and Persian language for communication skill in an advance level.

3. Objectives:

The aim of this course is to focus on the interconnection of the interpersonal interprets and presentational moods of communication with special an attention to conversation, writing, rapid reading and pronunciation.

4. Intended learning outcomes (ILO):

Upon completion of this course, students will be able to:

- Understand very simple oral and written texts and assert specific information on simple topics.
- understand and identify different types of sentences
- Have developed an insight into Persian –speaking life, culture and society
- Improve their speaking, reading and writing skills in this language
- Apply the learning outcomes for their academic fields

5. Course Content

This course covers the following topics:

- Introduction to Persian speaking and conversational methods
- Acquiring knowledge of Persian word and sentence making in advanced level
- Self-introduction in Persian
- Persian dialogue and conversation in advanced level
- Writing short paragraph in Persian

6. Core text:

The following books will be used as core texts:

- ۱- آزفا (آموزش زبان فارسی) (کتاب سوم)، دکتر یدالله ثمره، ایران،
- ۲- درس فارسی برای فارسی آموزان خارجی (از بخش سوم تا پایان کتاب)، دکتر پورنامداریان، انتشارات بین المللی الهدی، ایران، ۱۳۷۲

7. Instructional Strategy:

Lecture, question-answer, pair-work, group discussion, individual presentation etc.

8. Assessment:

- Midterm examination
- Final examination
- In-class response of the learners and their attendance

1. Course number, title, credit and marks

Course Number	:	Per. 202
Course title	:	Rules of Persian Orthography and Rapid reading دستور خط فارسي و خواندن متن ساده فارسي
Course credit	:	4
Full Marks	:	100

2. Course Description:

This course is designed to familiarize students with the rules of Persian orthography and rapid reading and to equip them with the tools necessary to continue their study of the Persian orthography. This course introduces the history of Persian orthography, alphabet along with IPA, Persian vowels and diacritics, nature of Persian orthography and its phonological and morphological structure, impact of Persian orthography on literary acquisition etc.

3. Objectives

The aim of this course is to focus on the Persian orthography, its history and history of changes of the Persian orthography. This course also highlights the impact of Persian orthography on literary attainment and proper pronunciation of Persian alphabet.

4. Intended learning outcomes (ILO):

Upon completion of this course, students will be able to:

- know the history of the Persian orthography
- acquire knowledge about the history of changes of the Persian orthography
- identify the Persian alphabet and its proper pronunciation along with IP
- classify the Persian orthography
- recognize the Persian vowels and consonants and diacritics.
- know how to read Persian scripts fluently
- improve their Persian alphabetical and orthographical knowledge

5. Course Content

This course covers the following topics:

- Introduction to Persian orthography
- Persian alphabet and Persian IPA
- Familiarize the Persian vowels and consonants
- History of the Persian orthography
- Classification of orthography
- History of the changes of Persian orthography
- Impact of Persian orthography on literary acquisition
- The Persian morphological system
- Role of the ezafe (genitive) morpheme
- Nature of Persian orthography and its phonological and morphological structure
- Persian rapid reading for developing skills

6. Instructional Strategy:

Lecture, Question-Answer, Pair-work, Group Discussion, Individual Presentation etc.

7. Assessment:

- Midterm examination
- Final examination
- In-class response of the learners and their attendance

8. Reference:

The following books will be covered in this course as references:

۱. دستور خط فارسي مصوّب فرهنگستان زبان و ادب فارسي، نشر آثار، تهران، ۱۳۹۱
۲. نثر ساده فارسي، دکتر مهیود فاضلي، سازمان مطالعه و تدوين کتب علوم انساني دانشگاهها (سمت)، تهران، ۱۳۸۹

۳. فرهنگ املايي خط فارسي، دكتور علي اشرف صادقي و زهرا زندي مقدم، فرهنگستان زبان و ادب فارسي، ايران، ۱۳۸۶
۴. قصه‌هاي خوب براي بچه‌هاي خوب (قصه‌هاي مرزبان نامه)، مهدي آذر يزدي، كتاب هاي شكوفه، تهران ۱۳۸۲

1. Course number, title, credit and marks

Course Number	: Per. 203
Course title	: A short history of Persian Language تاريخ مختصر زبان فارسي
Course credit	: 4
Full Marks	: 100

2. Course Description:

This course focuses on the history of Persian language. This course will engage the students with the key concept of development in the history of Persian language and civilization. This course will introduce the students with the origin and development of the history of Persian language in different eras in Iran, Afghanistan and Sub-continent.

3. Objectives:

The general objectives of the course are to introduce the students to the history, origin and development of Persian Language. This course also highlights the history of changes in Persian language in different eras in Iran, Afghanistan and Sub-continent.

4. Intended learning outcomes (ILO):

Upon completion of this course, students will be able to:

- Understand the chronology of the history of Persian language
- Explore the material culture of ancient Persian languages
- Examine the Zoroastrian and pre-Islamic religions and their languages
- Understand why the Sassanid was unable to withstand the Arab invaders of the 7th Century.
- Apply the learning outcomes in their academic fields

5. Course Content:

This course covers the following topics:

- origin and development of Persian language in pre-Islamic period in Iran; ancient Persian language, Avastin Persian language, Pahlavi language
- development of Persian language in pro-Islamic period in Iran
- c. development of modern Persian languages in Iran, Afghanistan and Sub-continent.

6. Instructional Strategy:

Lecture, Question-Answer, Pair-work, Group Discussion, Individual Presentation etc.

7. Assessment:

- Midterm examination
- Final examination
- In-class response of the learners and their attendance

8. Reference:

۱. تاريخ زبان فارسي (جلد اول)، دكتور پرويز ناتل خانلري، ايران
 ۲. تاريخ زبان فارسي، دكتور محسن ابوالقاسمي، انتشارات سازمان مطالعه تدوين كتب علوم انساني دانشگاه‌ها، تهران
 ۳. تاريخ ادبيات (براي سال پنجم ادبي)، انتشارات وزارت آموزش و پرورش ايران
 ۴. تاريخ ادبيات ايران، دكتور رضا زاده شفق، انتشارات دانشگاه پهلوي، ايران، ۱۳۵۲
۵. ফারসি সাহিত্যের ইতিবৃত্ত, তারিক জিয়াউর রহমান সিরাজী, বাড পাবলিকেশন্স, ঢাকা, ২০১৪

1. Course number, title, credit and marks

Course Number	: Per. 204
Course title	: Persian Grammar and Composition (Elementary) دستور زبان فارسی و نگارش (مقدماتی)
Course credit	: 4
Full Marks	: 100

2. Course Description:

This is an introductory Persian Grammar Course compulsory for all the students of the program. The content of this course is designed to strengthen students' ability to understand Persian grammar and composition. Extra emphasis is given on developing students' grammatical competence and writing ability. The course is organized on the principles of grammar for solving grammatical and language problems at undergraduate level.

3. Objectives:

The general objective of the course is to develop the elementary grammar and composition skills of learners of Persian in an integrated approach.

4. Intended learning outcomes (ILO):

Upon completion of this course, students will be able to:

- Understand of the grammatical elements and rules of Persian
- Apply the learning outcome in their academic field
- Improve their writing skills on the basic of Persian grammar
- understand and identify different types of sentences
- read and analyze Persian texts better
- write in Persian on their own

5. Course Content:

This course covers the following topics:

Introduction to Parts of speech, Noun, Pronoun, Verb, adverb, adjective, preposition, conjunction, Interjection, Sentences, application, letter and short essay writing in Persian.

- Classification of sentence, Formation of sentence, primary knowledge of sentence analyzing
- Paragraphs in Persian: Linking sentences to form paragraph. Paragraph structure topic sentence. Developing paragraphs with specific details and examples. Paragraph unity and coherence
- Short essays in Persian: Essay structure, Thesis sentence, Writing good introductions and conclusions. Strategies for essay development
- Letter writing in Persian: Formal and informal letters

6. Instructional Strategy:

Lecture, Question-Answer, Pair-work, Group Discussion, Individual Presentation etc.

7. Assessment:

- Midterm examination
- Final examination
- In-class response of the learners and their attendance

8. Reference:

The following books will be covered as references:

۱. دستور زبان فارسي (جلد اول)، دکتر حسن احمدی گیوي و دکتر حسن انوري، مؤسسه انتشارات فاطمي، ايران
۲. دستور زبان فارسي، دکتر عباسعلي وفايي، انتشارات سازمان مطالعه تدوين کتب علوم انساني دانشگاهها (سمت)، تهران، ۱۳۹۰
۳. نامه نويسي براي همه، علي جانزاده، انتشارات جانزاده، ايران، ۱۳۷۷
۴. انشاء و نامه نگاري نوين، ليذا سيد علي خاني، عطار، تهران، ۱۳۷۸

5. *An Introduction to Persian* by Wheeler M. Thackston, Jr. Iranian Culture for the study of Civilization.

6. *Persian Grammar*, A. K. S. Lambton, Cambridge University press, 1906

۹. ফার্সী ভাষার ব্যাকরণ, আনিসুর রহমান স্বপন, বুক ভিউ, ঢাকা

1. Course number, title, credit and marks

Course Number	:	Per. 205
Course title	:	Modern Persian Prose Literature (Short Stories, tales of the holy Quran, Novel and Drama) ادبیات نثر جدید فارسی (داستان کوتاه، قصه‌های قرآنی، رمان و نمایشنامه)
Course credit	:	4
Full Marks	:	100

2. Course Description:

This course is designed to make students well acquainted with the Modern Iranian Persian Prose Literature, especially Persian Short Stories, Tales of the holy Quran, Novel and Drama. This course basically highlights the Modern Persian Prose works written by prominent modern Persian prose writers.

3. Objectives:

The aim and objective of this course is to make students aware of the diversity of modern Persian prose literature by introducing them to different modern Persian texts which will be translated, evaluated, analyzed and understood. Students will study a wide variety of texts by prominent Prose writers of modern Period of Iran to gain an understanding of the socio-cultural impacts as well as of the theological and ethical influences in which the texts were produced and received.

4. Intended learning outcomes (ILO):

Upon completion of this course, students will be able to:

- identify Novels, Dramas, Short stories and Tales
- develop and demonstrate an awareness of the significance of Modern Persian Prose Literature
- gain a comprehensive knowledge of Modern Persian Prose Literature
- enhance their abilities of inter textual analysis
- show their competency in reading Modern Persian Prose Literature

5. Course Content:

This course covers the following topics:

- Definitions of Literature
- Relations between Language and Literature
- Novel and its classification
- Play and its classification
- Essential elements of a Novel and a Drama
- Origin and development of Persian Novels
- Origin and development of Persian Dramas
- Modern Period of Persian Prose Literature
- Historical background of Persian Prose Literature
- Style, specialty and subject matter of Persian Prose Literature
- Introduction to some eminent Persian, Novelists, Dramatist and short story writers of Modern Period
- Reading, translating, criticizing and explaining some selected texts

6. Core text:

The following books will be used as core texts:

۱. چهل داستان کوتاه ایرانی از چهل نویسنده معاصر، به کوشش دکتر حسن ذوالفقاری، انتشارات نیما، تهران، ایران
۲. زنی که مردش را گم کرد از صادق هدایت (مجموعه‌ای از آثار صادق هدایت، گردآوری و مقدمه: محمد بهارلو، طرح نو، تهران ایران)
۳. قصه‌های خوب برای بچه‌های خوب جلد پنجم، (قصه‌های برگزیده از قصه‌های قرآنی)، مهدی آذر یزدی، انتشارات امیر کبیر، تهران، ۱۳۶۵
۴. خدا حافظ برادر، رضا راهگذر (سازمان انتشارات کیهان، ایران، ۱۳۷۹)
۵. مجلس گل، مهدی شجاعی، (انتشارات نیستان، تهران)

7. Instructional Strategy:

Lecture, Question-Answer, Pair-work, Group Discussion, Individual Presentation etc.

