



New Revised 10<sup>th</sup> Edition

ORGANISED BY RPSC

A Complete Guide for



**Grade-I LECTURER**  
(SCHOOL EDUCATION)

**ENGLISH**  
(PAPER - II)

**Special Attractions**

- RPSC Question Papers 19 Nov. 2024 (Sanskrit Education), 14 Oct. 2022, Fully Solved with Explanations.
- More than 90% Questions asked in the last nine RPSC Examinations are based on this Book.

— Prof. B.K. Rastogi —

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## Preface to the Tenth Edition

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

I feel deeply indebted to all students 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 2024, 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.

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 and use 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 Paritosh Vardhan Jain, Gaurav Jain, Shiv Shankar Prasad, D.C. Gupta and Mr. Ajay for their cooperation in bringing out the book.

Jaipur

**B.K. Rastogi**

## **Main features of the present edition :**

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- ❖ The entire book has been revised and rearranged as per the requirement based on the questions asked in the Question Papers of RPSC examinations 2024, 2022, 2020, 2016, 2014 & 2012.
- ❖ New chapters on 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 2024, 2022 and 2020 have been solved (answers given and explained where necessary).
- ❖ 1050 Objective Type Questions based on the RPSC question papers of 2024, 2022, 2020, 2016, 2014 & 2012 have been added.
- ❖ New matter has been added to each chapter and new questions added to all 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.



(1943-2020)

Dedicated to  
**Mrs. Leela Rastogi**  
*my*  
INSPIRATION

# 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**

**PEDAGOGY, TEACHING LEARNING MATERIAL,  
USE OF COMPUTERS AND INFORMATION  
TECHNOLOGY IN TEACHING LEARNING**

**I 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.

**II 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 2024

**Solved Paper : 19 Nov., 2024 [Sans. Edu.]**

• 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. Fill in the blank with the correct modal:

I am afraid that if I asked him again, he .....

(uncertainty and possibility)

- (1) might (2) ought  
(3) mustn't (4) wouldn't  
(5) Question not attempted [1]

**Exp. :** यह वाक्य भविष्य में अनिश्चितता और संभावना को दर्शाता है। Might एक ऐसा modal है जो संभावना (possibility) और अनिश्चितता (uncertainty) को व्यक्त करता है। यह "may" का अधिक अनिश्चित रूप है और सामान्यतः ऐसी स्थिति में प्रयोग होता है जहाँ कार्य के होने या न होने की संभावना हो।

Example: He might come tomorrow. (वह कल आ सकता है।)

2. Choose the option which correctly expresses the concept in brackets at the end of the sentence and fill in the blank:

She ..... sit for hours in her garden and knit.  
(past habit)

- (1) ought to (2) would  
(3) might (4) shall  
(5) Question not attempted [2]

**Exp. :** Would अतीत की आदतों (past habits) को व्यक्त करता है। इसका उपयोग तब किया जाता है जब किसी व्यक्ति की पूर्व की आदत को संदर्भित करना हो।

Example:

When we were children, we would play outside all day. (जब हम बच्चे थे, तो हम पूरे दिन बाहर खेलते थे।)

3. Fill in the blank with the correct modal:

I managed to find the street, but I ..... find her house. (inability)

- (1) hadn't (2) wasn't  
(3) couldn't (4) usen't  
(5) Question not attempted [3]

**Exp. :** "Couldn't" अतीत में किसी कार्य को न कर पाने की अक्षमता (inability) को दर्शाता है। यह "cannot" का past form है।

Example:

I couldn't solve the puzzle. (मैं पहेली हल नहीं कर सका।)

4. Fill in the blank with the correct modal:

I bought three loaves; that ..... be enough.  
(express deduction or conclusion)

- (1) will (2) may  
(3) should (4) can  
(5) Question not attempted [3]

**Exp. :** Should का प्रयोग अनुमान, सुझाव, या अपेक्षित परिणाम (expected outcome) को व्यक्त करने के लिए किया जाता है। यहां "should" अनुमान लगाता है कि तीन रोटियां पर्याप्त होनी चाहिए।

Example:

He should be home by now. (उसे अब तक घर पहुंच जाना चाहिए।)

5. Fill in the appropriate modal in the blank:

On the other side of the wood, there was a field that he ..... cross to reach his home.  
(immediate obligation)

- (1) should (2) must  
(3) might (4) ought to  
(5) Question not attempted [2]

**Exp. :** Must तत्काल कर्तव्य या अनिवार्यता (immediate obligation) को व्यक्त करता है। इस वाक्य में must यह दर्शाता है कि उसे घर पहुँचने के लिए यह कार्य करना ही होगा।

Example:

You must finish your homework before going out. (तुम्हें बाहर जाने से पहले अपना होमवर्क खत्म करना ही होगा।)

6. Fill in the blank with the correct modal auxiliary:  
He didn't ..... be reminded about it. (absence of necessity)

- (1) want to (2) need to  
(3) ought to (4) used to  
(5) Question not attempted [2]

**Exp. :** "Need to" का प्रयोग तब किया जाता है जब किसी कार्य की आवश्यकता न हो। यहां didn't need to यह व्यक्त करता है कि उस व्यक्ति को इसे याद दिलाने की आवश्यकता नहीं थी।

Example:

You don't need to attend the meeting if you are busy. (यदि आप व्यस्त हैं, तो आपको मीटिंग में भाग लेने की आवश्यकता नहीं है।)

**143. Which one of the following is NOT a paradigm for Computer-Assisted Learning?**

- (1) Instructional Paradigm
- (2) Instrumental Paradigm
- (3) Revelatory Paradigm
- (4) Emancipatory Paradigm
- (5) Question not attempted [1]

**Exp. :** "Instrumental Paradigm" कंप्यूटर-सहायक शिक्षण का एक मान्यता प्राप्त दृष्टिकोण नहीं है।

इसके बजाय, Instructional, Revelatory, और Emancipatory दृष्टिकोण आम हैं।

उदाहरण:

Instructional Paradigm: छात्रों को निर्देशित करना।

Revelatory Paradigm: नए विचारों को प्रकट करना।

**144. Through Computer-Aided Instruction, students get:**

- (1) Personalized feedback
- (2) Prompt correct answers
- (3) Immediate feedback
- (4) All of these
- (5) Question not attempted [3]

**Exp. :** कंप्यूटर सहायक निर्देश छात्रों को त्वरित और व्यक्तिगत प्रतिक्रिया प्रदान करता है, जिससे वे अपनी गलतियों को तुरंत सुधार सकते हैं।

उदाहरण:

एक ऑनलाइन किज़ जो छात्रों को उत्तर प्रस्तुत करने के तुरंत बाद प्रतिक्रिया प्रदान करती है।

**146. Educational Psychology deals with:**

- A. Learner, learning process, evaluation of learning performance
- B. Learner, learning process, learning situation
- C. Problem of behavior, problem of learning, problem of individual differences

**Select the correct answer using the codes given below:**

- (1) A, B, and C
- (2) A only
- (3) A and B
- (4) B only
- (5) Question not attempted [1]

**Exp. :** शैक्षिक मनोविज्ञान का उद्देश्य शिक्षार्थियों की जरूरतों और उनकी सीखने की प्रक्रिया को समझना है।

यह शिक्षण के प्रभावी तरीकों और प्रदर्शन मूल्यांकन पर ध्यान केंद्रित करता है।

उदाहरण:

यह समझना कि एक छात्र समूह शिक्षण में बेहतर प्रदर्शन करता है या व्यक्तिगत अध्ययन में।

**147. The study of educational psychology helps:**

- (1) Teacher and learner
- (2) Guardians only
- (3) Manager only
- (4) Principal only

(5) Question not attempted [1]

**Exp. :** शैक्षिक मनोविज्ञान शिक्षकों को शिक्षण विधियों को बेहतर बनाने और छात्रों की सीखने की प्रक्रिया को समझने में मदद करता है। यह छात्रों को अपने सीखने के तरीकों में सुधार करने में भी सहायता करता है।

उदाहरण:

एक शिक्षक कक्षा में विभिन्न शिक्षण तकनीकों का उपयोग करके छात्रों की व्यक्तिगत जरूरतों को पूरा करता है।

**148. Rapid increase in the weight and height of a child occurs between the period of:**

- (1) 10-12 years
- (2) 12-14 years
- (3) 14-16 years
- (4) 16-18 years
- (5) Question not attempted [3]

**Exp. :** किशोरावस्था (Adolescence) के शुरुआती वर्षों में, 12 से 14 वर्ष की उम्र के बीच, बच्चों में शारीरिक विकास (वजन और ऊँचाई) तेजी से होता है। यह वृद्धि हार्मोनल परिवर्तन के कारण होती है।

उदाहरण:

इस आयु में बच्चे अक्सर किशोरावस्था से संबंधित शारीरिक और मानसिक परिवर्तनों का अनुभव करते हैं।

**149. According to Erikson's psychosocial development theory, a major event that occurs during adolescence is:**

- (1) Independence
- (2) Peer relationships
- (3) Love relationships
- (4) Acceptance of one's life
- (5) Question not attempted [2]

**Exp. :** किशोरावस्था (Adolescence) में, एरिकसन के अनुसार, "Identity vs. Role Confusion" चरण महत्वपूर्ण होता है।

इस चरण में, साथियों (peers) के साथ संबंध बनाने और अपनी पहचान खोजने पर जोर दिया जाता है।

उदाहरण:

एक किशोर मित्र समूह में स्वीकार किए जाने के लिए अपनी प्राथमिकताओं और व्यवहार को अनुकूलित कर सकता है।

**150. Kohlberg has divided moral development into:**

- (1) 4 levels
- (2) 6 levels
- (3) 5 levels
- (4) 3 levels
- (5) Question not attempted [4]

**Exp. :** कोलबर्ग के नैतिक विकास सिद्धांत में तीन स्तर शामिल हैं: Pre-conventional Level: व्यक्तिगत लाभ और दंड से बचने पर आधारित।

Conventional Level: सामाजिक मानदंड और नियमों का पालन।

Post-conventional Level: नैतिक सिद्धांतों और व्यक्तिगत मूल्यों पर आधारित।

उदाहरण:

Post-conventional स्तर पर व्यक्ति निर्णय लेने से पहले नैतिकता और मानव अधिकारों को प्राथमिकता देता है।

## RPSC EXAMINATION

## 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 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।



144. "Ten thousand saw I at a glance". Which figure of speech is this?

- (A) Simile (B) Metaphor  
(C) Conceit (D) Hyperbole [D]

**Exp. : Ans. (D)** is correct. It is the use of a hyperbole.

145. Effective communication facilitates teaching-learning in the classrooms, but many times we may become ineffective in our communication. For example, a student of 11<sup>th</sup> class could not achieve Grade 'A' in terminal examination. The teacher with disappointment tells him that "You are a loser". Name this barrier to effective verbal communication—

- (A) Labelling (B) Advising  
(C) Ordering (D) Threatening [A]

**Exp. : Ans. (A)** is correct. Labelling का अर्थ है – किसी को अनुचित तरीके से दर्शाना या वर्णन करना। Effective verbal communication में यह एक barrier है।

146. Pidgin languages in general represent speech forms which do not have—

- (A) Foreign speakers  
(B) Native speakers  
(C) Bilingual speakers  
(D) Communication among people who share a common language. [B]

**Exp. : Ans. (B)** is correct. Pidgin language आमतौर पर native speakers की speech forms को नहीं दर्शाती। Pidgin is used when people who do not speak the same language need to talk to each other.

147. The moral of the poem "On His Blindness" is—

- (A) to express lament  
(B) to register complaint  
(C) to express gratitude  
(D) to submit to God's will [D]

**Exp. : Ans. (D)** is correct. The moral of the poem 'On His Blindness' is to submit to God's will. 'They also serve who only stand and wait'.

148. Creole languages developed during European plantation settlements in the 17<sup>th</sup> and 18<sup>th</sup> centuries as a result of contact between—

- (A) Speakers of standard varieties  
(B) Speakers of European languages  
(C) Groups that spoke mutually unintelligible languages  
(D) Groups that spoke mutually intelligible languages [C]

**Exp. : Ans. (C)** is correct. Creole languages developed during European plantation settlements in the 17<sup>th</sup> and 18<sup>th</sup> centuries as a result of contact between groups that spoke mutually unintelligible languages.

