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A Complete Guide for

**Grade-I LECTURER**

(SCHOOL EDUCATION)

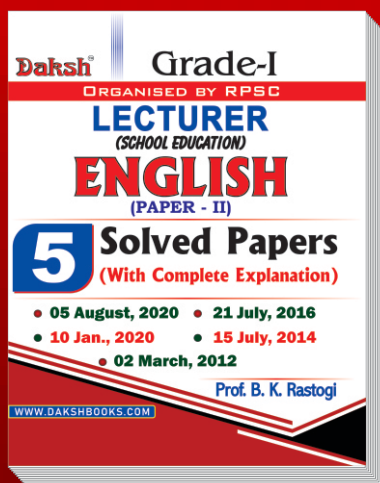
**ENGLISH**

(PAPER - II)

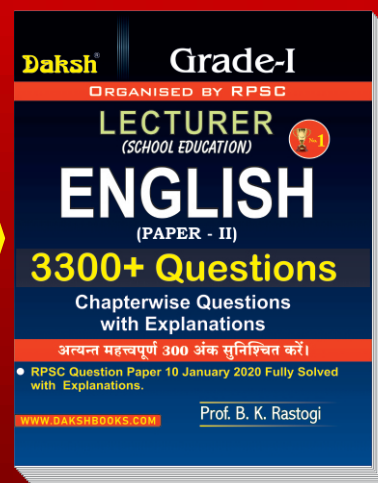


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Prof. B. K. Rastogi

# Syllabus

## for Examination for the post of **LECTURER • ENGLISH** **(SCHOOL EDUCATION)**

### **PAPER-II**

#### **Part-I**

#### **SENIOR SECONDARY LEVEL**

1. Articles and Determiners
2. Tenses
3. Transformations :
  - (i) Direct – Indirect
  - (ii) Active - Passive
  - (iii) Affirmatives, Negatives, Interrogatives
  - (iv) Simple to Compound and Complex
4. Auxiliaries/Modals
5. Prepositions
6. Phrasal verbs and Idioms
7. Reading Comprehension
8. Precis writing
9. Letter writing
10. Report writing

#### **Part-II**

#### **GRADUATION LEVEL**

##### **(A) Poetry**

1. Milton: On His Blindness
2. John Donne: Go and Catch a Falling Star
3. Wordsworth: Daffodils
4. Shelley - Ode to the West Wind
5. Keats - Ode on a Grecian Urn
6. Browning - My Last Duchess
7. Nissim Ezekiel - Night of the Scorpion
8. Kamla Das - Dance of the Eunuchs

##### **(B) Drama**

- Shakespeare : Macbeth
- As You Like It

##### **(C) Prose**

- Bacon : Of Studies
- Lamb : In Praise of Chimney Sweepers

##### **(D) Fiction**

- Hardy : The Mayor of Casterbridge
- R.K. Narayan : The Vendor of Sweets

##### **(E) An Acquaintance with the following Literary Forms:-**

Ode, Elegy, Ballad, Sonnet, Epic, Gothic, Allegory.

**(F) An Acquaintance with the following Figures of Speech:-**

Simile, Metaphor, Personification, Irony, Hyperbole, Onomatopoeia, Synecdoche, Oxymoron.

**(G) Phonetic Transcription, Word-Stress.****Part-III****POST GRADUATION LEVEL**

- (A)** T.S. Eliot - The Waste Land  
 Harold Pinter - The Birthday Party  
 Anita Desai - Cry, the Peacock
- (B)** Varieties of Languages :  
 Creole, Pidgin,  
 Code - Switching,  
 Code - Mixing.

**Part-IV****EDUCATIONAL PSYCHOLOGY, PEDAGOGY,****TEACHING LEARNING MATERIAL, USE OF COMPUTERS****AND INFORMATION TECHNOLOGY IN TEACHING LEARNING****I Educational Psychology**

- Concept, scope and functions of educational psychology.
- Physical, cognitive, social, emotional and moral developmental characteristics of adolescent learner and its implication for teaching-learning.
- Behavioural, cognitive and constructivist principles of learning and its implication for senior secondary students.
- Concept of mental health & adjustment and adjustment mechanism.
- Emotional intelligence and its implication in teaching learning.

**II Pedagogy and Teaching Learning Material (Instructional Strategies for Adolescent Learner)**

- Communication skills and its use.
- Teaching models- advance organizer, concept attainment, information processing, inquiry training.
- Preparation and use of teaching-learning material during teaching.
- Cooperative learning.

