

SPECIMEN

CSA

EGT-G-ENG

(उम्मीदवार द्वारा भरा जाएगा/To be filled by the Candidate)	कार्यालय के प्रयोग हेतु For Official Use
परीक्षा का नाम / Name of Examination : _____	
परीक्षा का माध्यम / Medium of Examination : _____	

अंग्रेजी (अनिवार्य)
ENGLISH (COMPULSORY)

निर्धारित समय : तीन घण्टे

Time Allowed : Three Hours

सामान्य अनुदेश

अधिकतम अंक : 300

Maximum Marks : 300

इस प्रश्न-सह-उत्तर (क्यू.सी.ए.) पुस्तिका में 40+8 पृष्ठ हैं। प्रश्न-पत्र, क्यू.सी.ए. पुस्तिका के अंत में संलग्न है, जो अलग (वियोज्य) किया जा सकता है और उम्मीदवार परीक्षा के उपरांत अपने साथ ले जा सकते हैं।

रफ़ कार्य के लिए, इस पुस्तिका के अन्त में खाली पृष्ठ दिए गए हैं।

पुस्तिका प्राप्त होने पर, कृपया यह जाँच कर लें कि इस क्यू.सी.ए. पुस्तिका में कोई कमी न हो, फटा हुआ पृष्ठ न हो अथवा कोई पृष्ठ गायब न हो इत्यादि। यदि ऐसा हो, तो इसके बदले नई क्यू.सी.ए. पुस्तिका प्राप्त कर लें।

General Instructions

This Question-Cum-Answer (QCA) Booklet contains 40+8 pages. Question Paper in detachable form is available at the end of the QCA Booklet which can be taken away by the candidate after examination.

For rough work, blank pages have been provided at the end of this Booklet.

On receipt of the Booklet, please check that this QCA Booklet does not have any shortcomings, torn or missing pages etc. If so, get it replaced with a fresh QCA Booklet.

(उम्मीदवार द्वारा भरा जाएगा/To be filled by the Candidate)	प्रश्न-सह-उत्तर पुस्तिका संख्या QCA Booklet No.
अनुक्रमांक / Roll No. : _____	0010605
परीक्षा का नाम / Name of Examination : _____	कार्यालय के प्रयोग हेतु For Official Use

अंग्रेजी (अनिवार्य)
ENGLISH (COMPULSORY)

उपस्थिति सं. Attendance No.	
(पर्यवेक्षक द्वारा भरा जाएगा/ To be filled by the Supervisor)	निरीक्षक के हस्ताक्षर Invigilator's Signature