149. The novel 'Cry, the Peacock' has been recognised as trendsetter of—

- (A) Psychoanalytical realism  
(B) Absurd novel  
(C) Experimental novel  
(D) Melodrama [A]

**Exp. : Ans. (A)** is correct. मनोरोग विश्लेषक यथार्थवाद का नया फैशन चलाने वाला। Cry The Peacock का मनोदशा या मनोरोग विश्लेषक उपन्यास का Trendsetter माना जाता है। इसमें माया की मानसिक स्थिति का पूर्ण यथार्थवादी विश्लेषण किया गया है।

150. During processing of information focusing on a specific aspect of experience that is relevant while ignoring others that are irrelevant is called—

- (A) Divided attention  
(B) Sustained attention  
(C) Executive attention  
(D) Selective attention [B]

**Exp. : Ans. (B)** is correct. यह प्रश्न Information processing model से सम्बन्धित है। Sustained attention का अर्थ—निरन्तर कायम रहने वाला ध्यान है। Information processing करते समय हम अनुभव के कुछ पहलुओं पर ध्यान केन्द्रित करते हैं। जो सूचना हमारे लिए relevant होती है उसे हम ग्रहण कर लेते हैं और जो सूचना हमारे लिए irrelevant होती है उसे हम छोड़ देते हैं या उस पर ध्यान केन्द्रित नहीं करते। इस प्रक्रिया को Sustained attention कहते हैं।

## Part-'T' : Senior Secondary Level

# 1

## Articles and 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 :

- My **friend** Naresh.
- The **boy on the roof**.

**Study these sentences :**

- A** dog has a tail.
- This** pen is good.
- One** book is needed.
- Every** student will pass.
- 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 :**

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

उपर्युक्त वाक्यों में क्रमशः All, These, Many, Some और several शब्द बहुवचन (plural) हैं 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**

- Pre-determiners**
- Central determiners - sub classes**
- Post determiners**

### Central determiners

They are used before noun or noun phrases.

- Definite article** - the
- Indefinite article** - a / an
- demonstratives** - This, that, these, those
- possessives** - my, our, your, his, her, its, their
- interrogatives** - what, which, whose  
**what** day is it? **whose** book is this?
- 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 wise,
- Indefinites** - some / any / no / enough / every / many / many a / each / either / neither /
- Numeral determiners** - one, two, three / once / twice / thrice

### Pre-determiners

They are used before central determiners.

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

half a loaf, double my fee

- 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

### Post determiners

Post determiners can come after the **central determiners**. They include the **cardinal numerals** and the ordinal numerals.

The **two** rooms / our **first** Principal.

**Note :** They also include many, few, and little.

- Exp.:** Ans. (B) is correct. 'The few' का प्रयोग संख्या में कम पर सारे की सारे के अर्थ में होता है।
18. **Fill in the blanks choosing the correct option.**  
 . . . philosophy is concerned with questions that have no answers. [RPSC 2020]  
 (A) Many of (B) Much of  
 (C) Each of (D) One of [B]  
**Exp.:** Ans. (B) is correct. Much of का प्रयोग uncountable noun के पहले अधिक मात्रा का बोध कराता है।
19. **There is . . . room left in the auditorium—**  
 (A) many (B) few [RPSC 2020]  
 (C) a few (D) little [D]  
**Exp.:** Ans. (D) is correct. Uncountable noun के पहले little का प्रयोग बहुत कम के अर्थ में होता है।
20. **Do you know Orwell's books? I haven't read . . .**  
 (A) much (B) some [RPSC 2020]  
 (C) more (D) any [D]  
**Exp.:** Ans. (D) is correct. Negative में any का प्रयोग होता है।
21. **Add . . . vowel after . . . last consonant.**  
 (A) an, the (B) a, a [RPSC 2020]  
 (C) an, a (D) a, the [D]  
**Exp.:** Ans. (D) is correct. Consonant ध्वनि के पहले a और vowel ध्वनि के पहले an आता है। Last के पहले the का प्रयोग हुआ है।
22. **His was . . . European.** [RPSC 2019]  
 (A) a (B) the (C) one (D) an [A]
23. **The BJP elected Modi . . . PM—** [RPSC 2019]  
 (A) the (B) a  
 (C) an (D) zero article [D]  
**Exp.:** Ans. (D) is correct. पद के पहले article नहीं लगता। यदि PM का प्रयोग व्यक्ति के लिए हो तो article लगता है। जैसे : The PM के लिए हो तो article लगता है। जैसे : The PM is coming to Jaipur tomorrow.
24. **We were walking under . . . dark sky—**  
 (A) A (B) The [RPSC 2019]  
 (C) zero article (D) This [A]  
**Exp.:** Ans. (A) is correct. यदि Sky के पहले विशेषण हो तो article 'A' का प्रयोग होता है।
25. **Have you read any Charles Dickens ? [RPSC 2019]  
 Do you know any Shivin ?**  
 (A) The first 'any' is a pronoun and the second a determiner.  
 (B) Both 'any' are determiners.  
 (C) Both 'any' are pronouns.  
 (D) The first 'any' is an adverb and the second a determiner. [A]  
**Exp.:** Ans. (A) is correct. First 'any' का प्रयोग Dickens की पुस्तकों के लिए हुआ है इसलिए यह pronoun है।
26. **Take 'any' book you like. I will take 'any' you don't want—** [RPSC 2019]  
 (A) The first any is a determiner and the second an adverb.  
 (B) Both any are determiners.  
 (C) Both 'any' are pronouns.  
 (D) The first any is a determiner and the second a pronoun. [D]
27. **There is hardly . . . problem that unsettles him—**  
 (A) many (B) some [RPSC 2019]  
 (C) any (D) few [C]
28. **'An' article precedes . . . vowel sound.**  
 (A) The (B) an [RPSC 2019]  
 (C) a (D) some [C]  
**Exp.:** Ans (c) is correct. Vowel sound CS है। इसके पहले 'A' आयेगा।
29. **There is . . . infection from pollutants now than ever before.** [RPSC 2019]  
 (A) much (B) a lot (C) more (D) most [C]  
**Exp.:** दो स्थितियों की तुलना में comparative degree 'more' का प्रयोग सही है।
30. **. . . are not always happy.** [RPSC 2019]  
 (A) Rich (B) Rich men  
 (C) The rich (D) Some rich [C]  
**Exp.:** Ans (C) is correct. The rich का अर्थ सभी अमीर हैं। यह Plural noun है।
31. **I gave him . . . book he wanted.** [RPSC 2019]  
 (A) a (B) The (C) some (D) any [B]  
**Exp.:** Ans (B) is correct.
32. **Birds of . . . feather flock together.**  
 (A) The (B) Some [RPSC 2019]  
 (C) a (D) any [C]  
**Exp.:** Ans (C) is correct. यहाँ feather का अर्थ एक जैसे—पंख हैं। (The same).
33. **. . . tiger is in danger of extinction.**  
 (A) A (B) One [RPSC 2019]  
 (C) Any (D) The [D]  
**Exp.:** Ans (D) is correct. The Tiger सम्पूर्ण जाति का बोध कराता है।
34. **. . . patriot in him proved stronger than the father.**  
 (A) One (B) A [RPSC 2019]  
 (C) The (D) Zero articile [C]  
**Exp.:** Ans (C) is correct. We use the definite article 'The' before a countable singular noun to express the cognate (समान) abstract notion (अमूर्त भाव) as the patriot for patriotism.  
 हम CS noun के पहले 'the' का प्रयोग अमूर्तभाव व्यक्त करने के लिए करते हैं जैसे यहाँ patriot (देशभक्त) का प्रयोग देशभक्ति (patriotism) के लिए हुआ है।

