

Daksh[®]

2024

ORGANISED BY RPSC

A Complete Guide for



Grade-I LECTURER

(SCHOOL EDUCATION)

ENGLISH

(PAPER - II)

Special Attractions

- RPSC Question Papers 14 Oct. 2022, 16 Nov. 2022 (Sanskrit Education) and 10 Jan. 2020 Fully Solved with Explanations.
- More than 90% Questions asked in the last eight RPSC Examinations are based on this Book.

Buy Online at : WWW.DAKSHBOOKS.COM

Prof. B. K. Rastogi

Preface to the Ninth Edition

My object in writing this book was to provide help and guidance for students preparing for RPSC I Grade teachers in English. I am pleased to know that the book has been successful in this object.

I feel deeply indebted to all of you for giving such a tremendous response to the earlier editions of this book. I am delighted to know that most of the questions asked in the RPSC question papers of 2022, 2020, 2016, 2014 and 2012 are based on the matter given in this book. It will be my sincere endeavour to keep on guiding students through this new revised and enlarged edition.

Main features of the present edition are :

- ★ The entire book has been revised and rearranged as per the requirement based on the questions asked in the Question Papers of RPSC examinations 2022, 2020, 2016, 2014 & 2012.
- ★ New chapters 'Important Notes on Psychology & Pedagogy', 'Glossary of Grammatical Terms', and 'Hints on the Use of Grammar' have been added.
- ★ Glossary of Grammatical terms will help students in understanding and solving theory questions.
- ★ RPSC Question Papers 2022 and 2020 has been solved (answers given and explained where necessary).
- ★ 900 Objective Type Questions based on the RPSC question papers of 2022, 2020, 2016, 2014 & 2012 have been added.
- ★ New matter has been added to each chapter and new questions added to most of the topics.
- ★ The special features of the New Edition are rules of grammar explained in English and Hindi and selection of material based on the observation and wide teaching experience of the author. The coverage is comprehensive and self contained and the approach is practical, making the book suitable both for classroom use and individual self study.

It is my sincere advice to students to study each chapter sincerely and solve the questions given at the end of the chapter without looking at their answers. I am sure the book will be of immense help to the students.

I express my gratefulness to all those who encouraged me to study English Grammar thoroughly and incorporate my knowledge and experience in this book. I would like to offer my special thanks to my family who patiently bore all sort of inconveniences during the preparation of this book.

I would also like to thank Shri Paritoshvardhan Jain, Gaurav Jain, Mr. Ajay and D.C. Gupta for their cooperation in bringing out the book.

Jaipur



B.K. Rastogi

TOPICWISE QUESTIONS

(RPSC Grade 1st Exam. 2012, 2014, 2016, 2020 & 2022)

No.	Chapter Name		2012	2014	2016	2020	2020 (Sanskrit Edu.)	2022	2022 (Sanskrit Edu.)
1.	Determiners		7	8	6	5	5	5	5
2.	Prepositions		6	8	6	4	4	5	5
3.	Tenses		8	9	10	6	6	5	5
4.	Modals		3	5	5	3	3	5	5
5.	Active-Passive		6	4	3	3	3	1	2
6.	Narration		3	2	3	3	3	1	1
7.	Negative		2	1	1	2	2	2	2
8.	Questions		2	1	1	2	2	2	2
9.	Simple-complex		×	2	2	4	4	3	3
10.	Idioms		6	2	1	3	3	2	2
11.	Phrasal verbs		6	2	5	2	2	3	3
12.	Comprehension		5	5	5	5	5	5	5
13.	Precis Writing		×	4	2	5	4	4	4
14.	Letter Writing		1	1	5	3	3	3	3
15.	Report Writing		×	1	2	4	4	3	3
POETRY									
16.	Milton		2	3	3	2	2	2	2
17.	Donne		2	2	3	3	3	2	2
18.	Wordsworth		3	3	3	3	3	1	1
19.	Shelley		6	3	3	3	3	1	1
20.	Keats		2	2	3	3	3	2	2
21.	Browning		×	2	3	3	3	2	2
22.	Ezekiel		×	3	3	3	3	1	1
23.	K. Das		2	2	4	3	4	1	1
DRAMA									
24.	William Shakespeare	Macbeth	10	5	4	4	4	4	4
25.	William Shakespeare	As You Like It	6	5	4	4	4	3	3
PROSE									
26.	Bacon	Of Studies	2	3	3	2	2	1	2
27.	Lamb	Chimney Sweepers	1	2	3	2	2	2	2
FICTION									
28.	Hardy	Mayor of Casterbridge	3	5	3	3	3	4	4
29.	RK Narayan	Vendor of Sweets	2	5	3	3	3	4	4
30.	Figures of Speech	Literary Terms	3+5	5	2	5	5	6	5
31.	Phonetics		6	3	3	4	4	4	4
32.	Stress		×	2	1	2	2	2	2
P.G. LEVEL									
33.	T.S. Eliot	Waste Land	2	3	3	3	3	8	8
34.	Pinter	Birthday Party	2	2	2	4	4	10	9
35.	Anita Desai	Cry the Peacock	2	2	2	2	2	5	5
36.	Creole/ Pidgin		2	2	4	4	4	2	2
37.	Code mixing / Code Switching		2	1	1	2	2	4	4
38.	Psychology/Pedagogy/ICT		30	30	30	30	30	30	30

