

**PRÉCIS**  
**Central Superior Services Examination (CSS) 1971**

**Passage.**

The essence of poetry is that it deals with events which <sup>concerning</sup> a large number of people and can be grasped not as immediate personal experience but as matter known largely from hearsay and presented in simplified and often abstract forms. It is thus the antithesis of all poetry which deals with the special, individual activity of the self and tries to present this as specially and as individually as it can. The poet who deals with public themes may himself be affected, even deeply, by contemporary events at some point in his own being, but to see them in their breadth and depth he must rely largely on what he hears from other men and from mass instruments of communication. From the start his impulse to write about them is different from any impulse to write about his own affairs. It may be just as strong and just as compelling, but it is not of the same kind. He has to give his own version of something which millions of others may share with him, and however individual he may wish to be, he cannot avoid relying to a large extent on much that he knows only from second hand. 200

Fundamentally this may not matter, for after all what else did Shakespeare do: but the Political poet does not construct an imaginary past, he attempts to grasp and interpret a vast present. Between him and his subject there is a gap which he can never completely cross, and all his attempts to make events part of himself must be to some extent hampered by recalcitrant elements in them, which he does not understand or cannot assimilate or find irrelevant to his creative task. In such poetry selection which is indispensable to all art, has to be made from an unusually large field of possibilities and guided by an exacting sense of what really matters and what does not. On one side he may try to include too much and lose himself in issues where he is not imaginatively at home, on the other side he may see some huge event merely from a private angle which need not mean much to others. Political poetry oscillates between these extremes, and its history in our time has been largely attempts to make the best of one or the other of them or to see what compromises can be made between them.

Poetry is artistic expression of general events in an artistic way to a large number of people. 36 120 Approx

Poetry is artistic expression of general events. It is opposite to prose that deals with personal experience of the poet. <sup>concerning</sup> poet who writes on public themes is although affected but he can't use only his personal <sup>by general</sup> experience. He has to include the say of general masses on the matter.

# Precis

## Title: Political Poetry and its challenges

Poetry is <sup>an</sup> artistic expression of events. These events <sup>can</sup> ~~may~~ be personal experiences of the poet or matters concerning the general public. Poetry concerning the public theme requires in-depth knowledge of events. ~~This knowledge can be obtained from different modes of communication.~~ Poet ~~tries~~ to express <sup>events</sup> ~~this~~ in his own creative manner. Political poet cannot depend on pure creativity; he has to describe <sup>on</sup> real life events which require his understanding ~~of~~ the subject. He tries to integrate but many obstacles <sup>description of</sup> ~~await~~ ~~He~~ has to <sup>and</sup> balance his creativity with the real life event; seive important from the unimportant. He has to make sure that he doesn't describe event entirely ~~from~~ his angles ~~which~~ can be boring for the reader. Political poetry fluctuates between the both angles. In history, attempts have been made to balance the two.

### Recommended Titles

- 1) ~~Struggles of a political poet~~
- 2) Essence of political poetry

(135 words)

write it properly  
and write total words  
too

**Remarks by Examiner**

**In main précis**

	Yes	No
1. Main idea is picked	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Main aspect(s) of an idea is/are covered	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3. Written in student's own language structure	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Cohesion/rhythm/orgnization needs improvement	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. Spelling(s) mistakes are found	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6. Need for improvement in grammar	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7. Is length per Requirement?	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**In Title**

	Yes	No
1. Title matches with précis/main idea	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Language of title is weak/incorrect	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3. Length of title as per standard	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**Marks**

Main Précis: 6 / 15

Title: 2 / 5

**Remarks**

be precise and to the point  
need improvement 8/20