- (c) **All dynamic adjectives** are gradable. Most stative adjectives are gradable. (old, young, tall, big, high, small).
- 54. Non-gradable adjective :** An adjective which can not be modified by adverbs such as very, less, quite etc.
- (a) Non-gradability does not include comparison-that is non-gradable adjectives donot have comparative and superlative degrees.
- (b) Technical adjectives and Provenance (the place that something originally came from) adjectives are non-gradable : atomic, hydrochloric, Russian, British, Indian, Chinese, American, medical, criminal, dead, whole, round, unique, perfect, empty, vacant, chief, entire, extreme, perpetual.
- 55. Mobile element** that element of a clause or sentence which is not fixed in one place and can be moved easily and quickly. **An Adverbial** is generally mobile, i.e. is capable of occurring in more than one position in the clause.
- 56. Obligatory element :** Obligatory element is that element which you must do (follow) because of the rules of grammar.
- (a) Subject and verb are obligatory elements of a clause or sentence. It is compulsory for a sentence to have a subject (कर्ता) and a verb.
- (b) Mood and Aspect is the obligatory element of the Auxiliary.
- (c) Adverbials are not obligatory element of a clause.
- 57. Q-element** is the clause element containing the question words.
- (a) It generally comes first in the sentence.
- (b) The Q-word itself takes first position in the Q-element.
- (i) **Where** did you put my books ?
- (ii) **When** will you go to Ajmer ?
- 58. Non-assertive forms :** These items may be determiners, pronouns, or adverbs. **They donot naturally occur outside negative, interrogative, and conditional clauses :** not, never, no, neither, nor, hardly, little, few, least, seldom, any, anyone, anywhere, rarely, in any way, at all, yet, any longer far etc. (They are not used in assertive sentences).
- Non-assertive form वे determiner, सर्वनाम और क्रिया विशेषण है जिनका प्रयोग अधिकतर Negative, question और शर्त वाले उपवाक्यों में होता है। **सकारात्मक वाक्यों में इनका प्रयोग नहीं होता।**

S.No.	Affirmative	Negative
(i)	He was speaking to some one.	He was not speaking <b>to anyone</b> .
(ii)	I saw him somewhere.	It didn't see him <b>anywhere</b> .
(iii)	They sometimes visit us	They <b>never / rarely</b> visit us.
(iv)	I like him a great deal.	I don't like him <b>much</b> .
(v)	He is still there.	He isn't there <b>any longer / now</b> .
(vi)	They ate too many cakes.	They didn't <b>eat very</b> many cakes.
(vii)	Maneesh has been a long way.	Maneesh hasn't been <b>far</b> .
(viii)	Sarthak is coming too.	Sarthak isn't coming <b>either</b> .
(ix)	He saw one or other of them.	He didn't see <b>either of them</b> .
(x)	He was away a long time.	He wasn't away <b>long</b> .
(xi)	They have arrived already.	They haven't arrived <b>yet</b> .
(xii)	I have only a small quantity of sugar.	I don't have <b>very much</b> sugar.
(xiii)	You must be telling lies.	You <b>can't be</b> telling lies.
(xiv)	Must we pack now?	We <b>needn't</b> pack now.

**Note:** 'Mustn't' is not used at all in the 'necessity' sense; instead, we can use 'needn't' in the sense of 'necessity' (non-obligation / non-necessity) and we can use 'can't' in the sense of 'impossibility'.

- 59. Verb phrase :** The verb phrase can consist of one word, or more than one word, in which case the phrase consists of a 'head verb' preceded by one or more auxiliary verbs :

**27. Adverbial object :** The nouns which indicate time, place, distance, weight, measurement etc. are called adverbial object.

- (A) He will come today. (Time)  
 (B) I shall go home. (Place)

**Complementary Infinitive :**

**28.** When the infinitive is used as complement to a verb, it is called complementary infinitive:

- (A) The old man was about to die.  
 (B) Your duty is to obey your parents.  
 (C) Beauty is to see.  
 (D) I am to go.

**29. Mass noun** - A noun which is usually an uncount noun, but which can be used as a count noun when it refers to quantities or types of something; e.g. two sugars, cough medicines, three coffees.

**30. Homonym** : A word that is spelt like another word (or pronounced like it) but which has a different meaning, for example- 'can' = be able to, 'can' = put something in a container.

Principal = of a college, 'principal' = main.

**31. Sentence Adverbials (adjuncts)** indicate our attitude to what we are saying or to make our hearer have a particular attitude to what we are saying. Certainly, he is at fault.

**32.** Sentence Adverbials are also used to show a connection between sentences.

**33. Sentence adjunct** (Sentence Adverbial) is an adverbial which applies to the whole clause, rather than to part of it. e.g. We possibly have to wait and see. Luckily he was here.

**34. Linking adjunct is also** a sentence adjunct used to introduce a comment or to reinforce what is said. e.g. moreover, besides.

**35.** The structure of a verb phase is: Aux + main verb = is going, had done, have passed.

**36. Summation plurals** are tools and articles of dress consisting of two equal parts which are joined, they are called **summation plurals** (pairing nouns).

- (A) **Countability can be imposed by means of a pair of :** a pair of scissors, three pairs of scissors.  
 (B) They take a plural verb.  
 (C) When they are used as premodifiers, they lose the inflection 's' : a **trouser pocket**, a **suspender belt**.  
 (D) When these nouns are premodified many take a/an before them : **a garden shears**, a cotton trousers, a curling tongs, an iron tongs.