EGT-G-ENG

	<p>महत्वपूर्ण अनुदेश</p> <p>उम्मीदवारों को नीचे उल्लिखित निर्देश सावधानी से पढ़ लेने चाहिए। किसी भी निर्देश का उल्लंघन करने पर उम्मीदवारों को मिलने वाले अंकों में कटौती, उम्मीदवारी रद्द या आयोग के परवर्ती परीक्षाओं के लिये वर्जित करने इत्यादि के रूप में दंडित किया जा सकता है।</p>	<p>Important Instructions</p> <p>Candidates should read the undermentioned instructions carefully. Violation of any of the following instructions may entail penalty in the form of deduction of marks, cancellation of candidature, debarment from further Examinations of the Commission etc.</p>
1	<p>(क) अपना अनुक्रमांक एवं अन्य विवरण केवल प्रश्न-सह-उत्तर पुस्तिका में उम्मीदवार के लिये निर्धारित स्थान पर ही लिखें।</p> <p>(ख) इस पुस्तिका में अन्यत्र कहीं भी अपना नाम, अनुक्रमांक, मोबाइल नं., पता अथवा प्रश्न-सह-उत्तर पुस्तिका संख्या न लिखें जिससे आपकी पहचान का खुलासा हो।</p>	<p>(a) Write your Roll Number and other details only in the space provided in the Question-Cum-Answer (QCA) Booklet for candidates.</p> <p>(b) Do not disclose your identity in any manner such as, by writing your Name, Roll number, Mobile number, Address, Question-Cum-Answer (QCA) Booklet No., etc. elsewhere in the Booklet.</p>
2	<p>अपनी प्रश्न-सह-उत्तर पुस्तिका में कहीं भी प्रश्नों के वास्तविक उत्तर के अतिरिक्त कुछ न लिखें जैसे कि कोई कविता/दोहा, अभद्र या अपमानजनक अभिव्यक्ति इत्यादि और न ही कोई ऐसा चिन्ह/निशान बनायें जिसका उत्तर से संबंध न हो।</p>	<p>Do not write in the QCA Booklet anything other than the actual answer such as couplet, obscene, abusive expression etc., nor put any sign/mark having no relevance to the answer.</p>
3	<p>परीक्षक को प्रत्यक्ष/अप्रत्यक्ष रूप से कोई भी प्रार्थना/धमकी भरी बातें न लिखें।</p>	<p>Do not make any direct/indirect appeal/threat to the examiner.</p>
4	<p>उत्तर अस्पष्ट अथवा गंदी लिखावट में न लिखें। इस प्रकार के उत्तर का मूल्यांकन नहीं भी किया जा सकता है।</p>	<p>Do not write answers in bad/illegible handwriting. Such answers may not be evaluated.</p>
5	<p>उत्तर स्याही में ही लिखें। उत्तर लिखने के लिये पेंसिल का उपयोग न करें, हालांकि आरेख, चित्र इत्यादि बनाने के लिये पेंसिल का उपयोग किया जा सकता है।</p>	<p>Write answers in ink only. Do not use pencil for writing the answers. However, pencil may be used for drawing diagrams, sketches, etc.</p>
6	<p>प्रवेश पत्र में उल्लेख किये गये माध्यम के अलावा अन्य किसी माध्यम में उत्तर न लिखें। अधिकृत और अनधिकृत की मिली जुली भाषा का भी उपयोग न करें।</p>	<p>Do not write answers in a medium other than the authorized medium in the Admission Certificate. Do not use mixed language either i.e. authorized and unauthorized media together for writing answers.</p>
7	<p>प्रश्नों के उत्तर ठीक उसके नीचे दिये गये निर्धारित स्थान पर ही लिखें। निर्धारित स्थान के अलावा किसी अन्य स्थान पर लिखे गये उत्तर का मूल्यांकन नहीं किया जाएगा।</p>	<p>Write answers at the specified space (right below the question) only. Answers written elsewhere at unspecified places in the booklet shall not be evaluated.</p>
8	<p>यदि आप अपने किसी उत्तर को रद्द करना चाहते हैं तो उसे पेन से काट दें तथा उस पर "रद्द" लिख दें, अन्यथा उसका मूल्यांकन किया जा सकता है।</p>	<p>If you wish to cancel any work, draw your pen through it and write "Cancelled" across it, otherwise it may be valued.</p>

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परीक्षक के हस्ताक्षर Signature of Examiner(s)	

प्राप्तांक के विवरण (परीक्षक द्वारा भरा जाए) / Marks Details (To be filled by the Examiner(s))

प्रश्न सं. Question No.	अंक Marks	
1		
2		
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5		
सकल योग GRAND TOTAL		

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**ENGLISH
(COMPULSORY)**

Time Allowed : Three Hours

Maximum Marks : 300

QUESTION PAPER SPECIFIC INSTRUCTIONS

Please read each of the following instructions carefully before attempting questions.

All questions are to be attempted.

The number of marks carried by a question is indicated against it.

Answers must be written in **ENGLISH** only.

Word limit in questions, wherever specified, should be adhered to and if answered in much longer or shorter than the prescribed length, marks will be deducted.

Any page or portion of the page left blank in the Question-cum-Answer Booklet must be clearly struck off.

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1.

Write an essay in about 600 words on any one of the following topics : 100

- (a) Impact of westernization on the Indian Family
- (b) Literature Mirrors Society
- (c) Women in Indian Politics
- (d) Rural Urban divide in India

उम्मीदवारों को
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नहीं लिखना
बाहिए
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Read carefully the passage given below and write your answers to the Questions that follow in clear, correct and concise language :

15×5=75

उम्मीदवारों को
इस हिसाब में
नहीं लिखना
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It is often said that the Ghaznavid and Ghurid soldiers regarded death in a war against infidels as martyrdom in the cause of Islam. But it is more likely that the real draw was the attraction of plunder, the likes of which they had not seen in campaigns in more arid lands. For Indian Commanders, apart from plunder, battles incorporated the niceties of a sport with its own rules of play. Immortalizing the heroism of kings in battle, the poets and bards emphasized the rules of war and chivalry. To apply the chivalric code in minor campaigns may have relieved the tedium of war, but the campaigns against the Ghurids were of an entirely different nature and this may not have been realized initially. Notions of honour and devotion were often placed above expediency, and gradually the astrologically determined auspicious moment for attack took precedence over strategy and tactics. Inflated claims to valour, such as the hero who could defeat a thousand warriors simultaneously, began to enter the rhetoric of courtly literature.