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.

Contents

Chapter No. Pages

- ★ English for RPSC Lecturer • English • Solved Paper 14 Oct., 2022 P22-1–P22-16
 ★ English for RPSC Lecturer • English • Solved Paper 16 Nov., 2022 P22-17–P22-32
 [Sanskrit Education]
 ★ English for RPSC Lecturer • English • Solved Paper 10 Jan., 2020 P-1–P-12

Part-I

Senior Secondary Level 1–232

- 1 Determiners (निर्धारक शब्द या संज्ञा आगमन द्योतक शब्द) 1**
 ❖ Objective Type Questions with Answers 16
- 2 Tenses (काल) 24**
 ❖ Objective Type Questions with Answers 38
- 3 Transformation**
(Joining Sentences : Use of Conjunctions) 45
 ❖ Objective Type Questions with Answers 53
- 3a Direct/Indirect Speech (प्रत्यक्ष/अप्रत्यक्ष कथन) 56**
 ❖ Objective Type Questions with Answers 62
- 3b Passive Voice (कर्मवाच्य) 69**
 ❖ Objective Type Questions with Answers 77
- 3c Transforming an Affirmative into Negative and Interrogative Sentence**
(सकारात्मक वाक्य का नकारात्मक में और प्रश्नवाचक में परिवर्तन) 84
 ❖ Objective Type Questions with Answers 89
 ❖ Important Hints on Tag Questions 96
 ❖ Short Responses (Using Auxiliary Verbs) 98
 ❖ Objective Type Questions with Answers 99
- 3d Simple Sentence into Compound & Complex Sentence 105**
 ❖ Objective Type Questions with Answers 109
- 4 Auxiliaries/Modals (सहायक क्रियाएँ) 115**
 ❖ Objective Type Questions with Answers 128
- 5 Prepositions (पूर्वसर्ग) 133**
 ❖ Objective Type Questions with Answers 148



Chapter No.	Pages
6a Phrasal Verbs	155
❖ Objective Type Questions with Answers	162
6b Common Idioms and Phrases	167
❖ Objective Type Questions with Answers	176
7 Reading Comprehension	185
❖ Objective Type Questions with Answers	185-193
8 Precis Writing	194
Important Hints on Precis Writing	196
❖ Objective Type Questions with Answers	199
9 Letter-Writing (पत्र-लेखन)	201
❖ Objective Type Questions with Answers	208
10 Report-Writing	210
Important Hints on Report Writing	211
❖ Objective Type Questions with Answers	214
Glossary of Grammatical Terms	215

Part-'II'

Graduation Level233-508

1 Poetry	233
1 On His Blindness	
[John Milton : 1608-1675]	233
❖ Objective Type Questions with Answers	237
2 Go and Catch a Falling Star	
[John Donne : 1573-1631]	239
❖ Objective Type Questions with Answers	243
3 Daffodils	
[William Wordsworth : 1770-1850]	245
❖ Objective Type Questions with Answers	248
4 Ode to the West Wind	
[P.B. Shelley : 1792-1822]	251
❖ Objective Type Questions with Answers	263
5 Ode on a Grecian Urn	
[John Keats : 1795-1821]	266
❖ Objective Type Questions with Answers	271