**III Use of Computers and Information Technology in Teaching Learning**

- Concept of ICT, hardware and software.
- System approach.
- Computer assisted learning, computer aided instruction.



For the competitive examination for the post of School Lecturer:-

1. The question paper will carry maximum 300 marks.
2. Duration of question paper will be Three Hours.
3. The question paper will carry 150 questions of multiple choices.
4. Negative marking shall be applicable in the evaluation of answers. For every wrong answer one third of the marks prescribed for that particular question shall be deducted.
5. Paper shall include following subjects: -
  - (i) Knowledge of Subject Concerned: Senior Secondary Level
  - (ii) Knowledge of Subject Concerned: Graduation Level.
  - (iii) Knowledge of Subject Concerned: Post Graduation Level.
  - (iv) Educational Psychology, Pedagogy, Teaching Learning Material, Use of Computers and Information Technology in Teaching Learning.

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# Lecturer - 'Grade-I' ★ English 2018

## Solved Paper : 05 August, 2020

● Time : 2½ Hours

● Number of Questions : 150

● Maximum Marks : 300

[Sanskrit Education]

1. Answer all questions.
2. All questions carry equal marks.
3. Negative marking will be done 1/3 of the total question marks will be deducted.

**Change the following affirmative sentences into negative ones. (Questions 1-2)**

### 1. He is greater than I.

- (1) I am not greatest.
- (2) I am less great.
- (3) I am not so great as he.
- (4) I cannot be great as he is. [3]

**Explain.**—Ans. (3) is Correct. दोनों वाक्यों का मूल अर्थ एक ही है। I am not so great as he and he is greater than I convey the same meaning.

### 2. He is too weak to walk.

- (1) He is so weak that he cannot walk.
- (2) He is not very weak too walk.
- (3) He cannot walk so weak.
- (4) He is very weak so cannot walk properly. [1]

**Explain.**—Ans. (1) is Correct. Too-to वाले वाक्यों को negative में sub + verb + so + adjective + that + subject + negative (cannot) + I form से बदलते हैं। जैसे—He is too poor to buy a cycle. He is so poor that he cannot buy a cycle.

**Change the following affirmative sentence into interrogative. (Questions 3-4)**

### 3. He will never learn to be polite.

- (1) When will he learn to be polite ?
- (2) Will he be polite ?
- (3) Shall he learn too be polite ?
- (4) Polite will he be ever ? [1]

**Explain.**—Ans. (1) is the correct interrogative. The question starts with a 'wh' word and the tense does not change. साधारण वाक्य को प्रश्नवाचक में बदलने पर मूल वाक्य का tense नहीं बदलता।

### 4. He came home after many years.

- (1) After years has he come home?
- (2) Did he not come home after many years ?
- (3) Home come after many years ?
- (4) Did come home he after years ? [2]

**Explain.**—Ans. (2) is correct. Did + Sub + not come + home + after many years?

**Transform the simple sentence into a compound. (Questions 5-6)**

### 5. The teacher punished the boy for disobedience.

- (1) The boy was disobedient and so punished by the teacher.
- (2) The boy was disobedient, so the teacher punished him.
- (3) Disobedience of the boy was punished.
- (4) The teacher punished the boy to disobedience. [2]

**Explain.**—Ans. (2) is correct. Compound sentence में दो उपवाक्यों को एक coordinate conjunction से जोड़ते हैं। पहली clause है—The boy was disobedient दूसरी clause है—the teacher punished him. इनको conjunction 'so' से जोड़कर compound sentence बना है।

### 6. He must work very hard to win the first prize.

- (1) He must work very hard for the first prize.
- (2) He must work very hard, or he will not win the first prize.
- (3) Winning the first prize requires hard work.
- (4) To win the first prize he ought to work harder. [2]

**Explain.**—Ans. (2) is correct. पहला उपवाक्य है—He must work very hard दूसरा उपवाक्य है—he will not win the prize दोनों का alternative conjunction 'or' से जोड़ा है।

**Transform the following simple sentence into a complex sentence. (Questions 7-8)**

### 7. It is too hot to go out today.

- (1) It is so hot going out today.
- (2) It is so hot that one cannot go out today.
- (3) Being hot one cannot go out today.
- (4) It is too hot so one cannot go out today. [2]

