



# Programme Guide

M.A. (English)  
2022-23



## DIRECTORATE OF DISTANCE EDUCATION MAULANA AZAD NATIONAL URDU UNIVERSITY

**(A Central University Established by an Act of Parliament)**

**Accredited "A" Grade by NAAC**

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## **1. The University**

**Maulana Azad National Urdu University (MANUU)** is a Central University, established by an Act of Parliament with all India jurisdiction in 1998. The headquarters and main campus of MANUU is in Gachibowli, Hyderabad. It is spread over 200 acres. MANUU is recognized as a major higher education service provider across the remote areas of the country for marginalized and first generation learners of Urdu medium through its regular and distance mode programs. MANUU commenced with distance education programs in 1998 and consolidated its academic and research base in Urdu medium regular programs in 2004. The University is named after Maulana Abul Kalam Azad, the first Minister of Education of Independent India, a scholar par excellence, a prolific writer, an inimitable orator, a gallant freedom fighter, a visionary of the post independent Indian education system and an architect of technical and scientific education in Independent India.

Presently, MANUU is in the process of consolidating the existing institutions, while expanding it to reach the unreached through various intervention measures. Further, to meet the rising aspirations of its youth in general and Urdu speaking community in specific, the University is making considerable progress in all fronts of academics, research and governance with specific vision, mission and objectives.

### **Vision**

To provide access to quality education through Urdu as medium of instruction, while adhering to the inclusive policy.

### **Mission**

To empower socially, economically, educationally and culturally marginalized sections of society so that they are brought into the mainstream, and thereby contribute to the socio-economic development of the nation through formal and non-formal mode of educational delivery.

### **Mandate**

The Mandate of the University is:

- To promote and develop the Urdu language;
- To impart education and training in vocational and technical subjects through the medium of Urdu;
- To provide wider access to people desirous of pursuing programs of higher education and training in Urdu medium through teaching on the campus as well as through distance mode and
- To focus on women education.

### **Objectives**

- To provide good learning experience to the students through Urdu language with due emphasis on interactive and innovative teaching-learning as well as engagement in social outreach.
- To adhere to global best practices and bench marks in respect of academic and research outcomes and also outreach initiatives.
- To increase the student capacity to meet the growing demands of competent manpower in national and international markets.

- To augment the internal revenue/receipts through continuing education, sponsored research and consultancy.
- To improve the quality of life of impoverished millions by producing competent manpower who can contribute for the growth of National economy.
- To utilize the resources effectively and optimally

## **The DDE**

### **Vision:**

To be an internationally recognized open and distance learning centre engaged in empowerment of Urdu speaking people through distance education programmes

### **Mission:**

- To enhance access to education and training programmes to Urdu speaking population through ODL, particularly to “reach the unreached”
- To provide focus on women’s education and training through ODL
- To provide greater access to continuing professional education and training and more opportunities for lifelong learning

### **To create capacity for the use of ODL technologies to enrich the learning process**

- To undertake research studies in ODL for system development

### **Objectives:**

- To generate employment opportunities through ODL
- To make adequate efforts toward flexibility in learning
- To ensure quality higher education to the target group
- To enable blended learning with in-person and online counseling cum contact classes
- To facilitate greater vertical and horizontal mobility in higher education
- To integrate non-conventional Urdu learners into formal education system
- To enhance the gross enrolment ratio (GER) based on market needs, gaps and trends in addition to the societal demands

The Directorate of Distance Education, MANUU operates through Regional and Sub Regional Centres located in 11 states of India as listed below. Each Regional/Sub Regional Centre (RC/SRC) provides academic and administrative support to distance learners through Learner Support Centres (LSCs).

### **Regional/Sub-Regional Centres**

Regional Centre Bengaluru, Karnataka  
 Regional Centre Bhopal, Madhya Pradesh  
 Regional Centre Darbhanga, Bihar  
 Regional Centre Patna, Bihar  
 Regional Centre Kolkata, West Bengal  
 Regional Centre Delhi, Delhi

Regional Centre Ranchi, Jharkhand  
Regional Centre Mumbai, Maharashtra  
Regional Centre Srinagar, Jammu and Kashmir  
Sub Regional Centre Amravati, Maharashtra  
Sub Regional Centre Hyderabad, Telengana  
Sub Regional Centre Jammu, Jammu and Kashmir  
Sub Regional Centre Lucknow, Uttar Pradesh  
Sub Regional Centre Nuh, Mewat Haryana  
Sub Regional Centre Varanasi, Uttar Pradesh

The Regional and Sub Regional Centres of Directorate of Distance Education facilitate the ODL students with support services, management of Learner Support Centres and admission process. In the year 2022-2023, the Directorate of Distance Education has 144 LSCs within the purview of its RCs/SRCs. In its endeavour to modernize itself and enhance quality for the benefit the ODL learners, DDE has introduced Choice Based Credit System (CBCS) framework for UG & new M.A. programs. DDE has vigorously started adopting ICT in its academic and administrative functioning. Admissions to all DDE programs are now being conducted through Online mode only. The University's Instructional Media Centre is preparing video lectures to provide anytime, anywhere learning environment to the learners through its dedicated IMC YouTube channel accessible at <http://youtube.com/u/imcmanuu>. A large repository of audio-visual educational programmes has already been prepared by the Media Centre and the work to even produce more is in process. Soft copies of SLM are also being provided to the learners through University's website. To improve communication between DDE and learners SMS facility is now extensively used to send alerts to students about various aspects of program delivery such as Course registration, Assignments etc.

The post-graduation, graduation, diploma and certificates awarded by the University are at par with the certificates of recognized Universities. Day-by-day the strength of the students is growing. Thus, the DDE is striving hard to reach the unreached.

