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M.A. (Semester – II) Examination, 2010
PERSIAN
History of Persian Literature
Special Paper – III
(2008 Pattern)

Time : 3 Hours

Max. Marks : 80

*N.B. : 1) Attempt **all** questions.
2) Figures to the **right** indicate **full** marks.*

1. Account for the popularity of Hafiz as a Ghazal - Writer. **16**

OR

Describe Maulana Rum as a great writer of his age.

2. What were the literary attainments of Ghalib. **16**

OR

Discuss the poetic art of Saadi.

3. What are the main themes of Faizi's Poetry. **16**

OR

Mention the evidence that Attar was a Sufi.

4. Describe in detail the life and works of Iraqui. **16**

OR

Estimate Khaquani as a Qaseeda - Writer.

5. Write short notes on **any two** of the following : **16**

- 1) Concept of Mashriq wa Maghrib according to Iqbal.
- 2) Spiritual life of Ameer Khusrov.
- 3) Abul Fazal - As a Statesman and Writer.
- 4) Poetic art of Faizi.



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M.A. (Semester – I) Examination, 2010
PERSIAN
Siyasat Nama – Classical Prose Text (Iranian)
(Paper – II) Special Paper
(2008 Pattern)

Time : 3 Hours

Max. Marks : 80

Instructions : 1) Attempt *all* questions.
2) Figures to the *right* indicate *full* marks.

1. Describe the Historical and Political conditions of Iran during the early Seljuqi period. 16

OR

What are the literary contributions of Persian writers to the Iran during Seljuqi period ?

2. Draw a life sketch of Nizamul-Mulk Tusi. 16

OR

Give an account of Literary work of Nizamul-Mulk Tusi.

3. Write in detail about the Language and style of Nizamul-Mulk Tusi in the light of his 'Siyasat Nama'. 16

OR

Discuss the Literary activities of Nizamul-Mulk Tusi's period with reference to Persian prose writing.

4. Give in brief the salient features of Siyasat Nama and comment on its content. 16

OR

Discuss with literary works of the contemporaries of the Nizamul-Mulk Tusi.

5. Write short notes (**any two**) : 16

- 1) Features of Prose writing during the Seljuqi period
- 2) Language and style of Siyasat Nama
- 3) Political aspects of Nizamul-Mulk Tusi's life
- 4) Important prose writer's of the Tusi's period.



M.A. (Semester – I) Examination, 2010
PERSIAN
History of Persian Literature – I
Special Paper (2008 pattern)

Time : 3 Hours

Max. Marks : 80

Instructions : 1) Attempt *all* questions.
2) Figures to the *right* indicate *full* marks.

1. Assess a literary contributions of Samani period to Persian Literature. **16**

OR

Attempt an appreciation of a few Persian poets of Gaznavi period.

2. Assess the contribution of the Taimrid period to ethical Persian Literature. **16**

OR

Attempt an appreciation of any two of the following poets :

a) Saadi Shirazi b) Firdosi c) Hafiz Shirazi

3. Discuss in brief literary contribution of Mogel Darbar, with reference to Persian Gazal. **16**

OR

Write about the few important poets of the period of Shahjahan.

4. Discuss a note on Persian Mathnavi pointing out its salient features. **16**

OR

Discuss the component parts of the form of Qaseeda.

5. Write short note on (**any two**) :

- 1) Amir Khusru as a Mathnavi writer
- 2) Qaani as a Qaseeda writer
- 3) Language and style of Eraj Mirza
- 4) Life sketch of Mohammed Taqui Bahar.



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M.A. (Semester – III) Examination, 2010
PERSIAN (Special Paper – VIII)
Special Study of Prose Writer (Nizami Uroozi Samarquandi)
(2008 Pattern)

Time : 3 Hours

Max. Marks : 80

Instructions : 1) Attempt *all* questions.
2) Figures to the *right* indicate *full* marks.

1. Trace the history of Persian Literature in brief. **16**

OR

Discuss the salient features of Modern Persian Poetry and Prose.