Chapter No.	Pages
6 My Last Duchess [Robert Browning : 1812-1889]	274
❖ Objective Type Questions with Answers	282
7 Night of the Scorpion [Nissim Ezekiel : 1924-2004]	285
❖ Objective Type Questions with Answers	290
8 Dance of the Eunuchs [Kamala Das : 1934-2009]	293
❖ Objective Type Questions with Answers	296
2 Drama	299
1 Macbeth [William Shakespeare : 1564-1616]	299
❖ Objective Type Questions with Answers	322
2 As You Like It [William Shakespeare : 1564-1616]	326
❖ Objective Type Questions with Answers	346
3 Prose	351
1 Of Studies [Francis Bacon : 1561-1626]	351
❖ Objective Type Questions with Answers	362
2 In Praise of Chimney Sweepers [Charles Lamb : 1775-1834]	364
❖ Objective Type Questions with Answers	371
4 Fiction	374
1 The Mayor of Casterbridge [Thomas Hardy : 1839-1928]	374
❖ Objective Type Questions with Answers	441
2 The Vendor of Sweets [R.K. Narayan : 1906-2001]	446
❖ Objective Type Questions with Answers	469
5 An Acquaintance with Literary Forms and Figures of Speech	475
❖ Objective Type Questions with Answers	489
6 Phonetic Transcription and Word Stress	497
❖ Objective Type Questions with Answers	505

Chapter No. Pages

Part-'III'

Post Graduation Level 509–618

1 T.S. Eliot, Harold Pinter & Anita Desai 509

1. The Waste Land
[T.S. Eliot]..... 509

❖ Objective Type Questions with Answers 537

2. The Birthday Party
[Harold Pinter] 543

❖ Objective Type Questions with Answers 585

3. Cry, The Peacock
[Anita Desai] 590

❖ Objective Type Questions with Answers 602

2 Varieties of Languages 606

1. Creole 606

❖ Objective Type Questions with Answers 609

2. Pidgin 611

❖ Objective Type Questions with Answers 612

3. Code-Switching 614

❖ Objective Type Questions with Answers 615

4. Code-Mixing 616

❖ Objective Type Questions with Answers 617

Part-'IV'

Educational Psychology,

**Pedagogy, Teaching Learning Material, Use of Computers
and Information Technology in Teaching Learning 619–720**

0 Important Notes on Psychology & Pedagogy 619

I. Educational Psychology 628-667

1 Concept, Scope & Functions of Educational Psychology ... 628

❖ Objective Type Questions with Answers 631

**2 Physical, Cognitive, Social, Emotional and Moral
Developmental Characteristics of Adolescent Learner
and its implication for Teaching-Learning 634**

❖ Objective Type Questions with Answers 639

Chapter No. Pages

- 3 Behavioural, Cognitive and Constructivist Principles of Learning & its Implication for Senior Secondary Students ... 644**
 ❖ Objective Type Questions with Answers 649
- 4 Concept of Mental Health & Adjustment and Adjustment Mechanism 653**
 ❖ Objective Type Questions with Answers 657
- 5 Emotional Intelligence and its Implication in Teaching Learning..... 660**
 ❖ Objective Type Questions with Answers 665

II. Pedagogy & Teaching Learning Material 668-698
 (Instructional Strategies for Adolescent Learner)

- 1 Communication Skills and its Use 668**
 ❖ Objective Type Questions with Answers 671
- 2 Teaching Models - Advance Organizer, Concept Attainment, Information Processing, Inquiry Training..... 672**
 ❖ Objective Type Questions with Answers 680
- 3 Preparation and use of Teaching-Learning Material during Teaching 681**
 ❖ Objective Type Questions with Answers 693
- 4 Cooperative Learning 695**
 ❖ Objective Type Questions with Answers 698

III. Use of Computers and Information Technology in Teaching Learning 699-718

- 1 Concept of ICT, Hardware and Software 699**
- 2 System Approach 710**
- 3 Computer Assisted Learning, Computer Aided Instruction 713**
 ❖ Objective Type Questions with Answers 717

Lecturer - 'Grade-I' ☆ English 2022

Solved Paper : 14 Oct., 2022

● 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 correct Articles/Determiners from the given options to fill in the blanks:

1. Please pass me more sugar, dear.

(A) any (B) some
(C) few (D) a few [B]

Exp. : Ans. (B) is correct. The sentence is affirmative and contains a request, so it will take 'some'. यह वाक्य सकारात्मक है। इसमें request के लिए some का प्रयोग होगा।

2. grain they had was destroyed by the floods.