8. Assessment:

- Midterm examination
- Final examination
- In-class response of the learners and their attendance

9. Reference:

The following books will be covered as references:

۱. *داستان کوتاه ایرانی*، دکتر حسین پاینده، (انتشارات نیلوفر، تهران)
۲. *صد سال داستان نویسی ایران*، حسن میر عابدینی، (نشر چشمه، ایران، ۱۳۷۷)
۳. *کاوشی در آثار، افکار و سبک نوشتار جلال آل احمد*، به کوشش غلامرضا پیروز، (انتشارات حوزه هنری سازمان تبلیغات اسلامی، (چاپ اول) ۱۳۷۲)
۴. *آধুনিক ফারসি ছোটগল্প: বিষয় বৈশিষ্ট্য, শিল্পরূপ, চিত্রিত জীবন ও সমাজ*, আবদুস সবুর খান, বাংলা একাডেমী, ঢাকা ২০০৯
৫. *ফারসি উপন্যাসে জীবন ও মানবিকতা*, আবদুস সবুর খান, রোদেলা প্রকাশনী, ঢাকা ২০১৩
৬. *জালালে আলে আহমাদের নির্বাচিত ছোটগল্প*, (অনুবাদ: আবদুস সবুর খান), আল হুদা আন্তর্জাতিক প্রকাশনা সংস্থা, ইরান, ২০০৬

1. Course number, title, credit and marks

Course Number	:	Per. 206
Course title	:	Bangladesh Studies
Course credit	:	4
Full Marks	:	100

2. Course Description:

This course is designed to make students well acquainted with the topographical, demographic features and historical background of Bangladesh. This course basically highlights the liberation war of Bangladesh, Bangabandhu Sheikh Mujibur Rahman and his Six-point movement, the result of the election of 1970, the socio-economic and political life of Bangladesh, the art and literature of Bangladesh, the constitution of Bangladesh, the administrative setup like the central and local governments, civil society, democracy and state-building concept etc.

3. Objectives:

- To help the students in the acquisition of world class knowledge to generate inquisitiveness in them and to help them grow up as good Bangladeshis who can relate themselves to the emergence of Bangladesh, its aspects and the realities and who can identify the problems of the society and state and can find out the solutions to them.
- To build up students who will possess scientific, secular, liberal, humane, and progressive mindset.
- To build up a citizen inspired by wisdom, creativity, human values and patriotism.

4. Intended learning outcomes (ILO):

Upon completion of this course, students will be able to:

- to take up higher study based on their merit, interests and aptitudes.
- be considered for all kinds of jobs in every sector except the teaching positions at university level.
- teachers and students together can take part in research work.
- students will be updated to meet up the national and international demands.

5. Course Content:

This course covers the following topics:

Part – A

1. Topographical and Demographic Features of Bangladesh Background sources of history geographical condition of Bengal, The Land, Location the Climate, The people, Anthropological identity life and conditions.
2. Historical Background of Bangladesh. The Jaropadas, Origin of this name” Bangladesh” Ancient period, Medieval period, the British period, partition of 1905, the creation of Pakistan (1947), political-Economic and Cultural background towards Independence.
3. Liberation war of Bangladesh. Background, brief history, Bangabandhu Sheikh Mujibur Rahman and his Six-points movement, the result of his election of 1970, Nation building, Genocide of 25th March, Mujib Nagar Government, Several Highlighting sectors, Role of International Actors.
4. Socio-economic and political life in Bangladesh, definition of society and classes, characteristics of social classes, social structure of Bangladesh, gender, wage and age inequality, elements of culture, Bangladeshi cultures, education system, education policy, economic activities of the people of Bangladesh, basic economic problems, causes of poverty in Bangladesh, drug addiction, human trafficking, ready-made garments (RMG), Labour market price-hike, foreign aid/grant, party-system, political development, society and political Islam in Bangladesh.
5. Art and literature in Bangladesh.
Origin of Bengali Language and literature, its rise and development, fine arts, architecture, sculpture, painting, dress and ornaments, music, theatre, festivals, sports and games, etc.

Part – B

1. The constitution of Bangladesh, Definition of constitution, opinion of major political thinkers about constitution, background of the Constitution of Bangladesh, methods of establishing, types of constitution, features, Amendments.
 2. Administrative setup: Central and local governments. politics and governance after the liberation, forms of government, the executive branch, the legislature branch, the judiciary branch, the structure, composition, functions, and the separation of judiciary, local government and agencies, structures, compositions, functions, power, various tiers of local government, relationship between central and local government.
 3. Civil society, democracy, and state-building concept, definition of civil society, civil society and the economy of Bangladesh, political society, definition of democracy, its role in a modern state, democracy and Bangladesh, state-building meanings, nationalism, state building and nation building, free market and globalization in Bangladesh.
6. Instructional Strategy:
Lecture, Question-Answer, Pair-work, Group Discussion, Individual Presentation etc.
7. Assessment:
- Midterm examination
 - Final examination
 - In-class response of the learners and their attendance
8. Reference:

The following books will be covered as references:

1. *Constitutional Development in Bangladesh : Stresses and Strains*, Dilara Chowdhury
2. *Administration of Local Self Government in Bangladesh*, Ahmed Ali
3. *Land Reforms in Bangladesh*, Mohiuddin Khan Alamgir
4. *Political Development of Bangladesh*, Dr. Emaz Uddin Ahmed
5. *History of Bangladesh*, Sirajul Islam
6. *Local Government of Bangladesh*, Kamal Siddiquiee
৭. বাংলাদেশের সাংবিধানিক বিকাশ, শফিউদ্দীন আহমেদ
৮. বাংলাদেশের সরকার ও রাজনীতি, ড. হারুন-অর-রশিদ, নিউ এইজ পাবলিকেশন্স, ঢাকা ২০০১ বাংলাদেশের মুক্তিযুদ্ধ, প্রেক্ষাপট ও ঘটনা, ড. আখতারুজ্জামান

1. Course number, title, credit and marks

Course Number : Per. 301

Course title : Outline of the History of Persian Literature in Iran
(From the Pre-Islamic period up to the end of the Seljuq Period)

خلاصه تاریخ ادبیات فارسی در ایران (از دوره پیش از اسلام تا پایان دوره سلجوقی)

Course credit : 4

Full Marks : 100

2. Course Description:

This is a general history of Persian Literature learning course compulsory for all the students of the program. The basic area of the course includes the situation of the Persian Literature from the pre-Islamic period up to the end of the Seljuq dynasty of Iran. Since the main goal of the course is to teach the students the history of literature of mentioned periods, the political and social history of those periods should not be discussed elaborately. Rather the literary works of pre-Islamic era of Iran, Pahlavi literature and the history of the formation of the Persian literature and the pioneer poets of those beginning periods and their contributions to the Persian literature, the characteristic of Persian literature of Sasanid, Samanid, Ghaznavid, Seljuq periods and the eminent poets and scholars of those periods and their works are the main focus of the course.

3. Objectives:

The general objectives of the course are:

- To introduce the students with the history and proper situation of Iranian literature in pre-Islamic period of Iran.
- To introduce the students with the literary works of ancient Iranian literature which are still remaining
- To introduce the students to the poets who started to use the Persian language in their poetry
- To introduce the students to the life and contributions of the prominent poets of Taherid, Saffarid, Samanid, Ghaznavid and Seljuq periods.
- To introduce the students with history and position of prose literature of Samaid, Ghaznavid and seljuq period.

4. Intendant Learning outcomes (ILO):

Upon completion of this course, students will be able to:

- describe the first literary work of Iran, Avesta's present and past history and explain the literary elements of that book
- understand the two faces of Pahlavi literary works: Ashkanian and sasanian
- know that who the first poets in Persian literature are and what their works are
- know the prominent poets of Taherian, Saffarian, Samanids and Saljuquids period and their contributions.
- know about the Persian poems and writing style of those periods
- know the history of Persian prose literature and its characteristics

5. Course Content:

This course covers the following topics:

1. History of Iranian Literature in pre-Islamic period
 - a. Avesta the first literary work of Iranian literature
 - b. literary works of Pahlavi Language
 - c. literary works of Ashkanian and sasanian Periods
2. History of Persian literature from the beginning of the end of Samanid period
 - a. the beginning of Persian literature
 - b. life and contributions of Persian poets of Taherid, Saffarid, Samaid era
 - c. Persian prose literature of Samanid period
3. History of Persian literature of Ghaznavid period
 - a. characteristic of Persian literature of Ghaznavid period
 - b. epic in Persian literature
 - c. life and contributions of Persian poets and scholars of Ghajnové period

- d. Persian prose literature of Ghaznavid period
4. History of Persian literature of Seljuq period
- a. characteristic of Persian literature of Seljuq period
- b. introducing Sufism to Persian literature
- c life and contributions of Persian poets and scholars of Seljuq period
- d. Persian prose literature of Seljuq period
6. Instructional Strategy:
Lecture, Question-Answer, Pair-work, Group Discussion, Individual Presentation etc.
7. Assessment:
- Midterm examination
 - Final examination
 - In-class response of the learners and their attendance
8. Reference:

The following books will be covered in this course as references:

১. خلاصه تاریخ ادبیات فارسی در ایران، گردآوری و تدوین: دکتر محمد کاظم کهدویی، انتشارات گروه زبان و ادبیات فارسی، دانشگاه داکا، بنگلادش
২. تاریخ ادبیات ایران، دکتر ذبیح الله صفا، انتشارات فردوسی، ایران (جلد اول و دوم)
৩. تاریخ ادبیات ایران، دکتر رضا زاده شفق، انتشارات دانشگاه پهلوی، ایران، ۱۳۵۲
৪. تاریخ ادبیات ایران، وزارت آموزش و پرورش ایران، ۱۳۴۹
৫. تاریخ ادبیات، دکتر توفیق سبحانی (جلد اول و دوم)
6. *The Literary history of Persia*, E.G. Browne (Vol.-I,II), Cambridge University Press, London, 1977
৭. *ফারসি সাহিত্যের ইতিবৃত্ত*, ড. তারিক জিয়াউর রহমান সিরাজী, বাড পাবলিকেশন্স, ঢাকা, ২০১৪
৮. *ফারসি সাহিত্যের কালক্রম*, আবদুস সাত্তার, ইসলামিক ফাউন্ডেশন বাংলাদেশ, ১৯৮৩
৯. *ফার্সী সাহিত্যের ইতিহাস*, ড. আহমাদ তামীমদারী (অনুবাদ:তারিক জিয়াউর রহমান সিরাজী ও মুহাম্মদ ঈসা শাহেদী), আল হুদা আন্তর্জাতিক প্রকাশনা সংস্থা, ইরান, ২০০৭
১০. *ইরানের কবি*, মুহাম্মদ মনসুর উদ্দিন, বাংলা একাডেমী, ঢাকা, দ্বিতীয় সংস্করণ, ১৯৭৮

1. Course number, title, credit and marks

Course Number	:	Per. 302
Course title	:	Classical Persian Prose নثر فارسی ক্লাসিক
Course credit	:	4
Full Marks	:	100

2. Course Description:

This course will expose students to Persian literature of classical periods in translation in order to make it available to students and to compare it with other languages and disciplines. The aim of the course is to make the students acquainted with a number of representative works of Persian prose literature so that the students can identify enduring themes in the literature. This course seeks to familiarize students with whose command of Persian is at an advanced level with the major genres of classical Persian prose. Students who have, in the lower level courses, read excerpts chosen largely for their degree of difficulty, will read entire works, or major portions of such works, chosen for their literary quality and for their seminal influence in genre and style. Students will increase their fluency in reading and learn to exercise an enhanced facility in the language.