### **3. Masters Degree Programme in English (M.A. English)**

#### **3.1 Introduction**

The M.A. English programme is designed to give a sound knowledge in English Language, Literature and Literary Theory so as to empower the prospective students for higher studies and employment apart from helping them prepare for competitive exams like NET. The M.A. English programme is spread over two years minimum duration. It is a 72 credit programme which offers compulsory core courses in each Semester year, discipline specific elective courses in two Semesters and Generic Electives in the last Semester. Each course carries 4 credits. The SLM is provided both in print form and digital format. The SLM is supplemented by audio-visual lessons. The counselling classes are conducted at Learner Support Centres through academic counsellors as per University rules and regulations. Each course carries 100 marks. Candidates have to pass separately in Assignments and Year End Examination. Assignments carry 30 marks while semester end examination carries 70 marks. A candidate must score a minimum of 12 marks in each Assignment and a minimum of 28 marks in each course in Semester end examination to be declared pass.

### **3.2 Objectives of the programme:**

The objectives of the programme are as follows:

- a. To provide a sound base in English Language
- b. To provide insights into the development of English and the phonological, morphological, syntactical and stylistic aspects of language
- c. To provide knowledge in the teaching of English
- d. To explore the various literatures in English
- e. To provide exposure to the different genres, movements and periods of English literature
- f. To facilitate critical and analytical abilities
- g. To introduce literary theory and criticism
- h. To build confidence among the learners with language skills in English
- i. To enable the working target group to enhance their qualifications
- j. To facilitate the Urdu Speakers and the women confined to their homes to empower themselves

#### **3.2.1 Learning Outcomes**

At the end of the two year post graduate programme in M.A. English, the learner would have mastered the theoretical knowledge of the English language and literature. The learners would be able to appreciate literatures in English, take up critical analysis, understand the different movements, periods and concepts in the study of English language and literature. The two year programme will prepare the learner for competitive examinations, for employment and for research by developing their skills.

#### **3.3 Eligibility**

A candidate must have passed a three year degree programme from a UGC recognised university and hold a bachelor's degree.

#### **3.4 Programme Duration**

The M.A. English programme is spread over two years minimum duration. The maximum duration to complete the programme is four years. Candidates are encouraged to pay their second year fee as per schedule without waiting for the declaration of first year result and irrespective of whether appeared or not in the examinations. It is not necessary for a candidate to pass the first year to pay the second year admission fee.

##### **3.4.1 Registration into 2<sup>nd</sup> Year (follow-on Courses)**

Soon after completion of 1<sup>st</sup> year whether a Learner has passed or failed/ attempted or not attempted the first year examination, they can seek admission into 2<sup>nd</sup> year by submitting the second year registration form and payment of prescribed fee on or before the last date notified for follow-on admission by the University.

### 3.5 Programme Structure

The two year programme is spread across courses in each Semester. There is a blend of core, discipline specific electives and generic electives. The Programme structure for each Semester is given the Tables below:

#### MA English Ist-Semester

Course Title	Course Code	Block	Units
History of the English Language and Literature	MAEN101CCT	1	1. Language: Definition and Characteristics 2. Importance of Language 3. Indo-European Family of Languages 4. Germanic and the Origin of English
		2	Introduction to Development of the English language 6. Old English 7. Middle English 8. Modern and Present-day English
		3	9. Old English Literature 10. Renaissance to Elizabethan Age 11. Elizabethan Age to Restoration 12. Restoration to Enlightenment
		4	13. The Romantic Age 14. The Victorian Age 15. Modern Age 16. Contemporary times
The Structure of Modern English	MAEN102CCT	1	1. Introduction to Linguistics 2. Branches of Linguistics 3. Phonetics and Phonology 4. Morphology
		2	5. Introduction to English Phonetics 6. Description of Speech Sounds 7. Phonemes, Phones, Allophones and Minimal pairs 8. Stress, Rhythm and Intonation
		3	9. Word formation, Morphemes and Allomorphs 10. Free and Bound morphemes 11. Lexical morphemes 12. Inflectional morphemes
		4	13. Introduction to English Syntax 14. Deep Structure and Surface Structure 15. Structural Ambiguity

			16. Tree Diagrams
Fiction in English	MAEN103CCT	1	1. Introduction to Fiction in English 2. Life and Works of Emile Brontë 3. <i>Wuthering Heights</i> : Background, Plot, Characters 4. <i>Wuthering Heights</i> : Themes, Narrative Technique, Critical Appreciation
		2	5. Origin and Development of English Novel 6. Life and Works of Albert Camus 7. <i>The Outsider</i> : Background, Plot, Characters 8. <i>The Outsider</i> : Themes, Narrative Technique, Critical Appreciation
		3	9. Origin and Development of American Novel 10. Life and Works of Toni Morrison 11. <i>The Bluest Eye</i> : Background, Plot, Characters 12. <i>The Bluest Eye</i> : Themes, Narrative, Technique, Critical Appreciation
		4	13. Origin and Development of Indian English Novel 14. Life and Works of Arundhati Roy 15. <i>The God of Small Things</i> : Background, Plot, Characters 16. <i>The God of Small Things</i> : Themes, Narrative Technique, Critical Appreciation
		1	1. Brief Life Sketch of Maulana Azad 2. Maulana Azad as a Journalist 3. Objectives of Al-Hilal and its Political Teaching ( <i>Al-Hilal</i> , 8 September 1912) 4. The Muslim University ( <i>Al-Hilal</i> , 4 August 1912)
		2	5. Maulana Azad as a Writer 6. Qual-e-Faisal, Court Statement 1922 7. Gubar-e-Khatir: An Introduction

Maulana Azad Studies	MAEN104CCT		8. The Crow and Bulbul (From <i>Gubar-e-Khatir</i> , Letter No.18)
		3	9. Maulana Azad as a Leader 10. <i>India Wins Freedom</i> (Selection 1) 11. <i>India Wins Freedom</i> (Selection 2) 12. <i>India Wins Freedom</i> (Selection 3)
		4	13. Maulana Azad as an Educationist 14. Contribution as First Education Minister 15. Inauguration of Madarsa Islamia, 1920 16. Future of Education in India, 1953