**Explain.**—Ans. (2) is correct. Complex sentence में Main clause और subordinate clause को subordinate conjunction से जोड़ते हैं। main clause है—It is so hot subordinate clause है—One cannot go out today दोनों को subordinate conjunction 'that' से जोड़ा है।

### 8. He was astonished to see me.

- (1) He was astonished when he saw me.
- (2) He was astonished on seeing me.
- (3) He was astonished that he see me.
- (4) When seeing me he was astonished [1]

**Explain.**—Ans. (1) is correct. Main clause : He was



# Lecturer - 'Grade-I' ☆ English 2019

## Solved Paper : 10 January, 2020

● Time : 2½ Hours

● Number of Questions : 150

● Maximum Marks : 300

1. Answer all questions.
2. All questions carry equal marks.
3. Negative marking will be done 1/3 of the total question marks will be deducted.

Choose the options which gives the correct meaning of the idiom/phrase. (Q.No. 1 to 3)

1. **To weather the storm—**

- (1) to withstand heavy rains
- (2) to survive a crisis
- (3) to create a crisis
- (4) to fall a prey [2]

**Explain.**—Ans. (2) is correct. To weather the storm का अर्थ to survive a crisis संकट से उबरना होता है।

2. **To rest on one's laurels—**

- (1) to depend on one's destiny
- (2) to become a restless person
- (3) to retire from active life
- (4) to crave for undue popularity [3]

**Explain.**—Ans. (3) is correct. To rest on one's laurels का अर्थ to retire from active life है। अपनी उपलब्धियों से इतना संतुष्ट होना कि और कुछ करने का प्रयत्न न करना।

3. **To come across—**

- (1) to challenge someone
- (2) to pass a bridge
- (3) to meet with
- (4) to appear out of the blue [3]

**Explain.**—Ans. (3) is correct. To come across का अर्थ किसी से अचानक मिलना है।

4. **I am done for:**

**The underlined expression means**

- (1) ruined
- (2) successful
- (3) happy
- (4) very excited [1]

**Explain.**—Ans. (1) is correct. Done for का अर्थ बर्बाद होना है। to be in a very bad situation.

5. **Writing novels is my bread and butter.**

**The underlined expression means**

- (1) livelihood
- (2) passion
- (3) first love
- (4) hobby [1]

**Explain.**—Ans. (1) is correct. Idiom bread and butter का अर्थ livelihood (आजीविका) है। Main source of income.

6. **Which among the following is not a reading technique?**

- (1) skimming
- (2) brimming
- (3) scanning
- (4) understanding [2]

**Explain.**—Ans. (2) is correct. Brimming पढ़ने की एक तकनीक नहीं है। As a verb brimming means filling with something.

**Reading Comprehension**

**Read the given passage and answer the questions that follow : (Q. No. 7 to 11)**

“What shall I do? When shall I do it? How shall I do it?” Do these questions perplex you? Perhaps you think of etiquette as a mysterious set of complicated rules. Long ago someone wrote, “Politeness is to do and say the kindest thing in the kindest way.” That’s about all there is to etiquette - showing consideration for the interests and feeling of others. Most of the rules and conventions that fill fat books on etiquette have at the foundation consideration for those with whom we come in contact. A few are based on custom.

Probably in manners, more than in anything else, little things are important. Keeping appointments punctually, refraining from laughter at the mistakes of others, inquiring after a sick friend - thoughtfulness in matters like these distinguishes the well-bred girl or boy.

7. **According to the author of the passage etiquette is—**

- (1) a mysterious set of complicated rules.
- (2) rigid rules and conventions governing behaviour.
- (3) consideration for the interests and feelings of others.
- (4) strict following up of all our customs. [3]

**Explain.**—Ans. (3) is correct according to the passage.

8. **The thing most important in good manners is—**

- (1) wearing expensive dresses.
- (2) speaking fluent English.
- (3) going to clubs and eating out.
- (4) showing thoughtfulness in small matters. [4]

**Explain.**—Ans. (4) is correct according to the passage.

9. **The word 'refraining' means—**

- (1) doing whatever you like
- (2) stopping yourself from doing something
- (3) laughing whole-heartedly
- (4) ridiculing others [2]

# Lecturer - 'Grade-I' ★ English 2016

## Solved Paper : 21 July, 2016

● Time : 2½ Hours

● Number of Questions : 150

● Maximum Marks : 300

1. Answer all questions.
2. All questions carry equal marks.
3. Negative marking will be done 1/3 of the total question marks will be deducted.