(A) Little (B) A little
(C) The little (D) Any [C]

Exp. : Ans. (C) is correct. 'The Little' is used for total quantity and conveys a negative/positive sense. It means 'not much'. The little का प्रयोग मात्रा में कम और सम्पूर्ण मात्रा के लिए होता है। जो थोड़ा बहुत अनाज था वह बाढ़ में नष्ट हो गया।

3. He said he was employee of Pawan gas company.

(A) the ; an (B) the ; the
(C) an ; zero article (D) an ; an [C]

Exp. : Ans. (C) is correct. Employee की प्रारम्भिक ध्वनि स्वर है और यह एकवचन है इसलिए employee के पहले 'an' लगेगा और Pawan Gas Company के पहले zero article (×) आयेगा। Ans. (C) सही है।

4. I will not sanction you loan this year.

(A) any (B) some
(C) little (D) few [A]

Exp. : Ans. (A) is correct. यह वाक्य negative है। इसमें any का प्रयोग होगा। इसलिए Ans. (A) सही है।

5. Words beginning with a silent 'h' require—

(A) A (B) An
(C) The (D) None of the above [B]

Exp. : Ans. (B) is correct. Silent 'h' से शुरू होने वाले शब्दों की प्रारम्भिक ध्वनि स्वर होती है और उनके पहले 'an' आता है। जैसे – an hour, an honest man.

Fill in the blanks with the correct tense form – (Q. 6 to 10)

6. He for five weeks when they had to summon the doctor.

(A) fasted (B) had been fasting
(C) has been fasting (D) has fasted [B]

Exp. : Ans. (B) is correct. इस वाक्य का tense-Past Perfect Continuous (had been + ing form + time) है। इसलिए ans. (B) सही है।

7. How long waiting for the officer now?

(A) have you been (B) had you been
(C) are you (D) is you [A]

Exp. : Ans. (A) is correct. इस वाक्य का Tense-Present Perfect Continuous है इसलिए प्रश्नवाचक वाक्य में – How long have you been waiting ...? आयेगा।

8. The last train the station at 5.30 a.m.

(A) leaves (B) will leaving
(C) was left (D) has been left [A]

Exp. : Ans. (A) is correct. Time tabled event का tense प्रायः Present Indefinite (leaves) होता है इसलिए Ans. (A) सही है। यह Repeated activity है।

9. He used to visit us every week, but he rarely now. (come)—

(A) came (B) come
(C) comes (D) is coming [C]

Exp. : Ans. (C) is correct. now और rarely के साथ comes – Present Indefinite आयेगा। Ans. (C) सही है।

10. If you a little longer, you might have caught the last bus.

(A) been waiting (B) had waited
(C) have waited (D) will have waited [B]

Exp. : Ans. (B) is correct. यह वाक्य unfulfilled condition (in the past) है। इस वाक्य में if clause में Past Perfect (had + III form) आती है और Main clause में would have/might have/could have + III form आती है। Ans. (B) सही है।

Lecturer - 'Grade-I' ☆ English 2022

Solved Paper : 16 Nov., 2022 [Sanskrit Education]

• 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.

1. *Choose the appropriate option that gives the interrogative of the following sentence—*

That was not an example to be followed.

- (A) Is this an example to be followed?
 (B) Was this not an example to be followed?
 (C) Was that an example to be followed
 (D) Is this not an example to be followed? [C]

Exp. : Ans. (C) is correct. यह एक Rhetorical Question है। ऐसे Question में नकारात्मक उत्तर का सकारात्मक प्रश्न बनता है। इसलिए Was that an example to be followed ? सही उत्तर है।

2. *Change the following sentence into indirect speech—*
Sarita said to me, "I will do it now or never."