3.Objectives:

The general objectives of the course are:

- to teach the students the history and proper situation of Persian prose literature of Iran
- to introduce the literary works of ancient Iranian literature which still remains to the students.

- to introduce the students to the writers who started to use the Persian language in their works
- to introduce the students to the life and contributions of the prominent writers as Shekh Sadi, Nizamul Mulk Tusi, Naser Khasrow and Amir Unsurul Ma'li.
- to introduce the students writing style, characteristic and subject matter of classical Persian prose literature
- to encourage the students to read, translate, understand and analyze the texts

4. Intended Learning outcomes (ILO):

Upon completion of this course, students will be able to:

- gain an overview of the history and development of classical Persian literature
- develop and demonstrate an awareness of the significances of classical Persian prose literature
- gain a comprehensive knowledge of Persian classical and ethical prose literature
- enhance their abilities of inter textual analysis
- develop their competency in reading of Persian classical complicated and incomprehensible texts

5. Course Content:

This course covers the following topics:

- History of classical Persian prose literature
- Types of Persian prose literature
- Life, contribution and prosodic works of Shekh Saadi, Nizamul Mulk Tusi, Naser Khasrow and Amir Unsurul Ma'li
- Writing style, characteristic and subject matter of classical Persian prose literature

6. Core text:

The following books will be covered as core texts.

১. کلیات سعدی، (گلستان، باب اول)
২. کتاب گزیده آثار سعدی، گردآوری و تدوین: دکتر محمد کاظم کهدویی، انتشارات گروه زبان و ادبیات فارسی، دانشگاه داکا، بنگلادش
৩. سیاستنامه، نظام الملک طوسی (بهرام گور و وزیر خاین، حکایت امیر ترک و سیاست معتصم)
۴. برگزیده قابوسنامه باهتمام دکتر زهرای خانلری، (باب دوم، باب ششم)
۵. سفرنامه ناصر خسرو، به تصحیح دکتر جعفر شعار
۶. کتاب سیاست در پرتو اخلاق (گزیده سیاستنامه، قابوسنامه و سفرنامه ناصر خسرو)، گردآوری و تدوین: دکتر محمد کاظم کهدویی، انتشارات گروه زبان و ادبیات فارسی، دانشگاه داکا، بنگلادش

7. Instructional Strategy:

Lecture, question-answer, pair-work, group discussion, individual presentation etc.

8. Assessment:

- Midterm examination
- Final examination
- In-class response of the learners and their attendance

9. Reference:

The following books will be covered in this course as references:

১. هزار سال نثر پارسی، کریم کشاورز، شرکت انتشارات علمی و فرهنگی، ایران، ۱۳۷۷
২. گلستان سعدی، به کوشش دکتر خلیل خطیب رهبر، چاپ مروی، ۱۳۸۴
3. *The Literary history of Persia*, E.G. Browne (Vol.-I,V), Cambridge University Press, London, 1977
8. ফার্সী সাহিত্যের ইতিহাস, ড. আহমাদ তামীমদারী (অনুবাদ: তারিক জিয়াউর রহমান সিরাজী ও মুহাম্মদ ইসা শাহেদী), আল হুদা আন্তর্জাতিক প্রকাশনা সংস্থা, ইরান, ২০০৭
৫. ফারসি সাহিত্যের কালক্রম, আবদুস সাত্তার, ইসলামিক ফাউন্ডেশন বাংলাদেশ, ১৯৮৩
৬. পারস্য সাহিত্যের ইতিহাস, শ্রী হরেন্দ্রচন্দ্র পাল, শ্রী জগন্নাথ প্রেস, কোলকাতা, ১৯৫৪
৭. ইরানের কবি, মুহাম্মদ মনসুর উদ্দিন, বাংলা একাডেমী, ঢাকা, দ্বিতীয় সংস্করণ, ১৯৭৮
৮. বরকতুল্লাহ রচনাবলী, মুহাম্মদ আব্দুল কাইউম সম্পাদিত, বাংলা একাডেমী, ১৯৮৯

1. Course number, title, credit and marks

Course Number	:	Per. 303
Course title	:	Classical Persian Poetry نظم فارسی کلاسیک
Course credit	:	4
Full Marks	:	100

2. Course Description:

This course is designed to expose students to Persian classical poetry in order to make it available to them and to compare it with other languages and disciplines. The aim of the course is to make students acquainted with a number of representative works of Persian poetry and to identify enduring themes in the literature. This course seeks to familiarize students whose command of Persian is at an advanced level with the major genres of classical Persian poetry. Students, who have, in the lower level courses, read excerpts chosen largely for their degree of difficulty, will read entire works or major portions of such works, chosen for their literary quality and for their important influence in genre and style. Students will increase their fluency in reciting Persian poems as well as translation.

3. Objectives:

The general objectives of the course are:

- to teach the students the history and proper situation of Persian poetry of Iran
- to introduce the literary works of ancient Iranian literature which still remains to the students
- to introduce the students to the life and contributions of the prominent writers as Abul Quasem Ferdowsi, Omar Khayyam, Mowlana Jalal Uddin Rumi and Shaikh Sadi Shirazi
- to introduce the students to the writing style, characteristic and subject matter of classical Persian poetry
- to encourage the students to read, translate, understand and analyze the selected poems

4. Intended Learning outcomes (ILO):

Upon completion of this course, students will be able to:

- gain an overview of the history and development of classical Persian poetry
- develop and demonstrate an awareness of the significances of classical Persian poetry
- gain a comprehensive knowledge of Persian classical and ethical poetic literature
- enhance their abilities of inter textual analysis
- show their competency in reciting Persian classical complicated and incomprehensible poems

5. Course Content:

This course covers the following topics:

- History of classical Persian poetry
- Types of Persian classical poetry
- Selected portions of the *Shah name* (beginning of the *Shah name*, praises of knowledge, (Payiamber) Messenger of Allah, story of Rostam and Sohrab in brief)
- Selected portions of the *Masnavi-e-Manavi* (Nai Nameh, story of Goldsmith in brief)
- Selected portions of the *Kulliyat-e Sadi* (10 poems from The *Bustan*)
- Selected portions of the *Rubiyat-e-Khayyam* (10 Rubayi/Quatrain)
- Discuss on life, contribution and prosodic works of Abul Quasem Ferdowsi, Omar Khayyam, Mowlana Jalal Uddin Rumi and Shaikh Sadi Shirazi
- Writing style, characteristic and subject matter of classical Persian Poetry

6. Core text:

The following books will be covered as core texts:

- شاهنامه فردوسی، ابوالقاسم فردوسی (آغاز شاهنامه، ستایش خرد و پیامبر و خلاصه داستان رستم و سهراب)
- مثنوی معنوی مولانا جلال الدین محمد بلخی، مطابق نسخه تصحیح شده دینولد نیکلسن، مؤسسه انتشارات نگاه، تهران، ۱۳۷۳ (بی نام و خلاصه حکایت زرگر)

- نوای نی (گزیده مثنوی معنوی) به کوشش دکتر محمد کاظم کهدوی، انتشارات گروه زبان و ادبیات فارسی، دانشگاه داکا، بنگلادش
- شاهنامه (گزیده داستانهای رستم و سهراب و رستم و اسفندیار)، گردآوری و تدوین: دکتر محمد کاظم کهدوی، انتشارات گروه زبان و ادبیات فارسی، دانشگاه داکا، بنگلادش
- کلیات سعدی، (بوستان، ۱۰ نظم از آغاز کتاب)
- کتاب گزیده آثار سعدی (گلستان و بوستان)، گردآوری و تدوین: دکتر محمد کاظم کهدوی، انتشارات گروه زبان و ادبیات فارسی، دانشگاه داکا، بنگلادش
- رباعیات خیام (۱۰ رباعی از اول)

7. Instructional Strategy:

Lecture, question-answer, pair-work, group discussion, individual presentation etc.

8. Assessment:

- Midterm examination
- Final examination
- In-class response of the learners and their attendance

9. Reference:

The following books will be covered in this course as references:

۱. آشنایی با شاعران کلاسیک ایران، مهید فاضلی، انتشارات بین المللی الهدی، تهران ۱۳۸۰
۲. دامنی از گل – گزیده گلستان سعدی، انتخاب و توضیح: دکتر غلامحسین یوسفی، انتشارات سخن (انتشارات علمی)، تهران ۱۳۷۴
۳. گزیده بوستان سعدی، (انتخاب و شرح)، دکتر حسن انوری، نشر قطره، ایران، ۱۳۸۸
۴. تاریخ ادب ایران، یان ریپکا، ترجمه: دکتر ابو القاسم سرّی، انتشارات سخن، ایران، ۱۳۸۳
5. *The Literary history of Persia*, E.G. Browne (Vol.-I,V), Cambridge University Press, London, 1977
۶. *فارسى সাহিত্যের ইতিহাস*, ড. আহমাদ তামীমদারী (অনুবাদ: তারিক জিয়াউর রহমান সিরাজী ও মুহাম্মদ ইসা শাহেদী), আল হুদা আন্তর্জাতিক প্রকাশনা সংস্থা, ইরান, ২০০৭
৭. *ফারসি সাহিত্যের কালক্রম*, আবদুস সাত্তার, ইসলামিক ফাউন্ডেশন, বাংলাদেশ, ১৯৮৩
৮. *পারস্য সাহিত্যের ইতিহাস*, শ্রী হরেন্দ্রচন্দ্র পাল, শ্রী জগন্নাথ প্রেস, কোলকাতা, ১৯৫৪
৯. *ইরানের কবি*, মুহাম্মদ মনসুর উদ্দিন, বাংলা একাডেমী, ঢাকা, দ্বিতীয় সংস্করণ, ১৯৭৮
১০. *বরকতুল্লাহ রচনাবলী*, মুহাম্মদ আব্দুল কাইউম সম্পাদিত, বাংলা একাডেমী, ১৯৮৯
১১. *শায়খ সাদী (র.)-এর গুলিস্তাঁ*, মোহাম্মদ মোবারক আলী, ইসলামিক ফাউন্ডেশন বাংলাদেশ, ১৯৯৩

1. Course number, title, credit and marks

Course Number : Per. 304
 Course title : Applied Persian Grammar and Composition (Advanced)
 دستور زبان فارسی کاربردی و نگارش (پیشرفته)
 Course credit : 4
 Full Marks : 100

2. Course Description:

This is an applied Persian Grammar and composition compulsory Course for all the students of the program. The content of this course is designed to strengthen students' ability. Special emphasis is given on developing students' grammatical competence and writing ability. The course is organized on grammatical principles which are necessary for proceeding to solve grammatical and language problems at the advanced level. This course also highlights the application, letter and essay writing in Persian.