Read the following passage and answer the **Five** questions that follow by choosing the correct option:

### Comprehension Passage

The average life-span of humanity throughout history was twenty-seven years. In the nineteenth century, however, science and improved technology trebled life expectancy. As technological capabilities improved and life expectancy increased, the number of children per family went down, demonstrating the fact that nature keeps balancing the population figure. After major wars, when large numbers of young and healthy men are killed, the birth rate rises. It continues to rise for five years or so after the wars end, until the score is rectified. All this happens without the conscious co-operation or even the knowledge of the humans concerned. When the probabilities of human survival are poor, nature intervenes to maintain the balance. When the chances of man's survival improve nature reduces the birth rate.

#### 1. The author says that throughout history—

- (1) every man died on attaining 27 years of age.
- (2) the average life of people was 27 years.
- (3) everyman lived beyond 27 years of age or so.
- (4) all men died after attaining 27 years of age. [2]

**Explain.**—Ans. (2) सही उत्तर है। Passage के पहले वाक्य में ही सही उत्तर है।

#### 2. With the development of science and technology in the 19th century.

- (1) people expected more comforts in life.
- (2) agricultural production improved.
- (3) people were expected to produce more babies.
- (4) more people were expected to live longer. [4]

**Explain.**—Ans. (4) सही उत्तर है। Passage के दूसरे वाक्य में उत्तर है।

#### 3. As science and technology improves—

- (1) the number of babies born becomes directly proportional to life expectancy.
- (2) the number of babies becomes inversely proportional to life expectancy.
- (3) average life expectancy goes up and birth rate goes

down.

- (4) the number of babies is reduced by nature. [3]

**Explain.**—Ans. (3) Passage के अनुसार सही उत्तर है।

#### 4. According to the author, nature's intervention for the adjustment of population goes on—

- (1) without the conscious co-operation of mankind.
- (2) irrespective of what humans think about it.
- (3) with the active intervention of humans.
- (4) with the eager help of mankind. [1]

**Explain.**—Ans. (1) सही है। उत्तर इस वाक्य में है—All this happens without the conscious co-operation ..... concerned.

#### 5. The fall in birth rate with the increase in life expectancy demonstrates the fact that nature—

- (1) does not keep on balancing the population figure
- (2) keeps on balancing the population figure.
- (3) never bothers to keep on balancing the population figure.
- (4) seldom keeps balancing the population figure. [2]

**Explain.**—Ans. (2) सही है। Passage का अन्तिम वाक्य देखें।

### Poetry

#### 6. Who replies to Milton's question "Doth God exact day-labour, light denied" in "On His Blindness"?

- (1) Milton's inner voice
- (2) God himself
- (3) Patience
- (4) Murmur [3]

**Explain.**—Ans. (3) सही है। "Patience to prevent that murmur soon replies".

#### 7. How many impossible tasks does Donne enumerate in the first stanza of his poem "Goe, and catche a falling starre"?

- (1) Seven
- (2) Six
- (3) Five
- (4) Four [1]

**Explain.**—Ans. (1) सही है। Donne 7 impossible tasks का वर्णन करता है- (i) To each a falling star (ii) to beget a child on mandrake (iii) to recall the past (iv) to find out who cleft the feet of Satan (v) to teach the mermaids to sing (vi) to change human nature (vii) to find out the reason which makes a man honest.



## 1

# Determiners

## (निर्धारक शब्द या संज्ञा आगमन द्योतक शब्द)

**Definition :** The words that determine the type of nouns which follow them are called **Determiners**. Determiners always precede the noun they determine.

वे शब्द जो अपने आगे प्रयुक्त होने वाली संज्ञा (Noun) के प्रकार (type) को निर्धारित करते हैं Determiner कहलाते हैं। Determiner हमेशा संज्ञा (Noun) के पहले आते हैं।

Determiners are also called **function words** or grammatical words. They stress their function as structural markers thus a determiner signals the beginning of a noun phrase :

- (a) My **friend Naresh**.
- (b) The **boy on the roof**.

A determiner introduces the noun : A pen, the old book, our team.

A determiner shows how the noun is used.

**Determiners :** One of a group of words including 'the', 'a', 'some', and 'many' which are used at the beginning of a noun phrase.

**Study these sentences :**

1. **A** dog has a tail.
2. **This** pen is good.
3. **One** book is needed.
4. **Every** student will pass.
5. There is **only one** table in this room.