## 2<sup>nd</sup> Semester

Course Title	Course Code	Block	Units
English Language Teaching	MAEN201CCT	1	1. History of English in India 2. Present Status of English Language in India 3. English as Second/Foreign Language 4. Teaching English Language in Bilingual or Multilingual Context
		2	5. Theories of Teaching English 6. Methods: Methods of Teaching English -I 7. Methods: Methods of Teaching English- II 8. Approaches of Teaching English
		3	9. Listening Skill 10. Speaking Skill 11. Reading Skill 12. Writing Skill
	4	13. Curriculum: Definition, Characteristics 14. Importance of Curriculum 15. Pedagogy 16. Testing and Evaluation	
		1	1. Origin and Development of English Drama 2. Life and Works of William Shakespeare 3. <i>King Lear</i> : Background, Plot, Characters

Drama in English	MAEN202CCT		4. <i>King Lear</i> : Themes, Narrative Technique, Critical Appreciation
		2	5. Introduction to Modern English Drama 6. Life and Works of Henrik Ibsen 7. <i>A Doll's House</i> : Background, Plot, Characters 8. <i>A Doll's House</i> : Themes, Narrative Technique, Critical Appreciation
		3	9. Origin and Development of American Drama 10. Life and Works of Tennessee William 11. <i>A Streetcar Named Desire</i> : Background, Plot, Characters 12. <i>A Streetcar Named Desire</i> : Themes, Narrative Technique, Critical Appreciation
		4	13. Origin and Development of Indian Drama in English 14. Life and Works of Manjula Padmanabhan 15. <i>Lights Out</i> : Background, Plot, Characters 16. <i>Lights Out</i> : Themes, Narrative Technique, Critical Appreciation
English Poetry	MAEN203CCT	1	1. Elements of Poetry 2. Forms of Poetry 3. Prosody in English Poetry 4. Development of English Poetry from Chaucer to Milton
		2	5. Development of English Poetry from Milton to Eliot 6. John Milton: <i>Paradise Lost</i> Book ix (First 100 lines) 7. William Wordsworth: <i>The Prelude</i> (first 130 lines) 8. T.S. Eliot: „Love Song of Alfred J. Prufrock“
		3	9. Development of American Poetry 10. Robert Frost: <i>Birches</i> : „The Road not taken“ 11. Sylvia Plath: „Lady Lazarus“ 12. Adrienne Rich: „Dedications“, from <i>An Atlas of the Difficult World</i>
		4	13. Development of Commonwealth Poetry 14. (a) EeTieng Hong: „The Common Man“ (b) Margaret Atwood: „Siren Song“

			<p>(c) Gabriel Okara: „Once Upon a Time“</p> <p>15. Development of Indian English Poetry</p> <p>16. (a) A.K.Ramanujan: „Obituary“  (b) Vikram Seth: „The Frog and the Nightingale“  (c) Meena Kandaswamy: „Mrs. Sunshine“</p>
English Essay	MAEN201DST	1	<p>1. Origin and Development of English Essay</p> <p>2. Joseph Addison “Sir Roger at the Assizes”</p> <p>3. Oliver Goldsmith “The Man in Black”</p> <p>4. Charles Lamb “Dream Children”</p>
		2	<p>5. English Essay from Victorian to Modern Age</p> <p>6. R. L. Stevenson “The Lantern Bearers”</p> <p>7. Virginia Woolf “Street Haunting: A London Adventure”</p> <p>8. George Orwell “Shooting an Elephant”</p>
		3	<p>9. Origin and Development of Essay in America</p> <p>10. Ralph Waldo Emerson “The Over Soul”</p> <p>11. F. Scott Fitzgerald “The Crack Up”</p> <p>12. James Baldwin “Notes of a Native Son”</p>
		4	<p>13. Origin and Development of English Essay in China</p> <p>14. Lu Hsun “This too is Life”</p> <p>15. Origin and Development of English Essay in Nigeria</p> <p>16. Wole Soyinka “Why do I Fast”</p>

3<sup>rd</sup> Semester

Course Title	Course Code	Block	Units
		1	<p>1. Introduction to Classical and Medieval Criticism</p> <p>2. Plato: the forms, mimesis, poets and the Republic</p> <p>3. Aristotle: Poetics (tragedy and its elements)</p> <p>4. Thomas Aquinas: Brief excerpts from Summa Theologica (Question 1: Articles 9 and 10)</p>

Literary Criticism and Theory – I	MAEN301CCT	2	5. Renaissance and Neoclassical Literary Criticism 6. Sir Philip Sidney: Excerpt from An Apology for Poetry 7. John Dryden: Excerpt from <i>An Essay of Dramatic Poesy</i> 8. Samuel Johnson: Excerpt from <i>Preface to Shakespeare</i>
		3	9. Joseph Addison: True and False Wit (from The Spectator, No. 62) 10. Mary Wollstonecraft: Excerpt from Chapter Two of <i>A Vindication of the Rights of Woman</i> 11. William Wordsworth: Preface to the Lyrical Ballads (1802) 12. S.T. Coleridge: Excerpt from Chapter 14 of <i>Biographia</i>
		4	13. Victorian Criticism: Overview 14. Mathew Arnold: „The Function of Criticism at the Present Time“ 15. Karl Marx and Friedrich Engels: Excerpt from „The German Ideology“ 16. Oscar Wilde: Excerpt from „The Critic as Artist“
Indian Writing in English	MAEN302CCT	1	1. Introduction to Indian Poetry in English 2. A) Toru Dutt—Sita, B) Kamala Das--Introduction 3. Jayanta Mahapatra--Hunger 4. Narayan Surve--Karl Marx
		2	5. Introduction to Indian Fiction in English 6. Women Novelists in Indian Fiction 7. Shashi Deshpande--Roots and Shadows 8. Cyrus Mistri- Chronicle of a Corpse Bearer
		3	9. Introduction to Indian Drama in English 10. Mahesh Dattani—Tara 11. Women Dramatists in Indian Writing in English 12. Uma Permeswaran--Sita's Promise
		4	13. Background to Indian Prose Before 1947 14. Rabindranath Tagore--What is Art? (from Personality) 15. Indian Prose Writers after 1947 16. APJ Kalam--The Dreams and the Message (from Ignited Minds)
		1	1. History and Evolution of Comparative