3. Objectives:

The general objective of the course is to develop basic and advanced Persian grammar and composition skills. This course aims to develop the knowledge of the students of Persian grammar. The course teaches them how to use Persian in official, formal or informal, and practical situations. The course makes the students aware of the most common problems people face when using Persian and instructs the learners how to overcome them. It helps them write

paragraphs and essays on their own. Finally, the goal of the course is to make the learners proficient enough to understand different applications of Persian language in use.

4. Intended learning outcomes (ILO):

Upon completion of this course, students will be able to:

- Understand of the grammatical elements and rules of Persian
- understand and identify different uses of Persian
- read and analyze Persian texts better
- write in Persian on their own
- have developed their command over Persian Language
- apply the learning outcome in their academic field
- improve their writing skills on the basis of Persian grammar
- understand and identify different types of sentences
- read and analyze Persian texts better
- write in Persian on their own

7. Course Content:

This course covers the following topics:

- Classification of sentence, Formation of sentence, primary knowledge of sentence analyzing
- Classification of adjectives and its application in sentences
- Classification of adverb and its application in sentences
- Classification of tense and its application in sentences
- Paragraphs in Persian: Linking sentences to form paragraph. Paragraph structure topic sentence. Developing paragraphs with specific details and examples.
- Short essays in Persian: Essay structure, Thesis sentence, Writing good introductions and conclusions. Strategies for essay development
- Letter writing in Persian: Formal and informal letters
- Writing essays, notes, paragraph

6. Core text:

The following books will be covered as core texts:

۱. دستور زبان فارسی ۱، دکتر تقي وحيد کاميار با همکاري غلامرضا عمراني، تهران، انتشارات سازمان مطالعه و تدوين کتب علوم انساني دانشگاهها (سمت)، تهران
۲. دستور زبان فارسي (جلد اول)، دکتر حسن احمدي گيوي و دکتر حسن انوري، مؤسسه انتشارات فاطمي، ايران
۳. مهارت نوشتن، دکتر نعمت الله ايران زاده و مريم شريف نسب، پژوهشگاه علوم انساني و مطالعات فرهنگي، (سمت) تهران، ۱۳۹۱
۴. دستور زبان فارسي، تجزيه و تركيب با جواب، دکتر عباسعلي وفايي، انتشارات سازمان مطالعه و تدوين کتب علوم انساني دانشگاهها (سمت)، تهران، ايران، ۱۳۹۰
۵. نامه نويسي براي همه، علي جانزاده، انتشارات جانزاده، ۱۳۷۷
۶. انشاء و نامه نگاري نوين، ليدا سيد علي خاني، عطار، تهران، ۱۳۷۸

7. Instructional Strategy:

Lecture, question-answer, pair-work, group discussion, individual presentation etc.

8. Assessment:

- Midterm examination
- Final examination
- In-class response of the learners and their attendance

9. Reference:

The following books will be covered in this course as references:

1. *An Introduction to Persian* by Wheeler M. Thackston, Jr. Iranian Culture for the study of Civilization.
2. *Persian Grammar* by A. K. S. Lambton, Cambridge University press, 1906.
۳. ফার্সী ভাষার ব্যাকরণ, আনিসুর রহমান স্বপন, বুক ভিউ, ঢাকা।

1. Course number, title, credit and marks

Course Number	:	Per. 305
Course title	:	Modern Persian Poetry (Trend to Classical poetry) شعر جدید فارسی (گرایش به شعر سنتی)
Course credit	:	4
Full Marks	:	100

2. Course Description:

This course is designed to make students well acquainted with the modern Persian poetry of classical trend. This course basically highlights the well-known poetry of some eminent poets written in the modern and contemporary ages. This course includes selected verses of Parvin Etesami, Muhammad Iqbal, Malekush Shuaraye Bahar and Imam Khomani. Influences and importance of those selected verses will be focused in this course.

3. Objectives:

The aim and objective of this course is to make students aware of the diversity of Persian literature by introducing them to modern Persian poetry of classical trend. Students will read a wide variety of verses by prominent and modern Persian poets of the modern and contemporary period to gain an understanding of the socio-cultural impact as well as of the theological influences in which those verses were produced and received. The objectives of this course include encouraging students to read, understand and analyze the verses.

4. Intended learning outcomes (ILO):

Upon completion of this course, students will be able to:

- develop and demonstrate an awareness of the significances of modern Persian poetry of classical trend
- gain a comprehensive knowledge of theological and mystic Persian verses of classical trend in the modern and contemporary period
- enhance their abilities of inter textual analysis
- make their competency in reciting of modern Persian poetry of classical trend complicated and incomprehensible texts
- gather knowledge about the thought and philosophy of selected modern and contemporary Persian poets
- annotate, translate and explain of selected verses

5. Course Content:

This course covers the following topics:

- a. Introducing the poet Parvin Etesami and her *Divan* (collection of poems)
Discussion on the, philosophy and importance of her verses
Recitation, translation and annotation the selected verses of Parvin Etesami (three Quasida and three Ghazals)
Discussion on the requirements of the verses in the field of literature
- b. Introducing the poet Muhammad Iqbal and his poetic book *Payame Mashreque*
Background and importance of the book
Identifying the significance of the book
Recitation, translation and annotation the selected verses of *Payame Mashreque* (Haquiquat, Qutre-e-Ab, Mohavere ma bine khoda va insan, Saqui nameh, Shahin va mahi, Eshque, Agar khahi hayat-e ander khatarzi, Jahan-e-amal)
Discussion on the philosophy and importance of selected verses
Discussion the requirements of the verse in the field of literature
- c. Introducing the poet Malekush Shuaraye Bahar and his *Divan* (collection of poems)
Discussion the importance of his verses
Recitation, translation and annotation the selected verses of Malekush Shuaraye Bahar (three Quasida and first five Ghazals)
Discussion on the philosophy and importance of selected verses

- Discussion the requirements of the verse in the field of literature
- d. Introducing the poet Imam Khomeini and his *Divan* (collection of poems)
- Discussion the importance of his verses
- Recitation, translation and annotation the selected verses of Imam Khomini (first five Ghazals)
- Discussion on the philosophy and importance of selected verses
- Discussion the requirements of the verse in the field of literature
- Discussion on the selected verse from the aspect of theology and mysticism

6. Core text:

The following books will be covered as core texts:

۱. *دیوان پروین اعتصامی*، به کوشش اکبر مرتضی پور، انتشارات عطار، تهران، ۱۳۷۹ (سه قصیده اول و سه غزل اول)
۲. *پیام مشرق*، دکتر اقبال لاهوری (حقیقت، قطره آب، محاوره ما بین خدا و انسان، ساقی نامه، شاهین و ماهی، عشق، اگر خواهی حیات اندر خطرزی، جهان عمل)
۳. *دیوان ملک الشعراء بهار*، به کوشش مهرداد بهار، انتشارات توس، ۱۳۶۸ (سه قصیده و پنج غزل اول)
۴. *دیوان امام خمینی*، موسسه تنظیم و نشر آثار امام خمینی، تهران، ۱۳۷۷ (پنج غزل از اول)

7. Instructional Strategy:

Lecture, question-answer, pair-work, group discussion, individual presentation etc.

8. Assessment:

- Midterm examination
- Final examination
- In-class response of the learners and their attendance

9. Reference:

The following books will be covered as references:

۱. *شعر معاصر ایران (تا انقلاب اسلامی)*، صابر امامی، انتشارات سازمان مطالعه تدوین کتب علوم انسانی دانشگاهها (سمت)، تهران، ۱۳۹۱
۲. *ادبیات معاصر ایران*، دکتر اسماعیل حاکمی، انتشارات اساطیر، ایران، ۱۳۷۵
۳. *بهار*، محمد علی سپانلو، چاپ صهبا، بنیانگذار فرهنگ امروز، تهران ۱۳۷۴
۴. *چون سبوی تشنه*، دکتر محمد جعفر یاحقی، چاپ نیل، ۱۳۷۷
۵. *ইমাম খোমেনীর কবিতা*، মুহাম্মদ ফরিদ উদ্দীন খান, সহিফা প্রকাশনী, ঢাকা, ১৯৯১
৬. *ইকবাল কাব্যে মুসলিম মানস ও মানবতা*, তারিক জিয়াউর রহমান সিরাজী, ইসলামি প্রজাতন্ত্র ইরান সাংস্কৃতিক কেন্দ্র, ঢাকা, ২০১৩

1. Course number, title, credit and marks

Course Number	:	Per. 306
Course title	:	Modern Persian Poetry (New, Nimayee and Free verses) شعر جدید فارسی (شعر نو، نیمایی و آزاد)
Course credit	:	4
Full Marks	:	100

2. Course Description:

This course is designed to make students well acquainted with the modern Persian poetry. This course basically highlights the well-known poetry of some eminent modern poets. This course includes selected verses of NimaUshij, Mehdi Akhavane Sales, Sohrab Sepheri and Ahmad Shamloo. Influences and importance of the selected verses in the society will be focused.

3. Objectives:

The Course aims to make students aware of the diversity of Persian literature by introducing them to modern Persian Poetry. Students will be studying a wide variety of texts by Persian poets of the 19th to early 20th century to gain an understanding of modern writing which ignore the meter, rhyme and structure of classical verses in favor of unconstrained form. The course objectives include encouraging students to read and analyze the text in the light of modern Persian poetry, using theoretical constructs relevant to the text.

