



MEER SIR ACADEMY

M.A. (PERSIAN) SYLLABUS & ENTRANCE COMPARISON

JMI • AMU • CUET-PG (LAQP30)

A focused preparation guide based on current official AMU and NTA syllabi, with a structured JMI preparation framework.

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1. How to use this guide

This document brings the three entrance routes onto one study map. Begin with the common core, then add the institution-specific material and test strategy. The official admission prospectus, eligibility conditions, dates and final test scheme should always be checked before applying.

Current-status note: AMU and CUET-PG sections below reproduce the current official topic structure. At the time of compilation, JMI's 2026–27 programme-specific entrance syllabus had not yet been posted on its entrance-syllabus portal; the JMI section is therefore a comprehensive preparation framework, not a substitute for the final JMI notice.

2. At-a-glance comparison

Route	Official position / paper	Main emphasis	Best preparation approach
JMI	Programme-specific 2026–27 notice to be verified on JMI admission portal	Expected UG-level Persian language, literature, translation and cultural awareness	Master the common core; revise JMI notice immediately after publication
AMU	M.A. Persian entrance syllabus	Classical Persian, Indo-Persian and modern Persian literature	Author–work–period mapping, movements, genres and chronology
CUET-PG	Persian, paper code LAQP30	Language history, literature, translation, dialects, Persian-speaking world and Indo-Persian relations	Broad conceptual coverage plus Persian-medium objective practice

3. Common core for all three entrances



Unit	What to prepare
1. Grammar & morphology	Parts of speech; ezāfe; pronouns; adjectives; prepositions; verb stems and tenses; active/passive; compounds; sentence structure; error correction.
2. Vocabulary & comprehension	Synonyms/antonyms, idioms, newspaper vocabulary, unseen passages, précis, contextual meaning and usage.
3. Translation & composition	Persian ↔ English/Urdu/Hindi translation; short essays, letters, paragraph writing and summarisation.
4. Language history & scripts	Avestan, Old Persian and Pahlavi; origin and development of New Persian; major scripts and stages.
5. Classical literary history	Samanid, Ghaznavid, Saljuq, Mongol/Ilkhan, Timurid, Safavid and Qajar periods.
6. Classical poetry	Qasida, ghazal, masnavi, rubai; leading poets, themes, styles and representative works.
7. Classical prose & Sufism	Chronicles, advice literature, travel writing, ethical prose, mystical thought and major prose writers.
8. Indo-Persian literature	Sultanate and Mughal poets/prose writers, histories, Sufi texts, lexicography and modern Indo-Persian figures.
9. Modern literature	Constitutional movement; modern poetry, fiction, drama, journalism and new literary trends.
10. Region & relations	Iran, Afghanistan and Tajikistan; Modern Persian, Dari and Tajik; Indo-Persian cultural and historical relations.

4. JMI: targeted preparation framework

Use this framework until JMI releases the final programme-specific 2026–27 entrance syllabus. It is designed around the undergraduate Persian foundation normally expected for entry to an M.A. programme.

Area	Suggested coverage	Priority
Persian language	Grammar, vocabulary, idiom, reading comprehension, sentence correction and usage	Very high
Translation	Short literary and journalistic passages; accuracy, register and vocabulary	Very high
Literary history	Periods from early New Persian to contemporary writing; chronology and movements	Very high
Major authors & works	Poets, prose writers, representative texts, genres, pen names and literary contributions	Very high
Indo-Persian tradition	Persian in India, Sultanate/Mughal writing, Sufism, historiography and cultural exchange	High
Iranian culture	Basic geography, institutions, festivals, history and contemporary cultural knowledge	Medium
General awareness	Only if specified in the final JMI test scheme; focus on literary/cultural current affairs	Verify

JMI revision checklist

- Create a one-page timeline from the Samanids to the contemporary period.
- Prepare 60–80 author cards: period, genre, major work and one identifying feature.
- Practise Persian reading daily and translate one short passage in each direction.



- Revise objective grammar through examples, not definitions alone.
- Compare the published JMI notice with this checklist and add any general-awareness or aptitude component immediately.

Likely question forms to practise

Question form	Example skill
Author–work matching	Identify the correct writer, title, period or genre
Chronology	Arrange dynasties, authors or movements in order
Passage-based MCQ	Meaning, inference, grammar and vocabulary in context
Translation choice	Select the most accurate and idiomatic rendering
Concept identification	Recognise literary form, style, school or historical context

5. AMU: official M.A. Persian entrance syllabus

The official AMU syllabus is organised in three sections. The condensed map below preserves that structure while making revision easier.