Comparative Literature	MAEN303CCT		literature 2. Significance of Comparative Literature in Indian Context 3. Benjamin, Walter: excerpt from The Task of the Translator 4. Jonathan Culler: Comparative Literature, at Last
		2	5. <i>Jane Eyre</i> : Background, Plot, Characters 6. <i>Jane Eyre</i> : Themes, Narrative Technique, Critical Appreciation 7. <i>Wide Sargasso Sea</i> : Background, Plot, Characters 8. <i>Wide Sargasso Sea</i> : Themes, Narrative Technique, Critical Appreciation
		3	9. Hamlet: Background, Plot, Characters 10. Hamlet: Themes, Narrative Technique, Critical Appreciation 11. The Seagull: Background, Plot, Characters 12. The Seagull: Themes, Narrative Technique, Critical Appreciation
		4	13. (a) Arun Kolatkar: Turnaround (b) Faiz Ahmed Faiz: Subh-e- Aazadi (c) GurajadaAppa Rao: Love the Country 14. (a) Habba Khatoon: Lol of the lonely Pine (b) Amir Khusrau: Just by Casting a glance (c) Tagore: Give me Strength 15. (a) Kamala Das: My Mother at Sixty six (b) Andre Breton: Five ways to Kill a Man (c) Derek Walcott: A Far cry from Africa 16. (a) Emily Dickinson: I M Nobody! Who are You? (b) Khalil Gibran: Children (c) Pablo Neruda: Clenched Soul
		1	1. Introduction to Postcolonialism 2. Life and Works of Chinua Achebe 3. <i>Things Fall Apart</i> : Background, Plot, Characters 4. <i>Things Fall Apart</i> : Themes, Narrative Technique, Critical Appreciation
		2	5. Introduction to South Asian Narratives

Postcolonial Literature	MAEN304CCT		6. Life and Works of Bapsi Sidhwa 7. <i>Ice-Candy-Man</i> : Background, Plot, Characters 8. <i>Ice-Candy-Man</i> : Themes, Narrative Technique, Critical Appreciation
		3	9. Tenants of Postcolonialism 10. Life and Works of Jamaica Kincaid 11. <i>Lucy</i> : Background, Plot, Characters 12. <i>Lucy</i> : Themes, Narrative Technique, Critical Appreciation
		4	13. Introduction to Postcolonial Poetry 14. Derek Walcott: "Ruins of a Great House" 15. Oodgeroo Noonuccal: "No More Boomerang", "Nona" 16. Allen Curnow: "House and Land"

#### 4<sup>th</sup> Semester

Course Title	Course Code	Block	Units
Literary Theory and Criticism	MAEN401CCT	1	1. New Criticism: An Overview 2. Structuralism and Formalism 3. Cleanth Brooks: "The Language of Paradox" (from Brooks, Cleanth. „The Well Wrought Urn. 1968) 4. Tzvetan Todorov: „The Typology of Detective Fiction“ (Modern Theory and Criticism – Lodge and Wood)
		2	5. Post-structuralism 6. Marxism: Critique of Marxism 7. Jaques Derrida: „Structure, Sign and Play in the History of the Human Sciences“ (Modern Theory and Criticism – Lodge and Wood) 8. Raymond Williams: from Marxism and Literature (The Norton Anthology of Theory and Criticism)
		3	9. Feminism 10. Post-colonialism 11. Gayatri Spivak: „Three Women“s Texts and a Critique of Imperialism“ (JSTOR: Critical Inquiry, 12:1) 12.. Toni Morrison: „Rootedness: The Ancestor as Foundation“ (Literature in the Modern World Ed. By Dennis

			Walder)
		4	13. New Historicism 14. Translation Theory 15. Hayden White: Introduction to Metahistory (Literature in the Modern World Ed. By Dennis Walder) 16. Talal Asad: „The Concept of Cultural Translation in British Social Anthropology“ (from Clifford, James and George E. Marcus, editors. Writing Culture. 1986)
Dalit Literature: An Introduction	MAEN402CCT	1	1. Sharatchandra Muktibodh: Introduction: What is Dalit Literature? 2. Baburao Bagul: Dalit Literature is but Human Literature 3. Bandhumadhav: The Poisoned Bread 4. Kumud Pawde : The Story of My „Sanskrit“
		2	5. Dalit Poetry in English 6. Mother: Waman Nimbalkar 7. Ants among Elephants: An Untouchable Family and the Making of Modern India: Background, Plot, Character 8. Ants among Elephants: An Untouchable Family and the Making of Modern India: Themes, Plot, Narrative Technique
		3	9. Dalit Novel in English 10. Life and Works of G Kalyanarao 11. Untouchable Spring: Background, Plot, Character 12. Untouchable Spring: Themes, Narrative Technique, Critical Appreciation
		4	13. Dalit Autobiographies in English 14. The Prisons We Broke: Background, Plot, Characters, Themes, Narrative Technique, Critical Appreciation 15. Dalit Drama in English 16. Kirwant: Background, Plot, Characters, Themes, Narrative Technique, Critical Appreciation
		1	1. Introduction to Urdu Poetry 2. (a) Bahadur Shah Zafar: I Feel Ill at Ease (Lagta Nahi Hai Ji Mera) (b) Mirza Asadullah Khan Ghalib: To Have Met My Friend Was Not My Fate (Yeh Na Thi Hamari Qismat Ke Visaal-e- yaar hota)