4. Intended learning outcomes (ILO):

Upon completion of this course, students will be able to:

- develop and demonstrate an awareness of modern Persian poetry in the literature
- Gain a comprehensive knowledge to differentiate between the strict, classical style of previous Persian poetry and the free style and structure of modern poetry
- Enhance their abilities of inter textual analysis
- recite and translate modern Persian verses into Bangla or English

5. Course Content:

This course covers the following topics:

The course teaches students about the Modern poetry of Iran. There are some poems written by prominent poets like as Nima Ushij, Mehdi Akhavane Sales, Sohrab Sepheri and Ahmad Shamloo in the course. This course also highlights some of the world's most influential and inspiring Iranian poets, whose works revolutionized the literature of both the East and the West. Selected poems of Mahdi Akhawane Sales, Sohrab Sepehri, Ustad Shahriar, Nima Ushij and Ahmed Shamlu will be taught in the poems.

6. Core text:

The following books will be covered as core texts:

۱. مجموعه کامل اشعار نیما یوشیج، تدوین: سیروس طاهباز، موسسه انتشارات نگاه، تهران ۱۳۸۳ (ای آدمها، قصه رنگ پریده، خون سرد، مهتاب، ققنوس)
۲. گزیده ی اشعار از مهدی اخوان ثالث، ناشر: انتشارات مروارید. (زمستان، آخر شاهنامه، کتیبه، دوزخ اما سرد)
۳. سهراب سپهری، محمد حقوقي، انتشارات نگاه (صدای پای آب، مرگ رنگ، خانه ی دوست کجا است)
۴. احمد شاملو شاعر شبانه ها و عاشقانه، به کوشش و گردآوری بهروز صلح اختیارى/حمید رضا باقرزاده، انتشارات هیرمند، تهران، ایران (آهنگ های فراموش شده، کتاب اول: گلستان شکسته، کتاب دوم: مرغ دریا، باغ آینه، باران)

7. Instructional Strategy:

Lecture, question-answer, pair-work, group discussion, individual presentation etc.

8. Assessment:

- Midterm examination
- Final examination
- In-class response of the learners and their attendance

9. Reference:

The following books will be covered as references:

۱. شعر معاصر ایران، (تأانقلاب اسلامي)، صابر امامي، سمت، ۱۴۹۱
۲. چون سبوي تشنه، دکتر محمد جعفر یاحقی، چاپ نیل، ۱۳۷۷
۳. تاریخ تحلیلی شعر نو، شمس لنگرودی، (از جلد ۱ تا جلد ۸)

1. Course number, title, credit and marks

Course Number	:	Per. 307
Course title	:	Iranology ایران شناسی
Course credit	:	4
Full Marks	:	100

2. Course Description:

This course is designed to make students well acquainted with the short history of Iranian Culture, Religion and Civilization from ancient period to the present. This course basically highlights the Iranian dynasties, their civilization, culture, life style, religion in the ancient period as well as the history of Persian language, geographical atmosphere, weather, climate, forest, livestock, eminent personalities and Islamic revolution.

3. Objectives:

The aim and objective of this course is to give students information about the history of Iranian civilization. The main target of this course is to inform the students about some historical, religious and cultural prospect of Iran and about some famous political personalities and scholars of Iran as well as its geographical atmosphere, weather, climate, forest, livestock, eminent personalities and Islamic revolution

4. Intended learning outcomes (ILO):

Upon completion of this course, students will be able to:

- develop and demonstrate an awareness of the significances of Iranian Culture, Religion and Civilization
- gain a comprehensive knowledge of the Iranian Culture, Religion and Civilization
- increase their information about the entire history of Iran

5. Course Content:

This course covers the following topics:

- geographical atmosphere, weather, climate, forest and livestock of Iran
- which ancient period of Iranian history is
- the ancient Dynasties of Iran and their historical background
- culture, Religion and Civilization of ancient Iran
- history of Persian language
- some famous political personalities and scholars of Iran
- Islamic revolution

6. Instructional Strategy:

Lecture, question-answer, pair-work, group discussion, individual presentation etc.

7. Assessment:

- Midterm examination
- Final examination
- In-class response of the learners and their attendance

8. Reference:

The following books will be covered as references:

The following books will be covered in this course as references:

۱. زبان فارسی (جلد سوم : ایران امروز و جلد چهارم : تاریخ ، فرهنگ و تمدن) دکتر احمد صفار مقدم، شورای گسترش زبان و ادبیات فارسی
۲. ایران (تاریخ، فرهنگ و هنر) زیر نظر کاظم موسوی بجنوردی، سازمان چاپ و انتشارات مرکز دائره المعارف بزرگ اسلامی، تهران، ۱۳۹۰
۳. ایران شناسی، بنیاد سعدی، تهران ایران
۴. ایران در يك نگاه، وزارت فرهنگ و ارشاد اسلامی، جمهوری اسلامی ایران
۵. تاریخ ایران و جهان (۱)، وزارت آموزش و پرورش، سازمان پژوهش و برنامه ریزی آموزشی، ایران، ۱۳۸۲
۶. آشنایی با جغرافیا و فرهنگ استان های ایران، تهیه و تنظیم: مژگان نصیری، انتشارات شفيعي، ۱۳۹۱
۹. ایران‌نەر راجنئیتیک ব্যবস্থা, ড. তারেক মুহম্মদ তৌফীকুর রহমান, কেটিথ্রি পাবলিশার্স, ঢাকা ২০০৮
৮. ایران ও ইসলাম, ড. শেখ গোলাম মকসূদ হিলালী, হিলালী ফাউন্ডেশন, রাজশাহী, ১৯৭৯
৯. সাংবাদিকদের চোখে ইসলামী বিপ্লব, ইরানী সাংস্কৃতিক কেন্দ্র, ঢাকা, ১৯৮৪

1. Course number, title, credit and marks

Course Number : Per. 308

Course title : Spiritualism and Sufism in the Persian Literature (Schools and texts)
عرفان و تصوّف در ادبیات فارسی (مکتب‌ها و متون)

Course credit : 4

Full Marks : 100

2. Course Description:

This compulsory course is designed to discuss the spiritual contributions of classical Persian poets. Spiritualism and Sufism are the most important elements of Persian literature which were introduced in Seljuq period. This literary component made Persian literature more famous in the

world and gave it a respected place in world literature. So it is very much essential to learn about this kind of literature for all the students of Persian literature. That's why this course introduces the students of Persian literature to some classical works of some prominent Sufi poets e.g. Mantiqut Tair of Sheikh Fariduddin Attar, Munajat of Khaja Abdullah Ansary and Rubayyat of Abu Sayeed Abul Khayr, Baba Taher, Omar Khayyam. In fact, along with the texts of these eminent poets discussion on the schools of Spiritualism and Sufism are also an important part of the course.

3. Objectives:

The general objectives of the course are:

- a. To introduce the schools of Sufism to the students Persian literature, because it is an important component and element of classical Persian literature
- b. To introduce the life of some Sufi poets of Iran e.g. Farid-al-Din Attar, Khaja Abdullah Ansary, Abu Sayeed Abul Khayr, Baba Taher and Omar Khayyam and their contributions to the Persian literature to the students
- c. To introduce Mantiq-at-Tair, the world famous Spiritual masterpiece and symbol of Sufism and Mysticism, to the students
- d. To teach the students some world famous Spiritual verses of mentioned poets

4. Intended learning outcomes (ILO):

Upon completion of this course, students will be able to:

- gather more information about mysticism and Sufism
- be a creation-loving human being with a soul, full of humanity
- explain the main theme of the spiritualism and Sufism- the humanitarian and loving side of Islam
- classify the schools of Spiritualism or Sufism and identify the Sufi Tariqats of Islamic worlds
- -explain the philosophy of classical Sufi poets of Iran and their verses to the people
- Learn the philosophy of Omar Khayyam a world famous poet by reading his Rubayyats (quatrains)

5. Course Content:

This course covers the following topics:

Unit I: Definition of Sufism with special meaning of the word Sufi: Origin and development of Sufism, main tenets of the Sufi orders, Qaduria, Chishtiya, Suhrawardiya, Noqshbandiya and Mujaddidiya.

Unit II: Farid-al-Din Attar and his Mantiq-at-Tair: life and works of Farid-al-Din Attar, mystic contribution to Persian literature, introduction and importance of Mantiq-at-Tair and translation of the verses of the book selectively.

Unit III: Baba Taher Uryani and his Rybayyats : life and works of Baba Taher Uryani, mystic contribution to Persian literature, importance of his spiritual Rybayyats (quatrains) and translation of his selected rubayyats.

Unit IV: Omar Khayyam and his Rybayyats (quatrain): Life and Philosophy of Omar Khayyam, importance of his Rybayyats and translation of his selected rubayyats

Unit V: Khaja Abdullah Ansari and his Munajat (fervent prayer): Life and Philosophy of Khaja Abdullah Ansari, importance of his Munajat, theological contribution to Persian literature and translation of his selected verses

6. Core text:

The following books will be covered as core texts:

۱. منطق الطیر، اثر فریدالدین عطار نیشابوری، به اهتمام دکتر احمد رنجبر، انتشارات اساطیر، ایران، ۱۳۶۶ (خلاصه کتاب)
۲. رباعیات ابو سعید ابو الخیر، ختیم، بابا طاهر، تصحیح و مقدمه : جهانگیر منصور، انتشارات ناهید، ایران، ۱۳۸۱ (۱۰ دوبیتی از بابا طاهر و ۱۰ رباعی از خیام و ۱۰ رباعی از ابو سعید ابو الخیر)
۳. مناجات خواجه عبدالله انصاری، زیر نظر علی پناه، انتشارات مروی، تهران ۱۳۷۳ (۲۰ مناجات)
۴. گزیده متون عرفانی منظوم، به کوشش دکتر محمد کاظم کهدویی، انتشارات گروه زبان و ادبیات فارسی، دانشگاه داکا، بنگلادش

7. Instructional Strategy:

Lecture, question-answer, pair-work, group discussion, individual presentation etc.