## Part-‘II’ : Graduation Level

# 1

## Poetry

### 1. On His Blindness [John Milton : 1608-1674]

#### 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 **लॉ एलिगरो** और **इलपैनेरोसो** 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।

सन् 1638-39 से लगभग 15 माह वह बाहर रहा। मुख्यतः इटली में, जहाँ वह गैलिलियो से मिला। पन्द्रह माह के पश्चात् वह स्वदेश लौट आया।

39. "He is as proud as a peacock". The sentence is an example of: [RPSC]  
 (A) Simile (B) Metaphor  
 (C) Personification (D) Pun [A]
40. Point out the figure of speech in the following:  
**Time and Tide waits for none.**  
 (A) simile (B) metaphor  
 (C) personification (D) pun [C]
41. Authority forgets a dying man. [RPSC]  
 (A) apostrophe (B) paradox  
 (C) personification (D) simile [C]
42. "Ten Thousand saw I at a glance". The figure of speech in the above line is. [RPSC]  
 (A) a simile (B) a metaphor  
 (C) a hyperbole (D) Personification [C]

### EXERCISE FOR PRACTICE

1. "The ship of life is sailing smoothly."  
 The figure of speech involved is :  
 (A) simile (B) metaphor  
 (C) apostrophe (D) pun [B]
2. "Our sweetest songs are those that tell of saddest thoughts."  
 The figure of speech involved is :  
 (A) epithet (B) paradox  
 (C) oxymoron (D) metaphor [C]
3. Point out the figure of speech :  
 "My love is like a red red rose."  
 (A) metaphor (B) simile  
 (C) alliteration (D) personification [B]
4. He is brave as a lion :  
 In the above sentence the figure of speech used is :  
 (A) metaphor (B) simile  
 (C) personification (D) alliteration [B]
5. He has a heart of stone.  
 The above sentence is an example of the use of :  
 (A) simile (B) metaphor  
 (C) personification (D) alliteration [B]
6. He has a heart like stone.  
 The above sentence is an example of the use of :  
 (A) simile (B) metaphor  
 (C) alliteration (D) personification [A]
7. I beg a thousand pardons.  
 The above sentence is an example of the use of :  
 (A) metaphor (B) simile  
 (C) hyperbole (D) personification [C]
8. The moon smiled behind the clouds.  
 The above sentence is an example of the use of :  
 (A) hyperbole (B) metaphor  
 (C) personification (D) simile [C]
9. Opportunity knocks at the door but once.  
 The above sentence is an example of the use of :  
 (A) simile (B) metaphor  
 (C) personification (D) hyperbole [C]
10. She wept ocean of tears.  
 In the above sentence the figure of speech used is :  
 (A) hyperbole (B) personification  
 (C) metaphor (D) exaggeration [A]
11. Errors like straws upon the surface flow.  
 In the above sentence the figure of speech used is :  
 (A) hyperbole (B) metaphor  
 (C) personification (D) simile [D]
12. Life is a dream.  
 In the above sentence the figure of speech used is :  
 (A) simile (B) hyperbole  
 (C) personification (D) metaphor [D]
13. The news was a dagger to his heart.  
 In the above sentence the figure of speech used is :  
 (A) metaphor (B) irony  
 (C) paradox (D) hyperbole [A]
- Choose the correct answer :  
 14. The term pastoral is widely used for :  
 (A) shepherds and rural life  
 (B) rural life closed to Nature  
 (C) innocence in human life [B]
15. William Blake's poem 'London' is :  
 (A) a sonnet (B) an ode  
 (C) an elegy (D) a lyric [D]
16. A tragedy is a story involving the suffering of :  
 (A) the protagonist (B) the hero's family  
 (C) the villain (D) the heroine [A]
17. The epic is a long narrative based on :  
 (A) myth (B) tradition  
 (C) myth or legend [C]
18. "The snake hissed in the grass. The figure of speech in the above is:  
 (A) metaphor  
 (B) simile  
 (C) onomatopoeia [C]
19. 'Fiction' is a composition based on :  
 (A) the story of a novel.  
 (B) facts.  
 (C) imaginary characters and situations. [C]
20. Irony is a literary device which refers to a statement that means :  
 (A) just the same of what is really expressed in words.  
 (B) just the opposite of what is really expressed in words.  
 (C) that the audience knows everything. [B]
21. In Dramatic Irony a character speaks out words :  
 (A) which he does not understand.  
 (B) which the audience do not understand.  
 (C) whose significance he does not fully know. [C]
22. Dramatic Irony is found in :  
 (A) drama (B) dramatic monologue  
 (C) satire (D) poetry [A]

## 7

# Phonetic Transcription and Word Stress

Normally students at school level are not familiar with linguistics and do not know much about phonetics, I.P.A. and Transcription. It is, therefore, necessary for the convenience and understanding of the students to explain these terms :

(i) **Phonetics** : Phonetics is the study and science of speech sounds, their production and the signs used to represent them.

(ii) **Phonology** (हिन्दी में इसे भी स्वर-विज्ञान कहा जाता है) is the study of the organization of the units of the sounds of speech into syllables and other larger units. The phonology of a language is a description of the systems and patterns of sounds that occur in that language.

(iii) **Morphology** (रूप या रूप-विधान विज्ञान) is the study of words.

(iv) **Syntax** (वाक्य-रचना) deals with the combination of words into phrases, clauses and sentences.

(v) **Semantics** (अर्थ-विज्ञान) is concerned with the study of meaning in all its aspects.

The term *grammar* is sometimes used to refer to morphology and syntax; some linguists use it to refer to the entire language.

(vi) **Graphology** (लिपि-विज्ञान) is the study of all the conventions used in representing speech in writing.

(viii) **Lexicology** (कोश कला) is the study of lexical (कोश-विषयक) items and their collocational relations.

**ध्वनि विज्ञान (स्वर विद्या) (Phonetics)** : ध्वनि विज्ञान, भाषा विज्ञान (Linguistics) का एक महत्वपूर्ण अंग है। इसमें हम भाषा की ध्वनियों, उच्चारण और प्रतिरूपों या चिह्नों का (जिनके माध्यम से भाषा की ध्वनियों को प्रस्तुत किया जाता है) अध्ययन करते हैं।

**PHONETIC TRANSCRIPTION (ध्वन्यात्मक प्रतिलेखन)** : Phonetic Transcription means the written symbolization of the speech sounds. The phonetic transcription is of the two types. When we write the phonetic symbols in full words or when we write the pronunciation of a word in phonetic symbols it is called Transcription in I.P.A. or Phonetic Transcription. भाषा विज्ञान के सन्दर्भ में रूपान्तरण का आशय स्वर सम्बन्धी रूपान्तरण से है। इसके माध्यम से हम दिए गए स्वर-चिह्नों (phonetic

symbols) को पूर्ण शब्दों में बदलते हैं और पूर्ण शब्दों को स्वर-चिह्नों (phonetic symbols) में बदलते हैं।

**Phonetic Symbols** : The symbols that represent the sounds produced by organs of speech are called **phonetic symbols**. These symbols are used to transcribe words i.e. to put down in writing what exactly one says. There is an alphabet called the International Phonetic Alphabet (I.P.A.) which has symbols to represent all the sounds that exist in the languages of the world.