उपर्युक्त वाक्यों में क्रमशः A, This, One, Every और Only one शब्द एकवचन हैं इसलिए उनके आगे प्रयुक्त संज्ञा शब्द (Noun) dog, pen, book, student, और table भी singular एकवचन हैं।

**Study these sentences :**

1. **All** dogs have tails.
2. **These** pens are not good.
3. **Many** books are needed.
4. **Some** students will pass.
5. There are **several** tables in the room.

उपर्युक्त वाक्यों में क्रमशः All, These, Many, Some और several शब्द बहुवचन (plural) है इसलिए उनके आगे प्रयुक्त संज्ञा-शब्द (Noun) dogs, pens, books, students और tables भी बहुवचन (Plural) हैं। इससे यह निष्कर्ष निकलता है कि निर्धारक शब्द (Determiners) अपने आगे प्रयुक्त होने वाली संज्ञा (Noun) के प्रकार (Type) को निर्धारित करते हैं।

## KINDS OF DETERMINERS

(निर्धारक शब्दों के प्रकार)

### CLASSES OF DETERMINERS

- (a) **Pre-determiners**
- (b) **Central determiners - sub classes**
- (c) **Post determiners**

### CENTRAL DETERMINERS

They are used before noun or noun phrases.

- (a) **Definite article**
- (b) **Indefinite article** a / an
- (c) **demonstratives** - This, that, these, those
- (d) **possessives** - my, our, your, his, her, its, their
- (e) **interrogatives** - what, which, whose  
**what** day is it? **whose** book is this?
- (f) **relatives** - which, whose, whatever, whichever,
  - (i) At **which** point I interrupted you?
  - (ii) **Whose** student I used to be?
  - (iii) you can use it for **whatever** purpose you wish,
- (g) **Indefinites** - some / any / no / enough / every / many / many a / each / either / neither /
- (h) **Numeral determiners**

### PRE-DETERMINERS

They are used before central determiners.

- (a) These also include the **multipliers (double, twice thrice, three times..., and fractions / half, one third etc...)**

half a loaf, double my fee

- (b) They also include the words **all, both, such** and **what**

**all** the boys, **both** the brothers, **such** a joke, **what** a good book !

**Note:** These can also occur without a central determiner

all boys / both brothers / such / boys.

**Note :** 'such' can combine with other predeterminers - **all such** books,

**no such** boys, **many such** books

## 1

## Poetry

## 1. On His Blindness

[John Milton : 1608-1675]

## TEXT

*When I consider how my light is spent,  
Ere half my days, in this dark world and wide,  
And that one talent which is death to hide,  
Lodg'd with me useless, though my soul more bent  
To serve therewith my Maker, and present  
My true account, lest He returning chide,  
"Doth God exact day-labour, light deny'd?"  
I fondly ask; but Patience, to prevent  
That murmur, soon replies, God doth not need  
Either man's work, or His own gifts, Who best  
Bear His mild yoke, they serve Him best, His state  
is kingly : thousands at His bidding speed,  
and post o'er land and ocean without rest;  
They also serve who only stand and wait.'*

**Introduction to the Poet**—John Milton was born in London in 1608. He was the son of John Milton, the elder, a prosperous scrivener and composer of music, with Puritan sympathies. After going to school in London at St. Paul's, Milton proceeded to Christ's College, Cambridge, where he resided from 1625-32. There he wrote a number of poems including 'On the Morning of Christ's Nativity' (1629). From 1632-38 he lived at Horton in Buckinghamshire, devoting himself to reading the classics, studying music and mathematics and writing poems. To this period belong *L' Allegro* and *Ilpenseroso*; and the *Masque Comus*, which was produced in 1634 at Ludlow Castle by his friend, the musician Henry Lawes. The death of Edward King, a friend of his Cambridge days was the occasion of his writing *Lycidas* (1637)

After a fifteen months' sojourn abroad (1638-39), mainly in Italy, where he called on Galileo, Milton returned to England. In 1642 he married the daughter of a Cavalier family, Mary Powell, who deserted him, but who was reconciled to him in 1645 and lived with him until her death in 1652. He married Katherine Woodcock in 1656 and mourned her death in a sonnet (1658).