8. Assessment:

- Midterm examination
- Final examination
- In-class response of the learners and their attendance

9. Reference:

The following books will be covered by this course as references:

۱. عرفان و تصوف و نفوذ آن در هند و بنگلادش، دکتر محمد کاظم کهدوی، انتشارات گروه زبان و ادبیات فارسی، دانشگاه داکا، بنگلادش
۲. عرفان و تصوف، دکتر محمد حسن حائری، انتشارات بین المللی الهدی، ایران، ۱۳۸۲
۳. مقدمه‌ای بر مبانی عرفان و تصوف، دکتر سید ضیاء الدین سجادی، سازمان مطالعه و تدوین کتب علوم انسانی دانشگاه‌ها (سمت)، ایران، ۱۳۷۲ش

1. *Studies in Islamic Mysticism*, Reynold Alleyne Nicholson, Idarahi- Adabiyat-i Delli, India, 2009
2. *Some Aspects of the principle Sufi order in India*, Md. Muzammil Haq:
 ۳. سূفیی دর্शन, ফকির আব্দুর রশীদ, ইসলামিক ফাউন্ডেশন, বাংলাদেশ ১৯৮৪
 ৪. সূফীবাদ ও আমাদের সমাজ, ড. কাজী দীন মুহাম্মদ
 ৫. বাংলাদেশে মরমি সাহিত্য ও রুমিচর্চায় সৈয়দ আহমদুল হক, মোহাম্মদ বাহাউদ্দিন, ফারসি ভাষা ও সাহিত্য বিভাগ, ঢাকা বিশ্ববিদ্যালয়, ২০০৯
 ৬. বঙ্গ সূফী প্রভাব, ড. মুহাম্মদ এনামুল হক, রায়মন পাবলিশার্স, ঢাকা, ২০০৬
 ৭. দিওয়ানে খাজা মইনুদ্দিন চিশতি, অনুবাদ, টীকাভাষ্য ও সম্পাদনা: জেহাদুল ইসলাম ও সাইফুল ইসলাম খান, খাজা মঞ্জিল, উত্তর শাহজাহানপুর, ঢাকা, ২০০৩

1. Course number, title, credit and marks

Course Number	:	Per. 401
Course title	:	Mediaeval Persian Prose and Poetry نثر و نظم فارسی میانه
Course credit	:	4
Full Marks	:	100

2. Course Description:

This course is designed to make the students well acquainted with the mediaeval Persian prose and poetry. This course basically highlights the mediaeval well-known mystic poetries of some prominent poets which were composed in the mediaeval age of Persian literature. It is also focused some well-known mystic, theological and historical books which were written by prominent Persian writers in the same age. This course includes selected parts of very familiar historical book *Tarikh-e-baihaqui*, mystic book *Khashful Mahzub* and theological book *Anisul Guraba*. On the other hand this course focuses some well-known books and selected verses from *Divane Shamse Tabrizi* of Jalal Uddin Rumi, *Divane Jami* of Abdur Rahman Jami and *Divane Hafez* of Hafez Shirazi. Influences and importance of selected verses will be focused in this course.

3. Objectives:

The aim and objective of this course is to make students aware of the diversity of Persian literature by introducing them to mediaeval Persian prose and poetry. Students will engage with a wide variety of books, texts and verses by prominent and classical Persian writers of the mediaeval period to gain an understanding of the socio-cultural impact as well as of the theological mystical influences in which those texts were produced and received. The objectives of this course include encouraging students to read and recite, understand and analyze the texts and verses.

4. Intended learning outcomes (ILO):

Upon completion of this course, students will be able to:

- develop and demonstrate an awareness of the significances of mediaeval classical Persian prose and poetry
- gain a comprehensive knowledge of Persian classical, theological, mystical and historical prose and poetry of mediaeval age
- enhance their abilities of inter textual analysis (prose and poetry)
- display their competency in reading and reciting of Persian classical and mediaeval complicated and incomprehensible texts and verses.
- gather more information about thought and philosophy of prominent figures of mediaeval Persian literature.

5. Course Content:

This course covers the following topics:

This course has been divided into two parts. A: Mediaeval Prose and B: Mediaeval Poetry. The following topics will be covered by this course

Group-A: Mediaeval prose (نثر فارسي ميانه)

- Introduction to the book of *Tarikh-e-baihaqi* and its writer
Discussion on historical background and importance of the book
Identifying the historical significance of the book
To read and translate some portions of the book
Discussion on the requirements of the book in the field of literature
- Introduction to the book of *Khashful Mahzub* and its writer
Historical background and importance of the book
Identifying the historical significance of the book
To read and translate some portions of the book
Discussion on the requirements of the book in the field of literature
- Introduction to the book of *Anisul Guraba* and its writer
Historical background and importance of the book
Identifying the historical significance of the book
Discussion on the importance of the book in the field of theology
To read and translate some portions of the book
Discussion the requirements of the book in the field of literature

Group-B: Mediaeval Poetry (نظم فارسي ميانه)

- Introduction to the book of *Divane Shamse Tabrizi* of Jalal Uddin
Introducing Mawlana Jalal Uddin Rumi and his literary works
Historical background and importance of his poems
Identifying the historical significance of his poems
To recite and translate selected five ghazals (lyric) from the *Divane Shams*
Discussion on the requirements of the book in the field of Persian mystic literature
- Introduction to the book of *Divane Jami* of Abdur Rahman Jami
Introducing Mawlana Abdur Rahman Jami and his literary works
Historical background and importance of his poems
Identifying the historical significance of his poems
To recite and translate selected five ghazals (lyric) from the *Divane Jami*
Discussion on the necessities of the book in the field of Persian mystic literature
- Introduction to the book of *Divane Hafez* of Hafez Shirazi
Introducing Hafiz Shirazi and his literary works
Discussion on the importance of the book in the field of mystic literature
Discussion on Hafiz's earthly and spiritual love of philosophy
To analyze the role of this book in the development of Sufism
To recite and translate selected five ghazals (lyric) from the *Divane Hafiz*
Discussion on the necessities of the book in the field of Persian mystic literature

6. Core text:

The following books will be covered as core texts.

۱. گزیده تاریخ بیہقی، به کوشش دکتر محمد کاظم کهدویی، انتشارات گروه زبان و ادبیات فارسی، دانشگاه داکا، بنگلادش
۲. تاریخ بیہقی، دکتر خلیل خطیب رہبر، انتشارات مہتاب، تہران، ۱۳۵۰ش

۳. انیس الغریبا، حضرت نور قطب عالم ہندوی (تصحیح دکنتر غلام سرور، مرکز تحقیقات فارسی رابزنی فرهنگی سفارت جمهوری اسلامی ایران، دہلی نو، ہند

۴. دیوان شمس تبریزی، مولانا جلال الدین رومی (پنج غزل از غزلیہای شمس تبریزی)

۵. دیوان جامی، عبد الرحمن جامی، انتشارات شرق، گیلان، ایران (۵ غزل از اول)

۶. دیوان کامل حافظ شیرازی، بخط محمد سلاحشور، انتشارات آتلیہ ہنر، ایران، ۱۳۸۸ (۵ غزل از اول)

۷. گزیدہ متون منظوم عرفانی (۲) (حافظ، شمس تبریزی و جامی)، بہ کوشش دکنتر محمد کاظم کھدوی، انتشارات گروہ زبان و ادبیات فارسی، دانشگاه داکا، بنگلادش

7. Instructional Strategy:

Lecture, question-answer, pair-work, group discussion, individual presentation etc.

8. Assessment:

- Midterm examination
- Final examination
- In-class response of the learners and their attendance

9. Reference:

The following books will be covered in this course as references:

۱. نمونہ غزل فارسی، دکنتر زہرا خانلری (کیا) (از مجموعہ شاہکارہای ادبیات فارسی).

۲. گنجینہ سخن، دکنتر ذبیح اللہ صفا، انتشارات امیر کبیر، تہران (جلد یکم تا ششم)

۳. شرح احوال و نقد و تحلیل آثار شیخ فرید الدین عطار نیشابوری، بدیع الزمان فروز انفر، انتشارات انجمن آثار ملی تہران، ایران
۱۳۴۵

۴. شرح غزلیات حافظ، دکنتر بہروز ثروتیان، موسسہ انتشارات نگاہ، ایران، ۱۳۹۲

۵. ہافیزجہر گجل-گوجھ، আব্দول ہافیز انودیت، বাংলা একاڈمی، ঢাকা، বাংলাদেশ، ۱۹۸۸

۶. نجرلہر کا بانوانواد، सम्पादना : मुहम्मद नूरुल हदा, नजरुल इन्स्टिट्यूट, ঢাকা

۹. ইরানের কবি, মুহাম্মদ মনসুর উদ্দিন, বাংলা একাডেমী, ঢাকা, দ্বিতীয় সংস্করণ, ১৯৭৮

1. Course number, title, credit and marks

Course Number : Per. 402

Course title : Outline of the history of Persian Literature in Iran
(From Mughal Period up to date)

خلاصہ تاریخ ادبیات فارسی در ایران (از دورہ مغول تا امروز)

Course credit : 4

Full Marks : 100

2. Course Description:

This course is designed to engage the students with the history of Persian literature from Mughal Period to the present age of Iran. The basic area of the course includes the position of Persian Literature of Mughal, Safavi, Kajar and Mashrutiat/Modern periods in Iran. Since the main goal of the course is to introduce to the students the history of literature of the mentioned periods, the political and social history of those periods will not be covered elaborately, rather the life of eminent poets, litterateurs and scholars of the mentioned periods and their literary works, writing style, subject matters and their contribution to Persian literature will be discussed elaborately.

3. Objectives:

The general objectives of the course are:

- To introduce the students the history and proper position of Persian literature of Mughal, Safavi, Kajar and Modern periods in Iran
- To introduce the reputed literary works of those periods
- To introduce the students to prose literatures and fictions of modern period of Iran.

- To introduce the life and contributions of the prominent poets, prose writers and litterateurs of Mashfutiati/Modern period

4. Intended Learning outcomes (ILO):

Upon completion of this course, students will be able to:

- describe the proper position of Persian literature of Mughal period in Iran and evaluate the eminent literary works of this period
- understand the two faces of Persian literature of mentioned period, like Poetry and Prose
- know about modern Persian Poems and modern Persian Poets
- know about the writing style of those periods
- know the history of Persian prose literature, fictions; novels and short stories and their characteristics and subject matters

5. Course Content:

This course covers the following topics:

1. History of Persian Literature in Mughal period

- Literary position of Mughal period
- Life and works of eminent poets and scholars of this period and their contribution to Persian literature
- Reputed literary works and writing style of Mughal period

2. History of Persian literature in Safavi period

- Literary position of Safavi period
- Life and works of eminent poets and scholars of this period and their contribution to Persian literature
- Reputed literary works and writing style of Safavi period

3. History of Persian literature in Kajar period

- Literary position of Kajar period
- Life and works of eminent poets and scholars of this period and their contribution to Persian literature
- Reputed literary works and writing style of kajar period
- Trend to Modern literature

4. History of Persian literature in Mashrutiat/Modern period

- Literary position of Mashrutiat/Modern period
- Western influence of Mashrutiat/Modern Persian Literature
- background of the constitutional movement
- Verse Literature of Mashrutiat era
- Features in the Mashrutiat era
- Eminent poets of Mashrutiat era
- Translation Literature in the Mashrutiat era
- Magazine Literature in the Mashrutiat era
- Persian fiction, novel and short story
- Modern Persian poems
- Released poem and its Feature
- Nima Ushiz and his modern poems
- The background of the Islamic Revolution
- Post-revolutionary Persian Literature

6. Instructional Strategy:

Lecture, question-answer, pair-work, group discussion, individual presentation etc.