**The Phoneme Theory** : Every language has a large number of vowel and consonant sounds forming the sound system of that language. These sounds can be grouped into a limited number of distinctive sound units and these sound units are called the phonemes (ध्वनिग्राम) of that language.

**International Phonetic Alphabet अन्तर्राष्ट्रीय स्वर-चिह्न वर्णमाला (I.P.A.)** : It is a logical and comprehensive alphabet (phonetic symbols) used at international level for the convenience of the non-native learners and speakers of English. The symbols of this alphabet are used to denote the pronunciation of words.

These symbols are designed on the principle that one symbol represents only one sound. These symbols are called the International Phonetic Alphabet (I.P.A.) All standard English dictionaries employ these phonetic symbols.

यह एक तर्कसंगत और सम्पूर्ण स्वर-चिह्न वर्णमाला है जिसका उपयोग अंग्रेजी के विदेशी वक्ताओं की सुविधा के लिए अन्तर्राष्ट्रीय स्तर पर किया जाता है। इस वर्णमाला के चिह्नों (प्रतिरूपों) का उपयोग शब्दों का उच्चारण बताने के लिए किया जाता है। अंग्रेजी के सभी स्तरीय शब्दकोष इस वर्णमाला का प्रयोग करते हैं।

**Syllable** : A syllable is a word or part of a word which can be uttered by a single effort of voice. It is a unit of pronunciation consisting of a vowel alone or of a vowel with one or more consonants. A vowel is the *nucleus* and a consonant is a marginal *element* in the syllable. A consonant can be either at the beginning or at the end of a syllable.

A consonant at the beginning of a syllable is called a **releasing consonant** and a consonant at the end of a syllable



## Part-III' : Post Graduation Level

# 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:

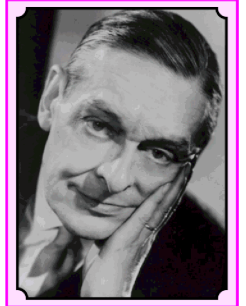
*Let us go then you and I,  
When the evening is spread out against the sky.*

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 might be called a poised measure, distinct alike from 'verse libre' and irregular blank verse. It consists of lines of varying length, commonly with four strong beats pausing midway as if for deliberation; it upholds that most precarious of poetic flights, calm abstract statement. This has the deliberateness of prose, but the effect of poetry — even of dramatic monologue; the verse movement underscores the act of the mind in distinguishing between neighbouring concepts. Eliot has found the exact rhythm and tone of voice for this purpose.

Eliot's most famous poem is the 'Waste Land'. In the 'Waste Land', Eliot endeavoured to project a complete view of civilization, of human history and human failure and of the perennial quest for salvation.

Eliot's poetry is difficult. At many places it becomes obscure. No modern poem has received so much comment as the *Waste Land*. The whole problem of obscurity in modern poetry was raised in its most acute form by the publication of this poem. Eliot's obscurity arises from his use of material known only to him, from association operating in his own mind as a result of odd reading which he cannot count on sharing with any considerable body of readers, and from the introduction of, for example Sanskrit words for whose meaning the English reader has to depend entirely on meaning given by the poet himself.

We owe an immense debt to Eliot for extending the range of English poetry. Yet Eliot's poetry lacks scope and sympathy. In spite of his immense technical skill, and in spite of his variation of styles from 'Prufrock' to the 'Four Quartets', his range and interests are limited. He has none of the deep imaginative sympathy with the human condition which the greatest poets have had. His introduction into English poetry of wit and irony, his renovation of the English poetic dialect, and his restoration of intelligence to poetry were all necessary and salutary achievements. Eliot's work both as poet and critic will remain of the utmost significance for the literary historian. It looks as though the revolution he led is to be permanent. Eliot remains a great minor poet and a major historical influence.

**कवि का परिचय :** टी.एस. ऐलियट का जन्म, सन् 1888 में सेण्ट लुइस मिसूरी, अमरीका में हुआ था। उनकी शिक्षा हार्वर्ड यूनिवर्सिटी, तथा मर्टन कॉलेज, ऑक्सफोर्ड में हुई। कुछ समय स्कूल मास्टर रहने के पश्चात् वे लॉयडज बैंक के विदेश विभाग में लग गए। वे फेवर एण्ड फेवर नामक प्रसिद्ध प्रकाशन-फर्म के डायरेक्टर थे। वे हार्वर्ड विश्वविद्यालय के सन् 1932-33 में चार्ल्स नौर्टन प्रोफेसर ऑफ पोयट्री रहे। 1948 में उन्हें साहित्य का नोबेल पुरस्कार प्राप्त हुआ। उनकी मुख्य रचनायें निम्नलिखित हैं— कलैक्टिड पोयम्ज़, 1909-1935 (1936), ओलड पोयम्ज़ बुक ऑफ प्रैक्टिकल कैट्स (1939), 'फोर क्वार्टेट्स' (1944)। नाटक—द फैमिली री-यूनियन (1939), द कोकटेल पार्टी (1949), 'द कॉन्फिडेंशियल क्लर्क' (1954)। उन्होंने अनेक आलोचनात्मक निबन्ध भी लिखे हैं। आलोचनात्मक कवि के रूप में उनकी प्रसिद्धि कम नहीं है।

टी.एस. ऐलियट शायद यीट्स को छोड़कर इस शताब्दी का सर्वाधिक प्रभावशाली कवि था। उनकी कविता परिमाण में तो कम ही है, किन्तु उनका रेञ्ज काफी विस्तृत है। उनकी कविता इस प्रकार की है कि वह कठिन हो जाती है। उनकी कविता का विस्तृत अध्ययन करने वाले विद्यार्थी को उनकी कविता को ग्रीक क्लासिक के समान पढ़ने के लिए तैयार रहना चाहिए।

1917 में अपनी कविताओं के प्रथम संग्रह के पश्चात् से ही ऐलियट को वह प्रसिद्धि प्राप्त हुई जो टैनिसन के पश्चात् किसी को नहीं हुई थी। उन्हें महान् कवि, नाटककार तथा आलोचक के रूप में मान्यता प्राप्त हुई। उन्होंने अपने विभिन्न भाषाओं के ज्ञान द्वारा अँग्रेजी कविता की मानसिक चेतना को उठाया है। अँग्रेजी की भूतकालिक एवं आधुनिक कविता जिन आदर्शों की पृष्ठभूमि में पढ़ी एवं समझी जाती है, उन विचारों को बनाने में उनका बहुत बड़ा योगदान है।