During the Civil War and for some years afterwards, Milton devoted himself to prose tracts on behalf of

the Puritan cause, his labours of reading and writing helping to bring on the total blindness which afflicted him in 1652. Although he had held what was virtually the post of **Foreign Secretary** under the Common Wealth, Milton remained unmolested after the Restoration of 1660. He married his third wife, Elizabeth Minshull, in 1663 and in 1667 published *PARADISE LOST* which he had probably begun in 1658. In 1671 the sequel '*Paradise Regained*' was published, together with '*Samson Agonistes*'. Milton's sonnets, like all his writings, **express himself**—the cultured poet and **serious God-fearing Puritan**.



Milton will always be remembered as a great poet of England, and if England is to be represented in an international congress of poets, it will be by Shakespeare first and Milton next. Milton was, in the words of Tennyson—

*"Mighty-mouthed inventor of harmonies,  
Skilled to sing of Tune and Eternity  
God-gifted organ-voice of England  
Milton, a name to resound for ages."*

**कवि का परिचय**—जॉन मिल्टन का जन्म 1608 में लंदन में हुआ था। वह जॉन मिल्टन (प्रथम) का पुत्र था जो एक धनी स्क्रिबनर एवं संगीतज्ञ था। वह प्यूरिटन्स के प्रति विशेष सहानुभूति रखता था। लंदन के सेण्टपाल स्कूल में जाने के बाद मिल्टन कैम्ब्रिज के क्राइस्ट कॉलेज में गया। वहाँ पर वह 1625 से 1632 तक रहा। वहाँ पर उसने बहुत-सी कविताएँ लिखीं, जिनमें '**मॉनिंग ऑफ क्राइस्ट्स नेटिविटी**' भी शामिल है (1629) 1632 से 38 तक वह बकिंघमशायर में Horton में रहा। वहाँ पर उसने प्राचीन साहित्य पढ़ा, म्यूज़ियम के अध्ययन में स्वयं को व्यस्त रखा और कविता लिखता रहा और गणित का अध्ययन किया। इसी काल में उसने **लाँ एलिगरो** और **इलपैन्सो** कविताएँ लिखीं, '**कोमस मास्क**' लिखा जिसे उसके मित्र संगीतज्ञ हैनरी लॉज ने लडलो कैसिल नामक स्थान पर प्रस्तुत किया।

कैम्ब्रिज के दिनों के उसके मित्र एडवर्ड किंग की मृत्यु के अवसर पर 1639 में उसने **लिसीडस** नामक कविता लिखी।

## 1

# T.S. Eliot, Harold Pinter & Anita Desai

## 1. The Waste Land [T.S. Eliot]

**Introduction to the Poet :** Thomas Stearns Eliot was born in 1888 in St. Louis, Missouri, U.S.A. He was educated at Harvard University, the Sorbonne and Merton College Oxford. After a brief period as a schoolmaster, he was employed in the Colonial and Foreign department of Loyds Bank. He was Director of Faber and Faber, the famous publishing firm. He was Charles Eliot Norton Professor of Poetry, Harvard University in 1932-33. He was awarded Nobel Prize for literature in 1948. His publications include *Collected Poems 1909-35* (published in 1936); *Old Possum's Book of Practical Cats* (1939); *Four Quartets* (1944), *Plays: 'Murder in the Cathedral'* (1935), *The Family Reunion* (1939), *The Cocktail Party* (1949); *The Confidential Clerk* (1954). He has also written a number of critical essays. His fame as a critic is no less great.

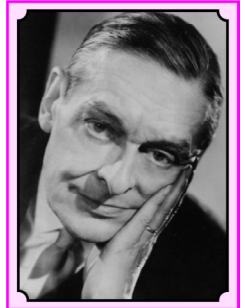
T.S. Eliot has been, with the possible exception of Yeats, the most influential figure in English poetry during the century. His output has been small, but his range is large. His method makes him inevitably obscure and anyone who wishes to get all he can out of him must be prepared to study him as though he were a Greek Classic. Since he published his first volume of poems in 1917 T.S. Eliot has won an authority such as no other poet in English has enjoyed since Tennyson—an authority as a poet, as a critic, publicist, and playwright. He has resorted the intellectual dignity of English poetry with his sensitive multilingual scholarship. He has contributed more than any other modern writer to the framework of ideas within which English poetry, past as well as present is read and interpreted.

Two impressions stand out from Eliot's volume—one is the impression of a remarkable technique. The other is that the poet is usually dealing with involved or obscure or painful states of mind. The flexible technique springs largely, as Eliot has told us, from his early study of Jacobean stage verse and the free verse of Jules Laforgue (though to these should perhaps be added the influence of Browning and of Henry James). It is a sign of Eliot's originality and insight that he should have turned to those two models in verse and

studied them together.