The organization of Indian armies added to their weakness. Each army had as its permanent core the standing army, but many of the soldiers were local levies or soldiers supplied by Samantas where this was part of the latter's obligation to the suzerain. In addition, mercenaries were a visible section of the armies of these times. Such a collection of soldiers had not always been trained to fight as a consolidated army. It was possibly also the dispersed character of the army that gave it a license to plunder indiscriminately. Villagers were harassed and looted by armies on the march, particularly if the campaign coincided with the harvesting of the crop, as it often did. For peasants and merchants, war was a nightmare that disrupted the routine of earning a livelihood. Laying waste vast tracts of inhabited and cultivated land, merely because it was part of the enemy's territory, was a proud boast attributed to Prithviraja Chauhan on defeating the Chandella ruler.

Historians have sometimes commented, perhaps more from hindsight, on why Indian rulers did not make a conjoint effort through the centuries to defend the North-Western passes. Time and again invaders came through these passes, yet little was done to prevent this, the defence of the region lying arbitrarily in the hands of the local rulers. It appears the construction of a series of fortifications along the passes was not thought feasible. Perhaps the need for defence was not given priority, the area being viewed as a natural frontier. Alternatively, given the

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mountainous terrain, the only routes for pastoralists and caravan were through the passes and it was therefore thought better to leave them open. The local kings and chiefs who controlled the passes derived an income from this trade. There would have been familiarity too with those coming across the passes and therefore a slow recognition that sometimes friendliness had turned into hostility. The effectiveness of mountains as a frontier was also thwarted by the many occasions when the Punjab was conquered from across the borders or was involved in the politics of Afghanistan and Central Asia. This closeness militated against a properly focused perspective on political developments across the borderlands and in Central Asia.

Invasions by outsiders are known in many parts of the world : the Huns attacking Rome, the Arabs invading Spain or the Spanish and Portuguese conquering Latin America. The potentialities of invasions were recognised only in Hindsight. These invasions were mounted by alien peoples who were little known, if at all, to the societies they invaded. But the Turks had been a contiguous people, familiar from trade in horses and other commodities and from the Turkish mercenaries employed in some Indian Armies. However, the historical scene in Central Asia and West Asia had now changed, with new political ambitions after the rise of Islam. For the rulers of Northern India, to recognize this would have required an understanding of a wider range of politics beyond the areas enclosed by the immediate frontiers. This does not appear to have been an Indian concern. Indians who travelled to different parts of Asia on a variety of assignments wrote little about what they observed, remaining silent on the politics of other lands. It was almost as if the exterior landscape was irrelevant. Political interests therefore tended to be parochial. This marks a striking contrast to the world of the Chinese and the Arabs, both made aware of distant places through the detailed accounts of travellers and traders. The Arabs had a fascination for the geography of other lands and the Chinese were wary of happenings in their neighbourhood in Central Asia.

Alberuni, in the opening chapter of his book, suggests other reasons for this lack of recording observations concerning the wider perception of the world, which one may or may not agree with : "The Hindus believe that there is no country but theirs, no nation like theirs, no king like theirs, no religion like theirs, no science like theirs They are by nature niggardly in communicating what they know, and they take the greatest possible care to withhold it from men of another caste from among their own people, still more of course from any foreigner".

(a) What was the nature of campaigns against Ghurids ?

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उम्मीदवारों को
इस हार्गिफ में
नहीं लिखना
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(b) According to the passage "the Indian rulers did not find it necessary to fortify the North-Western Pass". Why ?

15

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- (c) Explain the statement "The potentialities of invasions were recognised only in hindsight". 15

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उम्मीदवारों को
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- (d) Give your critical observations on Alberuni's comments on Hindus. 15

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(e) Enumerate the major view points of the given passage.

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3.