Urdu Literature in Translation	MAEN403CCT		(c) Allama Iqbal: Naya Shivala 3. Introduction to Urdu Progressive Poetry 4. (a) Asrar-ul-Haq Majaz: The Vagabond (Aawara) (b) Makhdoom Mohiuddin: Our City (Hamara Shaher) (c) Kishwar Naheed ( born 1940) Mother
		2	5. Introduction to Urdu Prose 6. (a) Abdul Haq: Hali (b) Premchand: The Shroud 7. (a) Patras Bukhari: The Savior of Muridpur (b) Rasheed Jahan: A Visit To Delhi 8. (a) Ismat Chughtai: Hellbound (b) Mushtaq Ahmad Yousufi (1925-2014)A Fine Madness
		3	9. Introduction to Urdu Novel 10. Life and Works of Qurratulain Hyder 11. Fireflies in the Mist: Background, Plot, Characters 12. Fireflies in the Mist: Themes, Narrative Technique, Critical Appreciation
		4	13. Introduction to Urdu Drama 14. Life and Works of Habib Tanvir 15. Agra Bazaar: Background, Plot, Characters 16. Agra Bazaar: Themes, Narrative Technique, Critical Appreciation
Introduction to Cultural Studies	MAEN304DST	1	1. Introduction to the Frankfurt School and the Birmingham School 2. "Mass culture" and "Popular culture" 3. Theodor Adorno & Max Horkheimer: "The Culture Industry: Enlightenment as Mass Deception" 4. Stuart Hall: "Cultural Studies and its Theoretical Legacies"
		2	5. Roland Barthes: „Soap and Soap Powders“ 6. Roland Barthes: „The Brain of Einstein“ 7. Roland Barthes: „Photography and Electoral Appeal“ from Mythologies. 8. Stuart Hall: „Encoding, Decoding“, from Simon During’s edited volume The Cultural Studies Reader
		3	9. Daniella B.: „The Destiny of Urdu in Independent India“

			10. Barbara M.: „Urdu in India in the Twenty-first Century“ 11. SrividyaN. & AparajitaN.: A Gardner in the Wasteland 12. Mohammed Ali V & Mohammed ArifV.: Sufi Comics
		4	13. Shahid (Dir. Hansal Mehta; 2012) 14. Ship of Theseus (Dir. Anand Gandhi; 2013) 15. Court (Dir. Chaitanya Tamhane; 2015) 16. Newton (Dir. Amit Masurkar; 2017)

### Is- Semester

Course Title	Course Code
The History of the English Language and Literature	MAEN101CCT
The Structure of Modern English	MAEN102CCT
Fiction in English	MAEN103CCT
Maulana Azad Studies	MAEN104CCT

### 2<sup>nd</sup> Semester

Course Title	Course Code
English Language Teaching	MAEN201CCT
Drama in English	MAEN202CCT
English Poetry	MAEN203CCT
English Essay	MAEN201DST

### 3<sup>rd</sup> Semester

Course Title	Course Code
Literary Theory and Criticism – I	MAEN301CCT
Indian Writing in English	MAEN302CCT
Comparative Literature	MAEN303CCT
Postcolonial Literature	MAEN304CCT

### 4<sup>th</sup> Semester

Course Title	Course Code
Literary Theory and Criticism – II	MAEN401CCT
Dalit Literature: An Introduction	MAEN402CCT
Urdu Literature in Translation	MAEN403CCT
Introduction to Cultural Studies	MAEN401DST

\* Generic Elective papers will be notified separately

### 3.7 Instructional design:

The instructional design for the Masters in English programme follows a multimedia approach. SLM in print form is made available to the learners soon after their admission. Audio-Video material is made available through the University IMC Youtube Channel. Assignments forming part of continuous assessment and academic counselling classes are integral to the instructional system.

3.7.1 **Print Material:** Two types of print material are available for the learners:

- a) Self Learning Material for each Course is provided in modules for each block.
- b) Primary Texts like novels, poems, plays etc are to be accessed by the Learners through internet; library or personal purchase.

3.7.2 **Audio-Video Lessons:** Three types of audio-video lessons are made available to the Learners:

- a) IMC MANUU Youtube Channel has playlists prepared in-house by MANUU Faculty and experts from Indian and foreign Universities and can be accessed at <http://youtube.com/u/imcmanuu>
- b) Learners are encouraged to watch Gyan Darshan AV lessons that are course specific
- c) Learners are encouraged to watch Youtube AV lessons on course content prepared by experts
- d)

3.7.3 **Counselling Sessions:** Face-to-face counselling classes are conducted at the designated LSCs on weekends and holidays during the period notified by the University in the Academic Calendar. Learners are also encouraged to contact the Programme Coordinator through digital modes like email; WhatsApp; Messenger; phone or in person during office hours at the University headquarters. Online counselling/remedial sessions are also organised.

### 3.8 Fee Structure

The fee structure (per annum) is the same as given in the Prospectus for the current year.

Year	Admission Fee	Programme Fee for SC/ST/ PwD/EWS/ Woman/ Transgender	Programme Fee for Other Students	Examination Fee	Development Fee/ Corpus Fund	Total Fee for SC/ST/ PwD/EWS/ Woman/ Transgender Students	Total Fee for other Students
1 <sup>st</sup> Year	300/-	3000/-	5,000/-	1000/-	200/-	4500/-	6500/-
2 <sup>nd</sup> year	-	3000/-	5,000/-	1000/-	200/-	4200/-	6200/-

### 3.9 Student Support Services

There is a dedicated Student Support Services Unit (SSU) in Room No 107 at DDE. Students may reach out to the Unit in person during office hours Monday through Friday on working days. They may also contact SSU and the Examination Branch on these numbers:

- Student Support Services

#040-23008467 Ext. 2047 Email: [ssu.dde@manuu.edu.in](mailto:ssu.dde@manuu.edu.in)

- Examination Branch

#040-2300 6605, 2300 8405 Email: [manuuexamquery@gmail.com](mailto:manuuexamquery@gmail.com)

Note: For programme specific queries, students may contact

- Programme Coordinator, M.A. English

#08985740287 Email: [majesticeloquence@gmail.com](mailto:majesticeloquence@gmail.com)

Student Support Services are also available at the Regional and Sub Regional Centres across India. Students are encouraged to contact them. The contact details are available in the current year Prospectus.

**3.10 Library Resources:** Library facility at Headquarters in the Directorate of Distance Education and in the Central Library apart from such facility wherever available at the Learner Support Centres can be availed by the distance learners as per due procedure.

**3.11 Medium of Instruction:** The medium of instruction is ENGLISH. The question paper will be in English and all answers are to be in English only. However, Learners may use Urdu/Hindi/local language if they wish to, for communication with Academic Counsellors and Programme Coordinator.

### 3.12 Recognition

All UG and PG Programmes on offer by DDE, MANUU are recognised by UGC DEB. The letter of approval is given in the Prospectus.

