

Maulana Azad National Urdu University

Programme: **PhD Comparative Studies**

I Semester Examination, November/December-2024

Paper title: **Introduction to Comparative Literature**

Paper Code: **PHCL102CCT**

Time: **3 Hours**

Total Marks: **70**

Note: This question paper consists of (3) parts : Part–A, Part-B and Part-C. Number of words to answers each question is only indicative. Attempt all parts.

Part–A contains (10) compulsory questions of multiple choice/fill in the blank/very short answer type question.

Answer all questions. Each question carries (1) mark. **(10x1=10-marks)**

Part-B contains (8) questions of which students are supposed to answer (5) questions. Answer each question in approximately 200 words. Each question carries 06 marks. **(5x6=30 marks)**

Part-C contains (5) questions of which students are supposed to answer (3) questions. Answer each question in approximately 500 words .Each question carries (10) marks. **(3x10=30 marks)**

PART - A

1. Answer All questions.

- i. 'The French Hour' is written by.....
 - a. Claudio Guillen
 - b. Frantz Orsini
 - c. Dominguez Cesar
 - d. None of the above
- ii. 'French Hour' signifies a period of time stretching from the nineteenth century to the end of ____.
 - a. First World War
 - b. Twenty First Century
 - c. Second World War
 - d. Renaissance
- iii. Who is the father of Comparative Literature?
 - a. George Cohen
 - b. Georg Brandes
 - c. Ivanka Nicholas
 - d. Nick Anderson
- iv. Who introduced Comparative Literature in India?
 - a. Rabindranath Tagore
 - b. Raja Ram Mohan Roy
 - c. Madhusudan Dutt
 - d. Henry Derezio
- v. Who coined the term Comparative Literature?
 - a. Rabindranath Tagore
 - b. Goethe
 - c. Mathew Arnold
 - d. A.G. Baldwin
- vi. Who was the first president of Sahitya Academy?
 - a. Jawaharlal Nehru
 - b. Mahatma Gandhi
 - c. Lal Bahadur Shastri
 - d. Abul Kalam Azad
- vii. _____ signified the coming of age of Comparative Literature.
 - a. The American Hour
 - b. The French Hour
 - c. Indian Independence
 - d. The German Period
- viii. "In the name of culture, men can move in two opposite directions: toward the local or cosmopolitan, toward the ingrained or the acquired, towards the particular or the _____."
 - a. general
 - b. specific
 - c. universal
 - d. tribal
- ix. Rene Wellek rejected the distinction between comparative literature and-----
 - a. comparative arts
 - b. comparative language
 - c. supranationality
 - d. *literature generale*
- x. _____ admonished South Indians for using "too much English to the detriment of vernaculars"
 - a. Macaulay
 - b. Tagore
 - c. Jawaharlal Nehru
 - d. Premchand

PART – B

*Answer any **Five** of the following questions.*

2. Define intermediaries.
3. What are the main principles of the French School of Comparative Literature?
4. Consider the historical conditions and locational contingencies that motivate acts of literary comparison
5. List the self-perceptual factors as well as how the society, the out group perceives oneself or one's community in defining identity as understood from a reading of George Thadathil's essay prescribed for study
6. Enumerate the factors that contributed to popularize comparative literature in the United States.
7. Explain 'new vernacularization' as explicated in the essay 'The Case of Indian Literatures'.
8. Discuss the 'Hindi/Hindustani Controversy.
9. Comment on K. Chellapan's response to Amiya Dev's notion of 'westernization and Indianization as complementary process'.

PART – C

*Answer any **Three** of the following questions.*

10. How does the American School differ from the French School?
11. How does Levin suggest reconstruction of Indian Identity through literature in his essay 'Literature and Cultural Identity'?
12. How can cultural-linguistic transitions improvise expressions of identity? Answer the question in the light of George Thadathil's essay prescribed for study.
13. Examine how Hindi and Tamil writers used the short story to disseminate the idea of Indian literature between the 1930s and 1960s, both in dialogue and in conflict with English.
14. What are the measures considered essential by K. Chellappan to encourage meaningful dialogue between regional literatures so as to enable conscious development of national literatures?