2. Draw a life sketch of Nizami Uroozi Samarquandi and mention literary work. **16**

OR

Discuss the salient feature of “Chahar-Maquala” of Uroozi Samarquandi.

3. What are the outstanding characteristics of prose writing of Nizam Uroozi Samarquandi ? **16**

OR

Discuss with the content of “Chahar Maquala”.

4. Describe in brief language and style of prose writing of Nizami Uroozi Samarquandi. **16**

OR

Give a resume of the views of Nizami Uroozi Samarquandi on ‘Poet’, (Shair).

5. Write short note on **any two** of the following : **16**

- 1) Views of Nizami on the art of poetry.
- 2) Nizami Uroozi as a Prose Writer.
- 3) Views of Nizami on the qualification of a secretary.
- 4) Style of Chahar Maquala.



M.A. (Semester – IV) Examination, 2010
PERSIAN
Study of Poetic Form of Persian Literature (Qaseeda)
Special Paper – VII
(2008 Pattern)

Time : 3 Hours

Max. Marks : 80

*N.B : 1) Attempt **all** questions.
2) Figures to the **right** indicate **full** marks.*

1. Trace the history of Qaseeda - writing in Persian. **16**
OR
Discuss the component parts of the form of Qaseeda.
2. Give a brief survey of Persian poetry of the age of Zaheer Faryabi. **16**
OR
Account for the popularity of Zaheer Faryabi as a Qaseeda - Writer.
3. “Khaquani is a lord of language and master of rhythm and cadences”. Justify. **16**
OR
How did Khaquani influence his contemporaries ?
4. Comment on the style of Firdausi. **16**
OR
Mention the salient features of Firdausi’s Qaseedas.
5. Write short note on **any two** of the following : **16**
 - 1) Qaseeda writing in Ghaznavi period
 - 2) Poetic art of Khaquani
 - 3) Main themes of Firdausi
 - 4) Style of Zaheer Faryabi.



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M.A. (Semester – IV) Examination, 2010
PERSIAN
Special Study of a Poet ‘Khayyam’
Special Paper – VIII
(2008 Pattern)

Time : 3 Hours

Max. Marks : 80

*N.B : 1) Attempt **all** questions.
2) Figures to the **right** indicate **full** marks.*

1. Distinguish Rubai from Ghazal. **16**
OR
Which period of the Persian history has produced best Rubai – writer ?
2. Write a critical appreciation of the Rubais of Khayyam. **16**
OR
Write a note on the influence of Khayyam on his contemporaries.
3. What are the literary attainments of Khayyam ? **16**
OR
Discuss the moral teachings of Khayyam in the light of his work.
4. Comment on the style of Khayyam. **16**
OR
Mention the mystical aspect of the Rubais of Khayyam.
5. Write in Persian **ten** to **fifteen** lines **each** on **any two** of the following : **16**



M.A. (Semester – I) Examination, 2010

PERSIAN (Paper – I)

Classical Prose Text (Subordinate)

(2008 Pattern)

Text Books : (1) گلستان سعدی باب پنجم و بهشت (2) اخلاق محسنی باب دوم

Time : 3 Hours

Max. Marks : 80

Instructions : 1) Figures to the **right** indicate **full** Marks.

2) **All** questions are **compulsory**.

1. Discuss “Gulistan -e- Saadi” is a book of morals. **16**

OR

Describe the language and narrative technique of Saadi in the light of his “Gulistan”.

2. Write about the outstanding characteristics of the prose writing of Mulla Hussain Waiz Kashifi. **16**

OR

Comment upon the language, style and content of the Akhlaque-e-Mohsini.

3. A) Reproduce in your own Persian **any one** of the following story :

(1) معلم ترش روی و تلخ گفتار و کودکان

(2) حکایت خواجہ راکہ بندہ نادر الحسن بود

(3) حکایت مردی کہ برای درد چشم پیش بیطاری رفت۔



B) Write in Persian the views of Mulla Hussain Waiz Kashifi on **any one** of the following : 8

(1) دُعا (2) رحم دلی (3) عدل و انصاف

4. A) Write short note on **any one** of the following : 8

- 1) Write few anecdotes from Chapter -VII of Gulistan-e-Saadi.
- 2) Life Sketch of Saadi Shirazi.
- 3) How many chapters are there in Gulistan, name any five of them.