### 3.13 Contact Information

For enquires pertaining to MA English	For any other distance mode enquiry
Prof Gulfishaan Habeeb Prof of English, DDE & Programme Coordinator M.A. English Room No 104 Directorate of Distance Education Maulana Azad National Urdu University Gachibowli, Hyderabad 500032 Telangana State #08985740287 <a href="mailto:majesticeloquence@gmail.com">majesticeloquence@gmail.com</a>	The Director, Directorate of Distance Education, Maulana Azad National Urdu University Gachibowli, Hyderabad 500032, Telangana State #04023008311 <a href="mailto:dir.dde@manuu.edu.in">dir.dde@manuu.edu.in</a>

Learners may also contact the Student Support Services Unit:

Room No 107  
Directorate of Distance Education  
Maulana Azad National Urdu University  
Gachibowli, Hyderabad 500032  
Telangana State  
#04023008463; 04023120600 (Extn: 2207 & 2208)  
[ssu.dde@manuu.edu.in](mailto:ssu.dde@manuu.edu.in)

#### **4. Evaluation**

The scheme of the evaluation is given in the Prospectus of the current year. The maximum marks are 100 in each Course. 70 marks are for the term-end examination and 30 marks for assignments. The total number of the assignments to be submitted and the deadlines for submission are given in the Prospectus of the current year. A candidate must have to score a minimum of 12 marks in each assignment and a minimum of 28 marks in each Course in the term-end examination to be declared pass in that paper.

##### **4.1 Assignments**

Assignments are an integral part of the evaluation. The assignments help the candidates to practice for the term-end examination and improve their writing skills. The continuous assessment ensures the candidates read the study material provided to them. Assignments in the offline mode must be handwritten in the candidates own hand writing and submitted at the Learner Support Centre before the last date of submission as per scheduled announced. Online assignment through Google form is to be submitted online as per schedule announced.

##### **4.1.1 Instructions for Assignments**

The detailed instructions for submission of assignments will be provided to the Learners along with the assignment question paper each year. Candidates must read and follow the instructions.

##### **4.1.2 Guidelines for Submission of Assignments**

The candidates must submit the assignments at the Learner Support Centre they are enrolled in. Candidates must not send the assignments to the DDE or University headquarters or the Regional Centre. Acknowledgement of receipt of Assignments must be obtained from the Learner Support Centre and the same must be retained by the candidate till the declaration of pass in the examination.

#### **4.2 Term-End examination**

The term-End examination is held as per the schedule announced for the current year. The candidate will have to pass in all Courses before the completion of the maximum duration of the programme. A candidate may move on to the next year without passing in the current year, with backlogs or without appearing in the examination. However, payment of fee for next year is essential for follow-on admission.

##### **4.2.1 Guidelines for term-end examination**

The students are advised to follow the examination guidelines available on the university website [www.manuu.edu.in](http://www.manuu.edu.in) . Hall-ticket and university student identity card must be in the

possession of the candidates to gain entry into examination hall. Students must sign in the D-form and enter their answer book number.

### **5. Regional/Sub-Regional Centres**

The complete list of Regional/Sub-Regional Centres along with contact numbers and addresses can be accessed through the current Prospectus and at the university website [www.manuu.edu.in](http://www.manuu.edu.in).

### **6. Learner Support Centres**

The complete list of Learner Support Centres along with contact numbers and addresses can be accessed through the current Prospectus and at the university website [www.manuu.edu.in](http://www.manuu.edu.in)

### **7. Other Useful Information**

To access any of the following please refer to current Prospectus or the university website [www.manuu.ac.in](http://www.manuu.ac.in)

- 7.1 Correction in name/address
- 7.2 Change in RC/SRC
- 7.3 Change of Study Centre/ Learner Support Centre
- 7.4 Change of electives
- 7.5 Application for follow-on admission
- 7.6 Application for recounting/revaluation
- 7.7 Application for re-registration

### **8. Sample Question Papers**

# Maulana Azad National Urdu University

Semester Examination, April 2021

Programme: MA

Semester: First

Title and Paper Code: History of the English Language and Literature (MAEN101CCT)

Time: 3 Hours

Maximum Marks: 70

Note: This question paper consists of three parts: Part-A, Part-B, Part-C. Number of words to answer 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 08 questions of which students are supposed to answer 05 questions. Answer each question in approximately 200 words. Each question carries 06 marks. (05x6= 30 marks)

Part-C: contains 05 questions of which students are supposed to answer 03 questions. Answer each question in approximately 500 words. Each question carries 10 marks. (03x10= 30 marks)

## Part – A

1. Choose the correct option to answer the following.

- i. Who wrote the famous poem *Preface to the Lyrical Ballads*?
  - a. Coleridge
  - b. Southey
  - c. Wordsworth
  - d. Byron
- ii. The first Folio edition of Shakespeare's plays was published in the year \_\_\_\_\_.
  - a. 1623
  - b. 1564
  - c. 1660
  - d. 1600
- iii. Who is the poet of the following famous patriotic song is often prescribed for school anthologies in India:  
"Breathes there the man, with soul so dead who never to himself hath said, this is my own, my native land."
  - a. Robert Southey
  - b. Walter Scott
  - c. Lord Byron
  - d. William Wordsworth
- iv. Who among the following is not a Victorian writer?
  - a. Charles Dickens
  - b. Elizabeth Gaskell
  - c. Barbara Wood
  - d. Anne Bronte
- v. \_\_\_\_\_ did the first English translation of the Bible.
  - a. Roman Jacobson
  - b. John Wycliff
  - c. Voltaire
  - d. Max Muller
- vi. Which of the following is another name for Old English?
  - a. Anglo-Saxon
  - b. Indo-European
  - c. Gaelic
  - d. Anglican
- vii. Grimm's law was given by \_\_\_\_\_.
  - a. Grimm John
  - b. Ramus Rask
  - c. Jacob Grimm
  - d. Karl Verner
- viii. Russian is a \_\_\_\_\_ language.
  - a. Baltic
  - b. Italic
  - c. Germanic
  - d. Slavic

- ix. Which of the following was a group that tried to spread Catholic teaching after the Reformation?
- a. The Protestants
  - b. The Anabaptists
  - c. The Calvinists
  - d. The Jesuits
- x. Which of the following statements about sonnets are true?
- a. The sestet states the question or problem and the octet states the solution.
  - b. The English sonnet sometimes varies in the number of lines it has.
  - c. The English sonnet usually consists of 2 quatrains and a couplet.
  - d. A rhyme scheme of ABBA ABBA CDE CDE would belong in an Italian sonnet.