Section A — Classical Persian Literature

Period/theme	Core writers, works and developments
Origins and renaissance	Arab invasion and its impact; Tahirids and Saffarids; emergence of New Persian.
Samanid	Rudaki, Daqiqi and early Persian prose.
Ghaznavid	Unsuri, Farrukhi, Minuchehri, Firdausi and the Shahnama; Ibn Sina, al-Biruni and Baihaqi.
Saljuq	Anwari, Zahir Faryabi, Amir Muizzi, Khaqani, Nizami Ganjavi and Omar Khayyam.
Sufism	Origins and development; Baba Tahir, Abdullah Ansari, Abu Said Abul Khair, Sanai and Attar.
Classical prose	Nizam al-Mulk, Qabusnama, Ghazali, Nizami Aruzi, Nasrullah and Nasir Khusraw.
Mongol / Ilkhan	Iraqi, Saadi, Ibn Yamin and Obaid Zakani; Juwaini, Wassaf, Rashid al-Din, Hamdullah Mustawfi and Gulistan.
Timurid	Khaju Kirmani, Salman Savaji, Hafiz and Jami; Hafiz Abru, Mirkhwand, Kashifi, Mir Ali Shir Nawai and Dawwani.
Safavid & early Qajar	Muhtasham Kashani, Fughani; Wisal Shirazi, Qaani, Saba Kashani and Qurrat al-Ayn Tahira; major historians and tazkira writers.



AMU Section B — Indo-Persian Literature

Period/theme	Core writers, works and developments
Ghaznavid & Sultanate poetry	Masud Saad Salman, Abul Faraj Runi, Shahabuddin, Amir Khusrau, Hasan Sijzi, Bu Ali Qalandar and Mutahhar Kara.
Sultanate prose	Fakhr-i Mudabbir, Muhammad Aufi, Zia Nakhshabi, Ziauddin Barani and Minhaj Siraj; Sufi literature and Persian dictionaries.
Mughal poetry	Jamali, Urfi, Faizi, Ghazali Mashhadi, Zuhuri, Abu Talib Kalim, Ghani Kashmiri, Saib, Bedil and Ghalib.
Mughal history & prose	Babur, Jahangir, Gulbadan Begum, Jahanara Begum, Abul Fazl, Badauni, Nizamuddin Bakhshi, Abdul Hamid Lahori, Muhammad Salih Kamboh and Dara Shukoh.
Modern India	Allama Iqbal and the continuation of Persian literary culture in India.

AMU Section C — Modern Persian Literature

Theme	Core coverage
Modernity and institutions	Press and newspapers, literary institutions and the Constitutional Movement.
Modern poetry	Iraj Mirza, Bahar, Parvin Etesami, Ishqi, Aref Qazvini, Farrukhi Yazdi, Shahriyar, Fereyduun Tavallali, Forugh Farrokhzad, Simin Behbahani and Nader Naderpour.
Modern prose	Jamalzadeh, Sadeq Hedayat, Bozorg Alavi, Ali Dashti, Sadeq Chubak, Jalal Al-e Ahmad and Mohammad Hejazi.

How AMU differs

- It is the most author- and period-intensive of the three routes.
- Indo-Persian history and Mughal prose receive substantial weight in the published outline.
- Revision should emphasise exact attribution: author, work, court/period, genre and contribution.

6. CUET-PG Persian (LAQP30): official syllabus

The NTA syllabus specifies 75 compulsory, subject-specific questions. The question paper is in Persian. Prepare every listed domain; do not treat language history, dialects or regional studies as optional.

No.	Official domain	Preparation focus
1	Translation	Vocabulary and passages based on newspapers, journals and magazines.
2	Creative prose	Essays, short stories and novels; forms, writers, themes and development.
3(a)	History of Persian language	Avesta, Old Persian and Pahlavi scripts and literature.
3(b)	Literary history	From the Arab invasions to the end of the Pahlavi period: Samanid, Ghaznavid, Saljuq, Mongol, Safavid, Qajar and Pahlavi.
3(c)	Persian in India	Literature produced in India and its major traditions.
4	Persian-speaking world	Geography and systems of government in Iran, Afghanistan and Tajikistan.



No.	Official domain	Preparation focus
5(a)	New literary trends	Modern and contemporary Persian prose and poetry.
5(b–c)	Poetry study	Classical versus modern poetry; selected modern and contemporary poems.
6	Contemporary dialects	Comparative study of Modern Persian, Dari and Tajik.
7	Indo-Persian relations	Historical, cultural, linguistic, literary, trade, scientific and technological relations from prehistoric to modern times.