7. Assessment:

- Midterm examination
- Final examination
- In-class response of the learners and their attendance

8. Reference:

The following books will be used as references:

۱. دیداری با اهل قلم، دکتر غلامحسین یوسفی، انتشارات علمی، تهران، چاپ ششم، ۱۳۷۶
۲. تاریخ ادب ایران، بیان ریپیکا، (ترجمه: دکتر بو القاسم سرّی)، انتشارات سخن، ایران، ۱۳۸۳
۳. گزیده تاریخ ادبیات ایران (از آغاز تا مشروطیت) گردآوری و تدوین دکتر محمد کاظم کهدویی، انتشارات گروه زبان و ادبیات فارسی، دانشگاه داکا، بنگلادش

4. *An Introductory History of Persian Literature* by Joel Waiz Lal, Atma Ram and sons, Delhi

5. *The Literary history of Persia*, E.G. Browne (Vol.-I,V), Cambridge University Press, London, 1977
৮. *ফার্সী সাহিত্যের ইতিহাস*, ড. আহমাদ তামীমদারী (অনুবাদ: তারিক জিয়াউর রহমান সিরাজী ও মুহাম্মদ ইসা শাহেদী), আল হুদা আন্তর্জাতিক প্রকাশনা সংস্থা, ইরান, ২০০৭
৯. *ফারসি সাহিত্যের কালক্রম*, আবদুস সাত্তার, ইসলামিক ফাউন্ডেশন বাংলাদেশ, ১৯৮৩
১০. *পারস্য সাহিত্যের ইতিহাস*, শ্রী হরেন্দ্রচন্দ্র পাল, শ্রী জগন্নাথ প্রেস, কোলকাতা, ১৯৫৪
১১. *ইরানের কবি*, মুহাম্মদ মনসুর উদ্দিন, বাংলা একাডেমী, ঢাকা, দ্বিতীয় সংস্করণ, ১৯৭৮

1. Course number, title, credit and marks

Course Number	:	Per. 403
Course title	:	Outline of the history of Persian literature in Indian Sub-Continent (Excluding Bengal)
		خلاصه تاریخ ادبیات فارسی در شبه قاره هند (غیر از بنگال)
Course credit	:	4
Full Marks	:	100

2. Course Description:

This course is designed to make the students well acquainted with the short history of Persian literature in Indian Sub-Continent. This course basically highlights the origin and development of Persian language and literature in Indian Sub-Continent and introduces the life and works of some Indian Sub-Continental eminent Persian poets, writers, and scholars as well as their role in spreading Persian language and literature in Indian Sub-Continent.

3. Objectives:

The aim and objective of this course is to give to the students a short briefing about the spreading of Persian language and literature in Indian Sub-Continent from fifteen century up to date. The target of this course is to inform the students about some Sub-Continental famous Persian poets, writers, scholars and their Persian works.

4. Intended learning outcomes (ILO):

Upon completion of this course, students will be able to:

- develop and demonstrate an awareness of the significances of Persian language and literature in Indian Sub-Continent
- gain a comprehensive knowledge of the origin and development of Persian language and literature in Indian Sub-Continent
- increase their information about the entire history of Persian literature in Indian Sub-Continent

5. Course Content:

This course covers the following topics:

- Origin and development of Persian language and literature in earlier Muslim Indian Sub-Continent
- Development of Persian language and literature in Mughal period in Indian Sub-Continent
- Spread of Persian language and literature in Sultani period in Indian Sub-Continent
- Present position of Persian language and literature in Indian Sub-Continent

6. Instructional Strategy:

Lecture, question-answer, pair-work, group discussion, individual presentation etc.

7. Assessment:

- Midterm examination
- Final examination
- In-class response of the learners and their attendance

8. Reference:

The following books will be used as references:

১. *تاریخ ادبیات فارسی در دورهٔ خلیفیان*، نرگس جهان، گروه زبان و ادبیات فارسی دانشگاه دهلی، هند ۱۹۸۴
২. *تاریخ ادبیات فارسی در شبه قارهٔ هند*، سید فیاض محمود – سید وزیر الحسن عابدی، مترجم: مریم ناطق شریف، نشر رهنمون، تهران، ۱۳۸۰
৩. *زبان و ادب فارسی در هند*، کیومرث امیری، وزارت فرهنگ و ارشاد اسلامی و شورای گسترش زبان و ادبیات فارسی، تهران، ۱۳۷۴
৪. *تاریخ نویسی فارسی در هند و پاکستان*، دکتر آفتاب اصغر، خانهٔ فرهنگ ج ۱ ایران، لاهور، پاکستان ۱۳۶۴
৫. *نگاهی به تاریخ ادبیات فارسی در هند*، دکتر توفیق سبحانی، شورای گسترش زبان و ادبیات فارسی، تهران، ۱۳۷۷
۶. *پاسداران زبان و ادبیات فارسی در هند*، مرکز تحقیقات زبان و ادبیات در هند، دهلی

৭. বাংলাদেশে ফার্সী সাহিত্য, ড. মুহাম্মদ আবদুল্লাহ, ইসলামিক ফাউন্ডেশন বাংলাদেশ, ১৯৮৩।
৮. বাংলাদেশে ফারসি অনুবাদ সাহিত্য ১৯৭১-২০০৫ মো. আবুল কালাম সরকার, বাংলাদেশ এশিয়াটিক সোসাইটি, ২০১৫।
৯. বাংলায় ফারসি ভাষা সাহিত্য ও সংস্কৃতি বিকাশের ইতিহাস, আবদুস সবুর খান, রোদেলা প্রকাশনী, ঢাকা, ২০১৭।
১০. ভারতীয় উপমহাদেশে মুসলিম শাসন, আবদুল করিম, বড়াল প্রকাশনী, বাংলাদেশ
১১. বাংলার সামাজিক ও সাংস্কৃতিক ইতিহাস, ডক্টর এম. এ রহিম (মুহাম্মদ আসাদুজ্জামান অনূদিত), বাংলা একাডেমী, ১৯৮২
১২. মুসলিম বাংলার ইতিহাস ও ঐতিহ্য, আবদুল করিম, বাংলা একাডেমী, ১৯৭৭
১৩. বাংলার ইতিহাস : সুলতানী আমল, আবদুল করিম, জাতীয় সাহিত্য প্রকাশ, ঢাকা, ২০০৭

1. Course number, title, credit and marks

Course Number	:	Per. 404
Course title	:	Basic English knowledge in the Field of Translation علم اساسي انگليسي در زمينه ترجمه
Course credit	:	4
Full Marks	:	100

2. Course Description:

This course constitutes an introduction to basic concepts in Translation Theory through the analysis and production of translated texts. Material for translation will be divided equally between English and Persian texts and will be graded with regard to structural complexity. Through a focus on translation, mainly from Persian to English, the course will also develop the students' understanding of variety of structural issues in both languages and their impact on meaning. This will be implemented on a carefully selected set of texts.

3. Objectives: The general objectives of the course are:

- a. It introduces students to translation, particularly developing their awareness of a range of strategies and techniques used to translate.
- b. The course introduces students to a number of key international institutions from the perspective of their emergence, objectives, tasks, membership & power structure, and internal structure and helps in so doing enrich the students general knowledge and trigger their curiosity about international issues.
- c. The course participants will work with a range of short source text types in English: descriptive, informative, persuasive and technical.
- d. It tries to enhance vocabulary building and information search skills with an eye on language accuracy integrated in the reading and writing learning skills.
- e. The course provides students with opportunities for practice and consolidation of strategies used in reading and writing for academic purposes in a variety of academic and social contexts.

4. Intended learning outcomes (ILO):

Upon completion of this course, students will be able to:

- a. This course aims to equip students with the strategies and skills required in academic writing, reading, and research.
- b. It provides grounding in formal English Grammar that will enhance students' understanding of writing at the word, sentence and paragraph level.
- c. Topics covered include how readers read, how researchers research, how writers use rhetorical proofs to structure and substantiate persuasive arguments, and how scholars revise and edit documents to produce coherent and accessible prose.
- d. The course aims at developing proficiency in the translation of media, press and journalism texts. The course tries to illustrate genre-specific translation issues through theoretical and practical instances.

5. Course Content:

This course covers the following topics:

- a. definition of translation
- b. basic knowledge of translation
- c. method of translation
- d. exercise of English translation with selective Persian to English translated texts

6. Core text:

The following books will be covered as core texts:

1. *Selected Poems of HAFIZ*, Edited by Y. Jamshid pur, javedan publications, Tehran, 1963
2. *Rubaiyat of Omar Khayyam*, Edward Fitzgerald, Nahid Publishing House, Tehran, 1995
3. *THE TA'RIKH-I-BANGLAH*, Munshi Salimullah, Edited by S. M. Imamuddin, The Asiatic Society of Bangladesh, 1979 (Preface)
4. *Great Expectations*, Charles Dickens, Translated by Ayiaz Haddadi, Arman Publications, Iran, 1989
5. *The Secrets of the Self*, Sheikh Mumammad Iqbal, Translated by Reynold A. Nicholson, Macmillon and Co. Limited, London, 1920
6. *The Bustan*, Sheikh Moslehedin Saadi Shirazi, Translated by G.M. Wickns, Iranian National Commission for UNESCO, Iran, 1987
7. *The Jardinière of Love*, Imam Khomeini, The Institute for Compilation and Publication of the Works of Imam Khomeini, Iran, 1994

۸. فرهنگ توصیفی اصطلاحات ادبی، انگلیسی-فارسی، ام، اچ ایبرمز، مترجم: سعیدسبزیان مرادآبادی، رهما، تهران، ۱۳۸۴

7. Instructional Strategy:

Lecture, question-answer, pair-work, group discussion, individual presentation etc.

8. Assessment:

- Midterm examination
- Final examination
- In-class response of the learners and their attendance

1. Course number, title, credit and marks

Course Number	:	Per. 405
Course title	:	Learning of Persian Rhetoric, Prosody and Literary Terms آموزش وزن شعر فارسی و انواع ادبی
Course credit	:	4
Full Marks	:	100

2. Course Description:

This course deals with the possibilities, difficulties and criteria of a constructive analysis on Persian literary terms. Since it possesses a rich literature, constructive analysis remains a sacred discipline. Classifying literary terms in terms of rhetoric, poetic, semantic, rhyme, and prosody fields and conducting contrastive studies on the terms of each of Persian language will result in the production of some bilingual works that will be significant for the students, teachers, translators and researchers.

3. Objectives:

The general objectives of the course are:

- a. To teach the students the history of Persian literary terms
- b. To introduce the structure of Persian prose and poetry literary terms
- c. To introduce the students to the poets who started to use the literary terms in their poetry
- d. To introduce the life and contributions of the prominent poets who contribute for those terms

4. Intended Learning outcomes (ILO):

Upon completion of this course, students will be able to:

- a. Display a rounded knowledge and critical understanding of the major genres and themes of classical Persian poetry
- b. Show familiarity with the principle critical works on the subject, and familiarity with the structural & textual analysis of the poems of 10th-16th Centuries
- c. Display knowledge of different literary schools instrumental in the developments of Persian literary heritage
- d. Show an understanding of literary language, structures and imagery as embodied in selected texts by leading poets
- e. Relate literary structures, themes and imagery to political and cultural changes of the period under study
- f. Use critical language to articulate the ways in which language, literature and thought are interrelated

5. Course Content:

This course covers the following topics:

There are two units of this course:

Unit i: Learning of Persian Rhetoric, Prosody

Unit ii: Learning of Persian Literary Terms and Genre

- The History of qasida
- Feature of qasida
- Sample Practice of qasida
- Prominent qasida writers of Persian literature.
- The history of Ghazals
- Feature of Ghazal
- The famous Ghazal writers of Persian literature.
- Sample Practice of Ghazal
- Feature of Mathnavi
- Character of prominent Mathnavi
- Practice from sample of Mathnavi
- Feature of Rubayee
- Constructor of prominent Rubayee
- Feature of Doe-beiti poetry
- Tarjiband and his identity
- Tarkib band and his identity
- Hamase Poem
- The famous Hamase (Epic) writer of Persian literature
- Marsiaa Literature
- The effect of Marsia in Bengali literature
- Review the class

6. Instructional Strategy:

Lecture, question-answer, pair-work, group discussion, individual presentation etc.