### Part – B

2. What do you understand by the 'Great Vowel Shift'?
3. Write short notes on any two of the following
  - i. *Grimm's Law*
  - ii. *Verner's Law*
  - iii. University Wits.
4. What is the importance of the Norman Conquest in the development of English language?
5. What are the chief characteristics of the Romantic Poetry? Explain in detail.
6. Write a detailed note on Present Day English.
7. What are the elements of modernism in literature?
8. What do you understand by *Chancery Standard*?
9. Comment on the features of Restoration Comedy.

### Part – C

10. Attempt a detailed note on the Indo-European family of Languages.
11. Write a detailed note on the chief dialects of Old English.
12. What do you understand by the term Renaissance? How did it affect the literature of the age? Discuss with special reference to the Elizabethan literature.
13. Discuss any two significant Victorian novelists with special reference to their representative works.
14. Critically examine the difference between Old English and Modern English.

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# Maulana Azad National Urdu University

Semester Examination, April 2021

Programme: MA

Semester: First

MAEN102CCT: The Structure of Modern English

Time: 3 Hours

Maximum Marks: 70

Note: This question paper consists of three parts: Part-A, Part-B, Part-C. Number of words to answer 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 08 questions of which students are supposed to answer 05 questions. Answer each question in approximately 200 words. Each question carries 06 marks. (05x6= 30 marks)

Part-C: contains 05 questions of which students are supposed to answer 03 questions. Answer each question in approximately 500 words. Each question carries 10 marks. (03x10= 30 marks)

## Part – A

1. Choose the correct option to answer the following.

- i. Language is a system of communication unique to humans in part because it is\_\_\_\_\_.
  - a. genetically based
  - b. verbal
  - c. symbolic
  - d. complex
- ii. A minimal unit of sound that differentiates meaning in a particular language is a\_\_\_\_\_.
  - a. Phoneme
  - b. Syllable
  - c. Morpheme
  - d. vowel
- iii. The units of meaning that make up a word are known as\_\_\_\_\_.
  - a. Morphemes
  - b. Components
  - c. Words
  - d. phonemes
- iv. The study of human speech sounds in a language that form systematized patterns is called\_\_\_\_\_.
  - a. Phonology
  - b. Phonetics and Phonology
  - c. Articulators
  - d. Phonetics
- v. Choose the best description for the first sound in the pronunciation of the word 'teeth.'
  - a. Velar
  - b. Labiodental
  - c. Alveolar
  - d. Alveolopalatal
- vi. Which one of the following words that violates the phonological rules of English language?
  - a. Mblath
  - b. Stroke
  - c. Gnome
  - d. brish
- vii. \_\_\_\_\_are the abstractions of speech unit which differ one meaning from another.
  - a. Segments
  - b. Morphemes
  - c. Orthography
  - d. Phonemes

- viii. Orthography is \_\_\_\_\_.
- The pronunciation of a word that represents the alphabetic spelling.
  - The alphabetic spelling of words that represents the way they are pronounced
  - The production of any speech
  - The study of the phonetic symbols
- ix. The distinction between active and passive sentences is a difference in \_\_\_\_\_.
- deep structure
  - deep and surface structure
  - phrase structure rules
  - surface structure
- x. Deep structure represents a sentence's most basic units of \_\_\_\_\_.
- words
  - sounds
  - meaning
  - letters

### Part – B

- Describe all the voiceless sounds using three-term label.
- Explain the concept of free and bound morphemes with examples.
- What is the difference between traditional and modern grammar?
- Write short notes on any two of the following –
  - Phoneme
  - Morpheme
  - Nasals
- Distinguish between 'Allophones' and 'Allomorphs'.
- What do you understand by intonation? Explain giving examples.
- What is structural ambiguity?
- Provide tree-diagram for the following sentences
  - Ghosh has been playing football since morning.
  - These women have been singing nicely.
  - After winning the match the boys went for a movie

### Part – C

- Discuss some of the problems faced during studying phonetics.
- Discuss with examples various processes of word formation.
- Explain in detail the difference between inflectional and derivational morphology. Substantiate your answer with suitable examples.
- Explain in detail (with example) the concept of Deep and Surface structures of a sentence.
- Phonetically transcribe the following words –
 

i. Movement	v. Christmas	ix. Reservoir
ii. Pronunciation	vi. Measurement	x. Physician
iii. Examination	vii. Billiards	
iv. Pizza	viii. Grand-prix	

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MAULANA AZAD NATIONAL URDU UNIVERSITY  
Master of Arts English  
I SEMESTER EXAMINATION, April 2021  
Paper : (MAEN103CCT) Fiction in English

Time: 3 hours

Max. Marks 70 marks

Note : This question paper consists of three parts : Part – A, Part-B and Part-C. Number of words to answer 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 08 questions of which students are required to answer 05 questions. Answer each question in approximately 200 words. Each question carries 06 marks. (5x6=30 marks)

Part-C contains 05 questions of which students are required to answer 03 questions. Answer each question in approximately 500 words. Each question carries 10 marks. (3x10=30 marks)

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Part-A

Question : 1:

- i.** Which of the following book is considered as the first English novel?  
(a) *Pamela* (b) *The Mysteries of Udolpho*  
(c) *Heart of Midlothian* (d) *Robinson Crusoe*
- ii.** Which of the following book is written by Arundhati Roy \_\_\_\_\_.  
(a) *The Great Derangement* (b) *The Algebra of Infinite Justice*  
(c) *The Unaccustomed Earth* (d) *Earth Democracy*
- iii.** The novel *The God of Small Things* was published in the year \_\_\_\_\_.  
(a) 1991 (b) 1992  
(c) 1997 (d) 2000
- iv.** Which of the following books famously opens with the line “Mother died today. Or, maybe, yesterday; I can’t be sure”?  
(a) *The Myth of Sisyphus* (b) *The Stranger*  
(c) *Wuthering Heights* (d) *Waiting for Godot*
- v.** Albert Camus received the Nobel Prize in Literature in the year \_\_\_\_\_.  
(a) 1949 (b) 1943  
(c) 1960 (d) 1957
- vi.** Where is Catherine buried in the novel *Wuthering Heights*?  
(a) Chapel (b) In a Churchyard overlooking the moors  
(c) Thrushcross Grange (d) Nelson’s Nest
- vii.** Who forces Heathcliff to work in the fields after the death of Mr. Earnshaw?  
(a) Catherine (b) Mrs. Earnshaw  
(c) Hindley Earnshaw (d) Zilla

- viii. Where does Mr. Earnshaw originally find Heathcliff?  
 (a) Liverpool (b) Gimmerton  
 (c) London (d) Boston
- ix. Seeds of which flower are planted by Claudia and Frieda to save Pecola's baby?  
 (a) Lilacs (b) Jasmine (c) Marigolds (d) Dandelions
- x. Which of the following character hates white baby dolls?  
 (a) Geraldine (b) Claudia  
 (c) Maureen Peal (d) Pecola

### Part B

2. Discuss Briefly the character of Pauline Breedlove.
3. Briefly discuss the significance of Dick and Jane Primer in *The Bluest Eye*.
4. What are the possible reasons for Catherine marrying Edgar in the novel *Wuthering Heights*.
5. Write a brief note on the element of Gothic in the novel *Wuthering Heights*.
6. Describe the complex use of heat and sun imagery and the role it plays in the accidental murder of the Arab man.
7. Analyze how Meursault's indifference towards the death of his mother works against him in his trial.
8. Discuss briefly the environmental concerns of Arundhati Roy in her novel *The God of Small Things*.
9. Comment on the title of Arundhati Roy's novel *The God of Small Things*.

### Part C

10. Critically analyze the novel *The Stranger* in the light of Camus' philosophy of the absurd.
11. Comment on the theme of alienation in Camus' novel *The Stranger*.
12. As a black American writer discuss how Toni Morrison raises her concerns regarding racial and gender discrimination in American society in her novel *The Bluest Eye*.
13. Critically examine Arundhati Roy's treatment of the marginal and the politics of power relations in her novel *The God of Small Things*.
14. Discuss in detail the major themes in the novel *Wuthering Heights*.

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MAULANA AZAD NATIONAL URDU UNIVERSITY  
Master of Arts English  
I SEMESTER EXAMINATION, April 2021  
Paper : (MAEN104CCT) Maulana Azad Studies

Time: 3 hours

Max. Marks 70 marks

Note : This question paper consists of three parts : Part – A, Part-B and Part-C. Number of words to answer 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 01 mark. (10x1=10-marks)

Part-B contains 08 questions of which students are required to answer 05 questions. Answer each question in approximately 200 words. Each question carries 06 marks. (5x6=30 marks)

Part-C contains 05 questions of which students are required to answer 03 questions. Answer each question in approximately 500 words. Each question carries 10 marks. (3x10=30 marks)

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Part-A

Question : 1: **Answer all the questions. Each question carries one mark: 1x10=10**

- i. Complete the quote below:  
'I say, "he has suffered yet another \_\_\_\_\_"'.  
\_\_\_\_\_.
- ii. Please provide the title of the write-up of the following statement:  
'The opportunities of learning from example and from the signs of time available to the Muslims in India have been denied to Muslims of other countries.'  
\_\_\_\_\_.
- iii. When did Maulana Azad start *Al Hilal*? (Please provide the date)  
\_\_\_\_\_.
- iv. What is the title of the write-up which discusses the objective of *Al-Hilal*?  
\_\_\_\_\_.
- v. What is the meaning of *Qaul-e-Faisal*?  
\_\_\_\_\_.
- vi. Where did Maulana Azad write the story, 'The Crow and the Bulbul'?  
\_\_\_\_\_.
- vii. What was the title of the speech which Maulana delivered through All India Radio in 1953?  
\_\_\_\_\_.
- viii. When was *Madrasa-e-Islamia* inaugurated?  
\_\_\_\_\_.

- ix. Who was the transcriber and compiler of Maulana Azad's *India Wins Freedom*?  
\_\_\_\_\_.
- x. When was the first complete version of *India Wins Freedom* published?  
\_\_\_\_\_.

### Part - B

**Answer any five of the following. Each question carries six marks. 6x5=30**

- 2) Analyse the political teaching that Maulana Azad promoted through *Al-Hilal*.
- 3) Explain the arguments that Maulana Azad presented about Muslim University and its autonomy in his write-up on 'The Muslim University' in *Al-Hilal*.
- 4) Do birds really sing? What was Maulana's take on this? And how had he established the distinction between Indian Bulbuls and Iranian Bulbuls? Discuss.
- 5) How Maulana Azad had defended his stand when he was charged with sedition under section 124A by the government? Discuss with reference to *Qaule Faisal*.
- 6) Write a note on 'The End of a Dream'.
- 7) Examine the significance of the write-ups 'Prospectus and Epilogue' in *India Wins Freedom*.
- 8) Why did Maulana Azad think that the students who took admission in *Madrassa-e-Islamia* were the true devotees of knowledge? Explain.
- 9) How according to Maulana Azad should we organise our system of education? Discuss its relevance to the modern education system.

### Part-C

**Answer any three questions. Each question carries 10 marks. 10x3=30**

- 10) Write a detailed note on *Al-Hilal* and its contribution in preparing Muslims' mind to participate in the struggle for the Independence of India.
- 11) Discuss the literary devices that Maulana Azad used in his statement *Qaule Faisal*, and the story 'The Crow and the Bulbul'.
- 12) What are the chief characteristics of Maulana Azad's speeches? Discuss with reference to the speeches prescribed for your study.
- 13) Evaluate *India Wins Freedom* as a political biography.
- 14) What is the controversy surrounding the 30 pages which were supposed to be published after 30 years of Maulana Azad's demise? What did the material carry? Deliberate.

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