'The Love Song of J. Alfred Prufrock' shows Eliot's distinctive manner. His break from Victorian poetry comes out in the opening lines where colloquial language presents a situation at once distinct and mystifying:

*Let us go then you and I,  
When the evening is spread out  
against the sky.*



Eliot defined poetry in these words : "Poetry is not turning loose of emotion, but an escape from emotion; it is not the expression of personality but an escape from personality." — His central purpose can be described as a search for detachment or impersonality. His ideal of impersonality is ambiguous. But at its clearest, it stands for an intense effort to pass through a baffling, oppressive sense of unreality, to free himself of it, by converting it into mode of detached contemplation. Eliot's indifference to narrative in his own work is another aspect of his search for impersonality.

Eliot insists on a poet's obligation to transcend his private self by loyalty to the tradition of European literature as a whole for which he needs the historical sense. For Eliot, it means a constant attention to changes in literary styles and values, but also to continuity and permanence; a sense of fixity together with flux.

In Eliot's poetry, the idea of time has the same kind of prominence as the idea of Nature in the poetry of the romantics. It is latent there from the beginning. It comes to the forefront in *Gerontion* (1919), the most important poem in his second volume. And thereafter meditation on time remains an essential aspect of his poetry from the '*Waste Land*' to '*Four Quartets*', where it supplies both a subject and a method.

One sign of Eliot's mastery is his having perfected a new form of verse, resembling Langland's measure and challenging without being distracting to a modern ear. It

## I. Educational Psychology

# 1

## Concept, Scope and Functions of Educational Psychology

### Psychology

Psychology is the Greek word. It consists of two words—Psyche + logos = Psychology. **Psyche** means ‘soul’ and logos means ‘science’. Psychology means the science of soul. During the 16th century the soul was replaced by mind. The structuralist has explained psychology as consciousness. The functionalists define it science of behaviour.

### What is the Concept of Psychology ?

Psychology is the study of the mind and behavior. According to the American Psychological Association, it is the study of the mind, how it works, and how it affects behavior.

### Definitions of Psychology

1. “Psychology is the science which deals with the mutual interaction between an organism and environment.”  
—*Murphy*
2. “Psychology is the positive science of conduct and behaviour.”  
—*Mc Dugall*
3. “Psychology is the study of human nature.” —*Boring*
4. “Psychology is the science of activities of the individual in relation to the environment.” —*Wood Worth*
5. “It is possible to write psychology to be defined it as the science of behaviour.”  
—*Watson*

### Characteristics of Psychology

Chief characteristics of psychology can be enumerated as follows:

- (i) Psychology is the study of physical and social behaviour.
- (ii) Psychology is the study of adjustment in the environment.
- (iii) Psychology is the study of conscious and uncounscious behaviour.
- (iv) Psychology is the study of cognitive, affective and psychomotor behaviours.
- (v) Psychology is the science of behaviour of man and animal.
- (vi) Psychology is the science of mutual interaction between an organism and environment.

### Types of Psychology

There are several branches of psychology which are related to different spheres of human life.

- (i) Social Psychology
- (ii) Educational Psychology
- (iii) Military Psychology
- (iv) Cross-cultural Psychology
- (v) Clinical Psychology
- (vi) Adult Psychology
- (vii) Experimental Psychology
- (viii) Physiological Psychology
- (ix) Development Psychology
- (x) Human Psychology
- (xi) Applied Psychology
- (xii) Abnormal Psychology
- (xiii) Animal Psychology
- (xiv) Child Psychology
- (xv) General or Normal Psychology
- (xvi) Para Psychology
- (xvii) Group Psychology

### Importance of Psychology

There are many specialised areas of psychology but we are mainly concerned with educational psychology. Educational psychology has affected the teaching learning process in many ways. The following are main reasons for the need of psychology in education services.

- (i) The total development of a student.
- (ii) Proper choice of careers and profession.
- (iii) Proper choice of courses.
- (iv) Development of readiness for choices and changes to face new challenges.
- (v) Vocational development.
- (vi) Motivating the youth for self-employment.
- (vii) Minimising the mismatching between education and employment.
- (viii) Identifying and motivating the students from weaker sections of society.
- (ix) Helping the students in their period of turmoil and confusion.



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