B) Write short note on **any one** of the following : 8

- 1) Importance of Akhlaque Mohsini.
- 2) Write in brief about Literary work of Mulla Hussain Waiz Kashifi.
- 3) Narrate a few moral anecdotes from Akhlaque-e-Mohsini.

5. A) Translate **any two** of the following passages in **Urdu, English or Urdu or Marathi** from **A** and **B**.

A

8

(1) حسن میمند یرا گفتند کہ سلطان محمود چندیں بندہ صاحب جمال دارد کہ ہر یک بدیع جہانی اند۔ چہ گونہ است۔

کہ بایچ کہ ام آن میل خاطر ندارد کہ جا ایاز با وجود آنکہ زیادہ حسن ندارد؛ گفت نشنیدہ کہ ہر چہ در دل آید در دیدہ نکو نماید۔ قطعہ۔

کسی بدیدہ انکار گر نگاہ کند نشان صورت یوسف دہد بنا خوبی

و گر بچشم ارادت نظر کنی در دیو فرشتہ ات بہ نماید بچشم و کروبی

(2) حکیمی پسران را پند ہی داد کہ اے جان پدر! ہنر آموزید کہ ملک و دولت دنیا اعتماد دا لنشاید۔

وسیم و زر در سفر محل خطر باشد کہ دزدیک بار برد یا خواجہ بہ تفاریق بخورد۔ اما ہنر چشمہ زاپندہ است۔ و دولت پایندہ۔

اگر ہنر مند از دولت پیفتہ غم نباشد کہ ہنر در نفس خود دولت ہر کجا کہ رود قدر بیند و صدر نشنید و بی ہنر لقمہ چیند

و سختی بیند۔



(3) یکی از فضلاء عصر تعلیم ملک زاده بھی کرد۔ ضرب ہما بازوی و زجر یتقیاس کردی۔ باری پسر از بی طاقتی شکایت پیش پدر آواد و جامہ از تن دردمند برداشت۔ پدر اول بہم بر آمد۔ اُستاد را بخواند و گفت۔ بسران آحاد را چنین جفا و تویخ روانداری کہ فرزند مرار سبب چیست گفت سبب آنکہ سخن اندیشہ گفتن و حرکت پسندیدہ کردن ہمہ خلق۔ علی العموم باید و پادشاهان را علی الخصوص۔

B

8

- (1) آورده اند کہ یکے از خلقائے خراسان فرمودہ بود تا بے ادبے را در موقف سیاست داشتہ تازیانہ می زدند آن شخص در اثنائے آن حال زبان وقاحت بکشد۔ خلیفہ را دشنام داد خلیفہ امر کرد تا دست از و باز داشتند و او را آزاد کرد۔
- (2) یکے از خواص بارگاہ خلافت پرسید در محلے کہ تادیب آن شوخ چشم، بے شرم زیادت با لیتے سبب بختدن و آزاد کردن چہ بود۔ خلیفہ گفت من او را برائے خدا ادب می کردم چون مرانا سزا گفت نفس من از اں متغیر و متاثر شد و در و صدد انتقام آمد تخواستم کہ در کار حق سجانہ و تعالی نفس را مدخل دہم کہ ایں صورت از شیوہ اخلاص دور است و صاحب عمل غرض آمیز از فضیلتِ ثواب محروم و مبہور۔
- (3) و آن پاک ساختن عمل ست از ریا و غرض و سایر علل و راست کردن نیت با خدائے عزوجل بیت ہر کہ با خلاص قدم میزند عیسی وقت ست کہ دم می زند۔
- پس باید در ہر کارے کہ سازد نیت او طلب خوشنودی حق سجانہ و تعالی باشد نفس خود را در اں دخل ندہد کہ غرضہائے حقانی را تباہ کند۔