- (A) Sarita told me that I would do it then or never.
 (B) Sarita told me that she would do now or never.
 (C) Sarita told me that she will do that now or never.
 (D) Sarita told me that she would do it then or never. [D]

Exp. : Ans. (D) is correct. Indirect बनाते समय affirmative वाक्य में R.V. बाहर की क्रिया said to का told बन जाता है, Link word – that लगता है और will का would बनता है। Now का then बन जाता है। विकल्प (D) में ये सब changes है।

3. *Choose the correct tense—*
The clerk the money from the bank by one o'clock.

- (A) has withdrawn
 (B) will have withdrawn
 (C) is withdrawing
 (D) had been withdrawing [B]

Exp. : Ans. (B) is correct. Tense Future Perfect है। इसलिए Will have withdrawn सही verb form है।

4. *Fill in the blank with appropriate determiner—*
..... Delhi was without electricity last night.

- (A) Many of (B) Most of
 (C) Each of (D) One of [B]

Exp. : Ans. (B) is correct. यहाँ Most of का प्रयोग स्थान के लिए हुआ है। अर्थ है – दिल्ली का अधिकतर भाग।

5. *Do as directed—*
Who were you taught grammar by? (Change into Active)

- (A) You were taught grammar by whom?
 (B) Who teaches you grammar?
 (C) Whom did you teach grammar?
 (D) Who taught you grammar? [D]

Exp. : Ans. (D) is correct. Passive Voice का Tense Past Indefinite है और वाक्य question है) इसलिए active voice – Who taught you English? बनेगा।

6. *Choose the option which best expresses the meaning of the idiom—*

Harassed by repeated acts of injustice, he decided to put his foot down.

- (A) resign
 (B) not to yield
 (C) withdraw
 (D) accept the proposal unconditionally [B]

Exp. : Ans. (B) is correct. To put his foot down का अर्थ है – पैर जमा लिया अर्थात् झुका नहीं। To put one's foot down का अर्थ दृढ़तापूर्वक अपनी बात कहना है या समर्पण नहीं करना है।

7. *Fill in the blank with an appropriate modal auxiliary—*

She have told me she was going to stay out all night.

- (A) ought (B) might
 (C) shall (D) will [B]

Exp. : Ans. (B) is correct. Might have + III form का प्रयोग भूतकाल में संभावना को व्यक्त करता है।

8. *Fill in the blank with preposition—*

After the advice of this father, he was reconciled ... his wife.

- (A) into (B) by
 (C) with (D) to [D]

Exp. : Ans. (D) is correct. Reconcile to का अर्थ सुलह या समझौता करना है। Reconcile to a person सही प्रयोग है।

9. *Choose the appropriate affirmative of the following sentence—*

I never in my life made a plan and failed to carry it out.

- (A) Whenever I had a plan in my life, I had carried it out.

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]

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.

दक्ष की पुस्तकें Online Order करने के लिए www.dakshbooks.com पर जायें



Prof. B.K. Rastogi has been P.G. Principal and Head of the Department of English in Govt. Colleges in Rajasthan. He has been teaching English at Undergraduate & Post-graduate levels for the last 50 years. He has been guiding students for R.J.S., R.A.S. and other competitive examinations for more than 50 years. He has authored many famous books : English for Administrative Services; English for Judicial Services; English for School Lecturers; English for Teachers; English Communication Techniques.

**This book is especially meant for candidates preparing for
RPSC Lecturer-English, School Education (Grade-1)**

Salient Features

- ◆ Basic concepts and rules explained in easy and simple English and Hindi.
- ◆ Various topics of grammar and usage explained with plenty of solved examples.
- ◆ Detailed study material on all the twenty four topics of Part I, II, III and IV.
- ◆ Approx. 2500 objective type questions with answers on all the important topics of grammar and usage (Part-I), Graduation Level Literature (Part-II), Post Graduation Level Literature (Part-III) and Educational Psychology, Pedagogy etc. (Part-IV).
- ◆ Written on the basis of the knowledge and research of modern English Grammar, Literature and Educational Psychology.

**Written strictly according to the syllabus prescribed for
RPSC Lecturer-English, School Education (Grade-1)**

Daksh Prakashan

(A Unit of College Book Centre)

A-19, Sethi Colony, Jaipur (Raj.)
Phone No.: 0141-2604302

Code No. D-730 | ₹ 1260/-

इस पुस्तक को ONLINE खरीदने हेतु

WWW.DAKSHBOOKS.COM

पर ORDER करें

★★ **FREE DELIVERY** ★★