CUET-PG test strategy

- Practise Persian-medium MCQs so that reading speed does not become the limiting factor.
- Build vocabulary from current Persian newspapers and magazines, then translate short extracts.
- Revise language history and scripts as a separate factual unit.
- Prepare concise comparative notes on Iranian Persian, Dari and Tajik.
- Link political geography and Indo-Persian relations with literature rather than memorising isolated facts.

7. Detailed comparison: where the syllabi overlap

Topic	JMI framework	AMU official	CUET-PG official
Grammar & comprehension	High	Supporting skill	Embedded in Persian-medium paper
Translation	High	Supporting skill	Explicit domain
Classical literature	High	Very high; detailed periods/authors	High; period-based history
Indo-Persian literature	High	Very high	Explicit domain
Modern literature	High	High; named writers	High; trends and selected poetry
Language history/scripts	Recommended	Limited emphasis in outline	Explicit and important
Iran/Afghanistan/Tajikistan	Recommended	Not a major listed section	Explicit domain
Modern Persian/Dari/Tajik	Recommended	Not a major listed section	Explicit comparative unit
Indo-Persian relations	Useful context	Literature-focused	Broad explicit domain

8. Priority matrix

Priority	Study block	Why
A	Classical + Indo-Persian literary history	Largest common overlap and especially decisive for AMU.
A	Major authors, works and genres	Supports direct attribution, matching and chronology questions.



Priorit y	Study block	Why
A	Persian reading, vocabulary and translation	Essential for language performance and CUET's Persian paper.
B	Modern/contemporary literature	Strong overlap across all routes.
B	Language history and scripts	Explicit CUET domain; useful foundation elsewhere.
B	Persian-speaking world and dialects	Distinctive CUET requirement.
C	General/cultural awareness	Prepare only to the extent specified by the final JMI notice.

9. Ten-week integrated study plan

Week	Main study target	Output
1	Grammar diagnostic; core vocabulary; Avestan, Old Persian and Pahlavi overview	Error log + language timeline
2	Samanid and Ghaznavid literature	Author/work cards + 100 MCQs
3	Saljuq poetry, classical prose and early Sufism	Genre chart + translation set
4	Mongol/Ilkhan and Timurid literature	Chronology sheet + 2 sectional tests
5	Safavid and Qajar periods	Movement notes + 100 MCQs
6	Indo-Persian: Ghaznavid and Sultanate	Writer/work map + passage practice
7	Mughal and modern Indo-Persian literature	Historiography table + mixed test
8	Modern Persian poetry, prose, press and Constitutional Movement	Theme comparisons + 2 tests
9	Iran, Afghanistan, Tajikistan; Persian/Dari/Tajik; Indo-Persian relations	Country/dialect sheets + CUET test
10	Full revision and mocks for each route	3 full mocks + final error revision

Daily minimum routine

Task	Suggested time
Persian reading and vocabulary	30 minutes
Literary history / author-work revision	45 minutes
Translation or grammar practice	30 minutes
Objective questions and error review	30 minutes

10. Final preparation checklist

- I can place every major dynasty and literary period in chronological order.
- I can identify the period, genre and principal work of the major named writers.
- I have separate notes for classical Iran, Indo-Persian literature and modern Persian literature.
- I can read objective questions quickly in Persian and understand common academic vocabulary.
- I have practised translation from journalistic as well as literary passages.
- I can explain the basic differences among Modern Persian, Dari and Tajik.



- I have reviewed Iran, Afghanistan and Tajikistan, plus Indo-Persian cultural relations.
- I have checked the latest JMI prospectus/syllabus, AMU admission guide and NTA information bulletin before the exam.

11. Official references

JMI Entrance Test Syllabi portal: <https://admission.jmi.ac.in/EntranceResults/UniversityEntranceSyllabus>

AMU Entrance Syllabi portal: <https://results.amucontrollerexams.com/result/syllabus>

AMU M.A. Persian syllabus PDF: https://results.amucontrollerexams.com/papers/photos/MA_Persian26.pdf

NTA CUET-PG Language Syllabi: <https://exams.nta.nic.in/cuet-pg/syllabus/language/>

NTA Persian (LAQP30) syllabus PDF:

<https://cdnbbsr.s3waas.gov.in/s388a839f2f6f1427879fc33ee4acf4f66/uploads/2025/12/202512132012608671.pdf>

Important disclaimer

Admission authorities may revise eligibility, paper pattern, language, marking scheme or syllabus. This guide is for structured preparation and should be read together with the latest official prospectus, information bulletin, admit-card instructions and programme notice.

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