ऐलियट की कविताओं से दो बातें हमारे सामने आती हैं। प्रथम उनकी महान् काव्य-कला या टेकनीक। दूसरी यह कि कवि अपनी कविता के विषय में मस्तिष्क के गूढ़ रहस्यमय या दुःखपूर्ण स्थिति को प्रकाशित करने में लगा है। जैसा कि ऐलियट ने हमें बताया है कि उनकी टेकनीक पर जैकोबियन स्टेज की काव्य-शैली तथा जूलियस लैफोर्ग का प्रभाव पड़ा है। इन प्रभावों में हम ब्राउनिंग तथा हेनरी जेम्स का नाम भी जोड़ सकते हैं। यह बात कि ऐलियट ने इन दो की काव्य-शैली से सम्बन्ध स्थापित किया तथा उनका अध्ययन किया, ऐलियट की मौलिकता को सिद्ध करती है।

'द लव सौंग ऑफ जे. आलफ्रेड प्रफ्रॉक' ऐलियट की मौलिकता को सिद्ध करता है। विक्टोरियन काव्य में उनकी भिन्नता आरम्भ की पंक्तियों में ही दिखाई देती है, जहाँ वार्तालाप की साधारण भाषा में ऐलियट एक भिन्न एवं रहस्यमयी स्थिति का वर्णन करता है। (कविता की पंक्तियाँ अँग्रेजी भाग में देखिए)।

ऐलियट ने कविता की यह परिभाषा दी है—“कविता भावनाओं का खुला प्रकाशन नहीं है अपितु भावनाओं से पलायन है; यह व्यक्तित्व का प्रकाशन नहीं है अपितु व्यक्तित्व से पलायन है।” उनका प्रमुख उद्देश्य डिटेचमेंट की खोज कहा जा सकता है। इम्पर्सनेलिटी का उनका उद्देश्य बड़ा धुँधला है। ऐलियट की कथानक के प्रति उदासीनता उनकी इम्पर्सनेलिटी की खोज का ही एक पहलू है।

ऐलियट कहते हैं कि कवि को समस्त यूरोपियन साहित्य के आदर्शों का अनुकरण करना चाहिए और अपने व्यक्तित्व को उससे नीचे ही रखना चाहिए। इसके लिए कवि में ऐतिहासिक ज्ञान होना चाहिए। ऐलियट के अनुसार कवि को साहित्यिक आदर्शों तथा शैली में परिवर्तन का ध्यान रखते हुए स्थायी आदर्शों का भी ध्यान रखना चाहिए, अर्थात् उसे स्थायी एवं परिवर्तित होते रहने वाले आदर्शों एवं मूल्यों का ध्यान रखना चाहिए।

ऐलियट की कविता में समय का उतना ही महत्त्व है जितना कि रोमाण्टिक कवियों में प्रकृति का। यह गुण उनकी कविता में आरम्भ से ही है। यह उनकी 'गिटोन्शन' (1919) कविता में प्रमुखता से आता है। यह कविता उनके दूसरे काव्य में सर्वाधिक प्रमुख है। उसके पश्चात् समय का विचार उनकी कविता 'वेस्ट लैण्ड' से लेकर 'फोर क्वार्टेट्स' का प्रमुख पहलू रहा है।

ऐलियट की महानता का एक चिह्न है उनकी कविता का नया छन्द, जो लेंगलैण्ड की कविता के समान है। यह छन्द वर्सिलिबर एवं अनियमित ब्लैकवर्स दोनों से ही भिन्न है। इसमें विभिन्न लम्बाई की पंक्तियाँ हैं। यह जान-बूझकर गद्य के समान रखा गया है और इसका प्रभाव कविता जैसा होता है, अपितु नाटकीय मोनोलोग जैसा होता है। ऐलियट ने अपने उद्देश्य के अनुसार बिलकुल ठीक छन्द एवं लय को प्राप्त कर लिया है।

## I. Pedagogy & Teaching Learning Material (Instructional Strategies for Adolescent Learner)

# 1

## Communication Skills and its Use

### COMMUNICATION SKILLS: DEFINITION & DETAILED INFORMATION

#### Definition

- ❖ Communication skills are the abilities used to convey, receive, and understand messages effectively through verbal, non-verbal, written, or digital means. These skills encompass the articulation of thoughts, feelings, and ideas clearly, as well as the ability to actively listen and interpret messages from others.

**संचार कौशल :**  
**परिभाषा और विस्तृत जानकारी**

#### परिभाषा

- ❖ संचार कौशल वे क्षमताएँ हैं जो संदेशों को प्रभावी ढंग से व्यक्त करने, प्राप्त करने और समझने के लिए उपयोग की जाती हैं, चाहे वह मौखिक, अशाब्दिक, लिखित या डिजिटल माध्यमों के द्वारा हो। ये कौशल विचारों, भावनाओं और विचारों को स्पष्ट रूप से व्यक्त करने के साथ-साथ दूसरों से संदेशों को सक्रिय रूप से सुनने और समझने की क्षमता को भी शामिल करते हैं।

#### Communication Skills

Communication skills are the abilities you use when giving and receiving different kinds of information. Some examples include communicating new ideas, feelings or even an update on your project. Communication skill involve listening, speaking, observing and empathising. It is also helpful to understand the differences in how to communicate through face-to-face interactions, phone conversations and digital communications like email and social media.

Communication skill is the ability to convey or share ideas and feelings effectively. C. skills enable individuals to understand others and to be understood by others. A variety of aspects are important in the context of these skills, such as **listening, speaking, observing** and **empathy**.

Communication is the act of giving, receiving and sharing information in other words, talking or writing and listening or reading. Good communicators listen carefully, speak or write clearly, and respect different opinion.

Effective communication must be clear, correct,

complete, concise and compassionate. These are the five Cs of communication.

#### संचार कौशल

संचार कौशल वे क्षमताएँ हैं जिनका उपयोग आप विभिन्न प्रकार की जानकारी देने और प्राप्त करने के लिए करते हैं। इसके कुछ उदाहरणों में नई विचारधारा प्रस्तुत करना, भावनाओं को व्यक्त करना, या किसी परियोजना की नवीनतम स्थिति साझा करना शामिल है। संचार कौशल में सुनना, बोलना, अवलोकन करना और सहानुभूति रखना शामिल है। इसके अलावा, आमने-सामने की बातचीत, फोन पर बातचीत और ईमेल या सोशल मीडिया जैसी डिजिटल संचार विधियों के बीच अंतर को समझना भी सहायक होता है।

संचार कौशल प्रभावी रूप से विचारों और भावनाओं को व्यक्त करने या साझा करने की क्षमता है। ये कौशल व्यक्तियों को दूसरों को समझने और दूसरों द्वारा समझे जाने में सक्षम बनाते हैं। इन कौशलों के संदर्भ में सुनना, बोलना, अवलोकन करना और सहानुभूति जैसी विभिन्न विशेषताएँ महत्वपूर्ण होती हैं।