7. Assessment:

- Midterm examination
- Final examination
- In-class response of the learners and their attendance

8. Reference:

The following books will be covered in this course as references:

۱. انواع ادبي و آثار آن در زبان فارسي، دکتر حسين رزمجو، انتشارات آستان قدس رضوي، مشهد، ايران.
۲. آرايه هاي ادبي (قالب هاي شعر، بيان و بديع)، نظام جديد آموزش متوسطه، رشته ادبيات و علوم انساني، وزارت آموزش و پرورش، ايران، ۱۳۷۸
۳. عروض و قافيه، دکتر شايگان فر، انتشارات حروفيه، تهران، ۱۳۸۹
۴. فرهنگ اصطلاحات ادبي، سيمداد، انتشارات مرواريد، ايران ۱۳۸۳
۵. واژه نامه هنر شاعري، ميمنت مير صادقي (ذو القدر)، كتاب مهناز، تهران، ۱۳۷۴
۶. بديع و قافيه، به كوشش دکتر محمد كاظم كهديوي، انتشارات گروه زبان و ادبيات فارسي، دانشگاه داکا، بنگلادش

1. Course number, title, credit and marks

Course Number	:	Per. 406
Course title	:	Stylistics
		سبک شناسی
Course credit	:	4
Full Marks	:	100

2. Course Description:

This is a compulsory general course regarding the styles of literary works especially the style of Persian prose and poetry. Stylistics is a new branch of knowledge introduced in early twentieth century in western world. This is a discipline that discuss the styles of the authors, the poets and their times. This knowledge is essential for every attentive student of literature to be a literary critic. This course includes all three kinds of styles of an author or poet: Special view, Choice of words and Deviation from the norms. It contains three kinds of aims, which are also the purposes of this discipline: periodic style, personal style and literary style. In fact, periodic style is the main focus points of the course.

3. Objectives:

The general objectives of this course are:

- To introduce the students with the proper definition of style and Stylistics from three dimensional views
- To inform the students about the objectives of Stylistics: Periodic style, Personal style and literary style
- To introduce the students with the difference between Literary language and Common language
- To inform the students the about the important components of a literary work to be a literary critic
- To introduce the students with the several periodic styles of both Persian prose and poetry and characteristics of those styles in detail.

4. Intended Learning outcomes (ILO):

Upon completion of this course, students will be able to:

- criticize a literary work of any Author or Poet
- analyze a literary work of an Author or Poet from the view point of Stylistics
- explain the difference between Literary language and Common language
- justify the characteristics of different periodic styles of Persian Poetry
- justify the characteristics of different periodic styles of Persian Prose
- identify the characteristics of prominent Persian Poets and Authors according to periodic styles

5. Course Content:

This course covers the following topics:

- General introduction and definition of Style and Stylistics
- Objectives of Stylistics: Periodic style, Personal style and literary style
- difference between Literary language and Common language
- the important components of a literary work to criticize that properly
- Periodic styles of Persian Poetry
- classification of the periodic styles of Persian Poetry
- styles of prominent periods of that: Khorasani Style, Iraqi Style, Indian Style, Modern style and characteristics of those
- Periodic styles of Persian Prose:
- classification of the periodic styles of Persian Prose
- styles of prominent periods of that: Bazgasht-e-Adabi (Return of the literary style) style of Modern prose and its characteristics

6. Instructional Strategy:

Lecture, question-answer, pair-work, group discussion, individual presentation etc.

7. Assessment:

- Midterm examination
- Final examination
- In-class response of the learners and their attendance

8. Reference:

۱. کلیات سبک شناسی از دکتر سیروس شمیسا
۲. سبک شناسی شعر از دکتر سیروش شمیسا، انتشارات فردوس، ایران
۳. سبک شناسی نثر از دکتر سیروش شمیسا، انتشارات فردوس، ایران
۴. سبک شناسی شعر، دکتر سیروش شمیسا، انتشارات فردوس، ایران
۵. سبک شناسی نثر، دکتر سیروش شمیسا، نشر میتر، ایران ۱۳۷۷
۶. سبک شناسی، (سه جلدی)، محد تقی بهار، مؤسسه انتشارات امیر کبیر، تهران، ۱۳۷۳
۹. *ফার্সী সাহিত্যের ইতিহাস*, ড. আহমাদ তামীমদারী (অনুবাদ: তারিক জিয়াউর রহমান সিরাজী ও মুহাম্মদ ঈসা শাহেদী), আল হুদা আন্তর্জাতিক প্রকাশনা সংস্থা, ইরান, ২০০৭

1. Course number, title, credit and marks

Course Number	:	Per. 407
Course title	:	Methodology of Persian writing شیوه آیین نگارش فارسی
Course credit	:	4
Full Marks	:	100

2. Course Description:

This course has been designed to give the students an idea about the methods of writing in Persian. The students will know the process of writing letters, applications and biographies in Persian. This course deals with Persian spelling method, placement of punctuation marks, reporting method, the method of article, features, story and novel writing. This course highlights how to write essays in Persian freely.

3. Objectives:

The aim of this course is to introduce learners with common methods of writing in Persian and to make the students capable of letter, application and biography writing in Persian. This course focuses on Persian spelling method, placement of punctuation, reporting method, the method of article, features, story and novel writing. The target of this course is to help the students to write essays in Persian.

4. Intended learning outcomes (ILO):

Upon completion of this course, students will be able to:

- write an essay in Persian freely
- get ideas on methods of Persian spelling and pronunciation
- read and write any Persian manuscripts or books properly
- acquire knowledge about reporting method and techniques of article, features, story and novel writing
- correspond easily through the Persian language

5. Course Content:

This course covers the following topics:

Providing detailed ideas to the students about spelling, punctuation, reporting, writing method, outline of stories and novels writing and its classification and characteristics, letter writing, application writing and short essays in Persian.

The following topics cover the course:

- Common Persian writing method
- Persian reporting methods
- Use of Persian punctuation marks
- Persian writing style and its submission in free writings
- Application of Persian spelling and punctuation according to the methods

6. Instructional Strategy:

Lecture, question-answer, pair-work, group discussion, individual presentation etc.

7. Assessment:

- Midterm examination
- Final examination
- In-class response of the learners and their attendance

8. Reference:

۱. آیین نگارش، دکتر فتوحی، انتشارات سخن، تهران، ایران
۲. مهارت نوشتن، دکتر نعمت الله ایران زاده و شریف نسب، تهران، پژوهشگاه علوم انسانی و مطالعات فرهنگی، ۱۳۹۱

1. Course number, title, credit and marks

Course Number	:	Per. 408
Course title	:	Persian Literature of Post Islamic Revolution of Iran ادبیات فارسی پس از انقلاب اسلامی ایران (شعر و نثر)
Course credit	:	4
Full Marks	:	100

2. Course Description:

This course is designed to make the students well acquainted with the Iranian Post Islamic Revolutionary Persian poetry and prose literature. This course basically highlights the Post Islamic Revolutionary Persian Literature written by prominent Poets and Prose writers of Post Islamic Revolutionary Period of Iran.

3. Objectives:

The aim and objective of this course is to make students aware of the diversity of Post Islamic Revolutionary Persian literature. The students will translate, understand, evaluate and analyze the texts. They will engage with a wide variety of texts by prominent Poets and Prose writers of Post Islamic Revolutionary Period of Iran to gain an understanding of the socio-cultural impact as well as of the

theological and ethical influences in which those texts were produced and received. The objectives of this course include encouraging students to read, understand and analyze the texts.

4. Intended learning outcomes (ILO):

Upon completion of this course, students will be able to:

- develop and demonstrate an awareness of the significances of Post Islamic Revolutionary Persian Literature
- gain a comprehensive knowledge of Post Islamic Revolutionary Persian Poetry and Prose Literature
- enhance their abilities of inter textual analysis
- prove their competency in reading of Post Islamic Revolutionary Persian complicated and incomprehensible texts.

5. Course Content:

This course covers the following topics:

- Post Islamic Revolutionary Period of Persian Literature
- Historical background of Post Islamic Revolutionary Persian Literature
- Style, specialty and subject matter of Post Islamic Revolutionary Persian Literature
- Introduction to some eminent Persian Poets, Novelists and short story writers of post Islamic Revolutionary Period
- The reading out, translation, criticizing and explaining of some selected Post Islamic Period's Persian texts

6. Core text:

The following texts will be covered as core texts:

شعرهای از شفیعی کدکنی، قیصر امین پور، سیمین بهبهانی، هوشنگ ابتهاج و سید حسن حسینی داستان‌هایی از مجتبی رحماندوست، سید مهدی شجاعی، میر کیانی و مصطفی مستور

7. Instructional Strategy:

Lecture, question-answer, pair-work, group discussion, individual presentation etc.

8. Assessment:

- Midterm examination
- Final examination
- In-class response of the learners and their attendance

9. Reference:

The following books will be covered in this course as references:

۱. گزیده ده سال داستان نویسی در انقلاب اسلامی (جلد اول)، حوزه هنری، تهران، ۱۳۶۸
۲. نقد و تحلیل ادبیات انقلاب اسلامی، منوچهر اکبری، انتشارات سازمان مدارک فرهنگ انقلاب اسلامی، ایران
۳. چون سبوی تشنه، دکتر محمد جعفر یاحقی، چاپ نیل، ۱۳۷۷
۴. آواز نسل سرخ، عبد الجبار کاکایی، موسسه چاپ و نشر عروج، ایران
۵. چهل داستان کوتاه معاصر ایران از چهل نویسنده، دکتر حسن ذوالفقاری، انتشارات نیما، ۱۳۹۱ (گزیده چند داستان)
۶. صد سال داستان نویسی ایران، حسن میر عابدینی، نشر چشمه، ۱۳۷۷
۷. আধুনিক ফারসি ছোটগল্প: বিষয় বৈশিষ্ট্য, শিল্পরূপ, চিত্রিত জীবন ও সমাজ, আবদুস সবুর খান, বাংলা একাডেমী, ২০০৯, ঢাকা।
৮. ফারসি উপন্যাসে জীবন ও মানবিকতা, আবদুস সবুর খান, রোদেলা প্রকাশনী, ঢাকা ২০১৩