

2021

ENGLISH — HONOURS

Paper : SEC-B-2

(Academic Writing and Composition)

Full Marks : 80

The figures in the margin indicate full marks.

*Candidates are required to give their answers in their own words
as far as practicable.*

1. Create citations for **any five** from the following data (as endnotes or footnotes) following the MLA Stylesheet or CMS. Pay attention to formatting, punctuation, capitalization and arrangement. 2×5
 - (a) Page 87 of *The Oriental Renaissance : Europe's Rediscovery of India and the East 1680-1880* by Raymond Schwab, published by Columbia U P in 1984.
 - (b) "Towards an Anglo-Indian poetry : The Colonial muse in the writings of John Leyden, Thomas Medwin and Charles D'Oyly" by Nigel Leask in *Writing India 1757-1990*. Edited by Bart Moore-Gilbert. Published by Manchester U P in 1996. Pages 135-164.
 - (c) Page 763 of "Monitoring Newspapers and Understanding the Indian State," by Robin Jeffrey. Published in the journal *Asian Survey* volume 34, number. 8 in 1994.
 - (d) Article in *Economic and Political Weekly* (pages 1757-1762) *Dwelling on Morichjhanpi : When Tigers Became 'Citizens', Refugees 'Tiger-Food'*, on 23 April 2005
 - (e) Foreword by ZiauddinSardar to Franz Fanon's *Black Skin White Mask* translated by Charles Lam Markmann, published by Pluto Press in London in 1986. Pages xv-xvi.
 - (f) (1971). "Differential Identity and the Social Base of Folklore". by Richard Bauman in *The Journal of American Folklore* Volume 84 number 331. Pages 31-41 JSTOR539731
 - (g) Pages 445-485. WilliamDalrymple, *Assimilation and Transculturation in Eighteenth-Century India: A Response to Pankaj Mishra* 'Common Knowledge' Volume 11 number 3, published in Fall 2005 by Duke University Press.
 - (h) *Literature and Politics in Cromwellian England*. By Blair Worden Print publication date: 2009 Print ISBN-13: 9780199230822. OnlinePublication : Oxford Scholarship, October 2011. DOI: 10.1093/acprof:oso/9780199230822.001.0001

2. Attempt a critical appreciation of **any one** of the following verses : 20×1
 - (a) O impotence of mind, in body strong!
But what is strength without a double share
Of wisdom, vast, unwieldy, burdensome,
Proudly secure, yet liable to fall

By weakest subtleties, not made to rule,
 But to subserve where wisdom bears command.
 God, when he gave me strength, to shew withal
 How slight the gift was, hung it in my Hair.
 But peace, I must not quarrel with the will
 Of highest dispensation, which herein
 Happ'ly had ends above my reach to know:
 Suffices that to me strength is my bane,
 And proves the source of all my miseries;
 So many, and so huge, that each apart
 Would ask a life to wail, but chief of all,
 O loss of sight, of thee I most complain!
 Blind among enemies, O worse than chains,
 Dungeon, or beggery, or decrepit age!

- (b) Late August, given heavy rain and sun
 For a full week, the blackberries would ripen.
 At first, just one, a glossy purple clot
 Among others, red, green, hard as a knot.
 You ate that first one and its flesh was sweet
 Like thickened wine: summer's blood was in it
 Leaving stains upon the tongue and lust for
 Picking. Then red ones inked up and that hunger
 Sent us out with milk cans, pea tins, jam-pots
 Where briars scratched and wet grass bleached our boots.
 Round hayfields, cornfields and potato-drills
 We trekked and picked until the cans were full,
 Until the tinkling bottom had been covered
 With green ones, and on top big dark blobs burned
 Like a plate of eyes. Our hands were peppered
 With thorn pricks, our palms sticky as Bluebeard's.
 We hoarded the fresh berries in the byre.
 But when the bath was filled we found a fur,
 A rat-grey fungus, glutting on our cache.
 The juice was stinking too. Once off the bush
 The fruit fermented, the sweet flesh would turn sour.
 I always felt like crying. It wasn't fair
 That all the lovely canfuls smelt of rot.
 Each year I hoped they'd keep, knew they would not.

3. Write a substance with a critical note on **any one** of the following passages.

12+8

- (a) No poet, no artist of any art, has his complete meaning alone. His significance, his appreciation is the appreciation of his relation to the dead poets and artists. You cannot value him alone; you must set him, for contrast and comparison, among the dead. I mean this as a principle of aesthetic, not merely historical, criticism. The necessity that he shall conform, that he shall cohere, is not onesided; what happens when a new work of art is created is something that happens simultaneously to all

the works of art which preceded it. The existing monuments form an ideal order among themselves, which is modified by the introduction of the new (the really new) work of art among them. The existing order is complete before the new work arrives; for order to persist after the supervention of novelty, the *whole* existing order must be, if ever so slightly, altered; and so the relations, proportions, values of each work of art toward the whole are readjusted; and this is conformity between the old and the new. Whoever has approved this idea of order, of the form of European, of English literature will not find it preposterous that the past should be altered by the present as much as the present is directed by the past. And the poet who is aware of this will be aware of great difficulties and responsibilities.

- (b) Capabilities, I would argue, are very closely linked to rights, but the language of capabilities gives important precision and supplementation to the language of rights. The idea of human rights is by no means a crystal clear idea. Rights have been understood in many different ways, and difficult theoretical questions are frequently obscured by the use of rights language, which can give the illusion of agreement where there is deep philosophical disagreement. People differ about what the basis of a rights claim is: rationality, sentience, and mere life have all had their defenders. They differ, too, about whether rights are prepolitical or artifacts of laws and institutions. They differ about whether rights belong only to individual persons, or also to groups. They differ about whether rights are to be regarded as side-constraints on goal-promoting action, or rather as one part of the social goal that is being promoted. They differ, again, about the relationship between rights and duties: if A has a right to S, then does this mean that there is always someone who has a duty to provide S, and how shall we decide who that someone is? They differ, finally, about what rights are to be understood as rights to. Are human rights primarily rights to be treated in certain ways? Rights to a certain level of achieved well-being? Rights to resources with which one may pursue one's life plan? Rights to certain opportunities and capacities with which one may make choices about one's life plan? The capabilities approach has the advantage of taking clear positions on these disputed issues, while stating clearly what the motivating concerns are and what the goal is. The relationship between the two notions, however, needs further scrutiny, given the dominance of rights language in international feminism.

4. Write an essay on *any one* of the following topics.

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- (a) Digital learning and the humanities.
 - (b) Pandemic literature down the ages.
 - (c) The influence of the arts in uncertain times.
 - (d) Technology and the idea of privacy.
 - (e) Covid 19.
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