संचार का अर्थ है जानकारी देना, प्राप्त करना और साझा करना—दूसरे शब्दों में, बोलना, लिखना, सुनना और पढ़ना। अच्छे संचारकर्ता ध्यानपूर्वक सुनते हैं, स्पष्ट रूप से बोलते या लिखते हैं, और विभिन्न विचारों का सम्मान करते हैं।

प्रभावी संचार स्पष्ट, सही, संपूर्ण, संक्षिप्त और सहानुभूतिपूर्ण होना चाहिए। ये संचार के पाँच 'C' होते हैं।

#### Characteristics of Communication

- (1) Communication is essentially a two way process. Information has not only to be sent but has also to be received and understood. The process is incomplete until the response or reaction based on proper understanding is available. **Feedback is an essential part of communication.**
- (2) Communication is an ongoing process. When communication is absent human activity ceases to exist.
- (3) We can communicate a lot through signs, symbols and gestures. A victory sign made by two fingers communicates better than words.
- (4) The basic purpose of communication is to create mutual understanding by giving and seeking information.
- (5) Communication is essential in all types of organisations and at all levels of management.
- (6) It takes two to complete communication. There should be a sender and a receiver.

**उदाहरण****1. गणित में :**

- ❖ ज्यामिति की शुरुआत आकारों और उनकी विशेषताओं के एक अवधारणा मानचित्र (concept map) से करना।

**2. साहित्य में :**

- ❖ शेक्सपियर के अध्ययन की शुरुआत एलिज़ाबेथ युग के थिएटर के सारांश से करना।

**3. विज्ञान में :**

- ❖ पारिस्थितिकी तंत्र (ecosystems) के अध्याय की शुरुआत खाद्य जाल (food web) आरेख से करना।

**Conclusion**

- ❖ The Advance Organizer Model is a highly effective teaching method that helps students link prior knowledge to new material. By fostering deeper understanding and long-term retention, it is particularly useful for teaching complex, abstract, or detailed subjects. This model supports meaningful learning and can be applied across a wide range of disciplines.

**निष्कर्ष**

- ❖ एडवांस ऑर्गेनाइजर मॉडल एक अत्यधिक प्रभावी शिक्षण पद्धति है, जो छात्रों को उनके पूर्व ज्ञान को नई सामग्री से जोड़ने में मदद करती है। यह गहन समझ और दीर्घकालिक स्मरण को बढ़ावा देता है, जिससे यह जटिल, सांख्यिक, या विस्तृत विषयों को पढ़ाने के लिए विशेष रूप से उपयोगी है। यह मॉडल अर्थपूर्ण अधिगम को समर्थन करता है और इसे विभिन्न विषयों में लागू किया जा सकता है।

**Concept Attainment Model: A Detailed Definition**

- ❖ The Concept Attainment Model, developed by Jerome Bruner and his colleagues, is a teaching strategy designed to help students understand and define concepts by identifying attributes through a process of comparison and classification. This model encourages critical thinking and active engagement as students analyze examples and non-examples to determine the essential attributes of a concept.

**कॉन्सेप्ट अटेनमेंट मॉडल: एक विस्तृत परिभाषा**

- ❖ कॉन्सेप्ट अटेनमेंट मॉडल, जिसे जेरोम ब्रूनर और उनके सहयोगियों द्वारा विकसित किया गया था, एक शिक्षण रणनीति है जो छात्रों को अवधारणाओं को समझने और परिभाषित करने में मदद करती है। यह मॉडल तुलना और वर्गीकरण की प्रक्रिया के माध्यम से विशेषताओं की पहचान करने पर केंद्रित है। यह छात्रों को उदाहरणों और गैर-उदाहरणों (examples and non-examples) का विश्लेषण करने के लिए प्रोत्साहित करता है, ताकि किसी अवधारणा की आवश्यक विशेषताओं को निर्धारित किया जा सके। यह रणनीति आलोचनात्मक सोच और सक्रिय भागीदारी को बढ़ावा देती है।

**Key Features of the Concept Attainment Model****1. Inductive Learning Approach:**

- ❖ Students learn by observing patterns and sorting

examples, rather than being told the concept directly.

**2. Focus on Attributes:**

- ❖ The emphasis is on identifying key characteristics (attributes) that define a concept and distinguishing these from non-essential characteristics.

**3. Comparative Analysis:**

- ❖ Students compare examples (positive instances) and non-examples (negative instances) of the concept to understand its defining features.

**4. Development of Hypotheses:**

- ❖ Students actively create and test hypotheses about the defining attributes of the concept.

**कॉन्सेप्ट अटेनमेंट मॉडल की मुख्य विशेषताएं****1. आरोही शिक्षण दृष्टिकोण**

- ❖ छात्र पैटर्न का अवलोकन करके और उदाहरणों को वर्गीकृत करके सीखते हैं, बजाय इसके कि अवधारणा को सीधे बताया जाए।

**2. विशेषताओं पर ध्यान**

- ❖ जोर इस पर होता है कि अवधारणा को परिभाषित करने वाली प्रमुख विशेषताओं की पहचान की जाए और इन्हें गैर-आवश्यक विशेषताओं से अलग किया जाए।

**3. तुलनात्मक विश्लेषण**

- ❖ छात्र अवधारणा के उदाहरणों और गैर-उदाहरणों की तुलना करते हैं ताकि इसकी परिभाषित विशेषताओं को समझ सकें।

**4. परिकल्पनाओं का विकास**

- ❖ छात्र सक्रिय रूप से अवधारणा की परिभाषित विशेषताओं के बारे में परिकल्पनाएँ बनाते और उनका परीक्षण करते हैं।

**Phases of the Concept Attainment Model****1. Presentation of Examples:**

- ❖ The teacher introduces examples (positive instances) and non-examples (negative instances).
- ❖ Students examine the examples to find patterns or common traits in the positive instances.

**2. Formulation of Hypotheses:**

- ❖ Students develop hypotheses about what defines the concept based on the observed patterns.
- ❖ These hypotheses are tested by comparing them to additional examples and non-examples provided by the teacher.

**3. Testing and Refining Hypotheses:**

- ❖ Students refine their understanding by verifying or rejecting their hypotheses through more analysis of examples.
- ❖ Misunderstandings are corrected, and the concept is clarified.

**4. Naming the Concept:**

- ❖ After identifying the defining characteristics, the teacher provides the formal name or definition of the concept.

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**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 52 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.

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