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Make a Précis of the following passage in about one-third of its length. Do not give a title to it. The Précis should be written in your own words : 75

उम्मीदवारों को
इस हद्दिए में
नहीं लिखना
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The Renaissance in India was not like the Renaissance in Europe. It was not a return to India of the past. It was essentially a matter of spirit which produced striking changes in the realm of religion, society and culture along with a demand for natural regeneration. There arose a new self-consciousness among the people of India. The soul of India began to unfold itself and break the shackles of the past. It is maintained that the Renaissance in India stirred the Indian soul to its very depths and Modern India owes everything to the Renaissance which was followed by reformation movements all over India. It also paved the way to national regeneration. The spirit of Renaissance and the subsequent reform movements affected almost all the aspects of national life. There were new developments in religious, social and political life. There were new trends in the fields of education, literature, fine arts and science.

The view of Sir Jadunath Sarkar is that the Indian Renaissance was at first an intellectual awakening which profoundly affected our literature, education thought and art. In the next succeeding generation, it became a moral force and reformed the Indian society and religion. In the third generation it brought about the economic modernisation of India and ultimately political emancipation.

In his book entitled, "The Renaissance in India", Sri Aurobindo has attempted an analysis of the Renaissance in India. He points out that the eighteenth and early nineteenth centuries in India were periods of political decline, defeat and anarchy which practically killed the creative spirit in religion and art. India began to imitate Europe and forgot her own achievements in the past. However, the life-breath of the nation moved as a subordinate undercurrent in the religious movements of Bengal and Punjab, in the political aspirations of Maharashtra and the literary activity of Bengal.

Sri Aurobindo points out that the Renaissance in India in the nineteenth century had three aspects. In the first place, it aimed at a recovery of the old spiritual gospel contained in the sacred books of the country. The researches of European Indologists helped the people in the West and India to understand and appreciate the achievements of the Indians in the past. Philosophers and thinkers like Schopenhauer, Emerson, Thoreau and Royce highly praised India's wisdom in the past. Indian saints and mystic leaders in India also helped the same process.

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Secondly, this re-invigorated spirituality inspired fresh activity in the fields of philosophy, literature, art etc. Thirdly, an attempt was made to deal in an original way with modern problems in the light of the new inspiration.

Sri Aurobindo did not compare the Indian Renaissance with the European Renaissance of the fifteenth century. He compared it with the Celtic Renaissance when Ireland wanted to go back to the older culture after a long period of British domination. In his analysis of the Indian Renaissance, Sri Aurobindo put great emphasis on the recovery of the spiritual tradition and heritage of the past. According to him, the establishment of new religious sects in India was a central event in the Indian Renaissance. The Brahmo Samaj, the Arya Samaj, Ramkrishna Paramhans and Vivekananda, the neo-Vaishnavism of Bengal and the Renaissance in Islam tried to go back to the past and recover the light of old wisdom. Sri Aurobindo referred to the cosmopolitanism, eclecticism, religious rationalism and logic of the Brahmo Samaj. Of all the leaders of the Renaissance in India, Dayananda appealed most to Sri Aurobindo. He considered him as a unique personality which created a Vigorous Aryan manhood in India. Aurobindo found a national instinct in the reliance of Dayananda on Vedic wisdom. To quote Aurobindo, Dayananda "brings back an old Aryan element into the national character". Aurobindo gave credit to the Theosophical Society for getting some recognition in the West for some of the psychic, occult and esoteric achievements of the old Hindus. According to Aurobindo, Ramkrishna Paramhans was "the man who had the greatest influence and has done the most to regenerate Bengal". Vivekananda proclaimed to the world that India was awake not only to exist but also to conquer. In India itself, Vivekananda was a leader who wanted "preservation by reconstruction". Aurobindo also referred to the achievements of J. C. Bose and Rabindranath Tagore in the field of Indian Renaissance. Aurobindo believed that the spiritual and intellectual advance of India was bound to come. To quote him, "The Renaissance in India is as inevitable as the rising of tomorrow's Sun and the Renaissance of a great nation of three hundred millions with so peculiar a temperament, such unique traditions and ideas of life, so powerful an intelligence and so great a mass of potential energies cannot but be one of the most formidable phenomena of the modern world."

(795 words)

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Write one word in each division and five words in each line. Punctuate your passage in the usual way. You may make a rough copy first, if you wish, on the rough pages in the answer-book. The rough work should be scored through before you hand over your answer-book.

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4.(a) Rewrite the following sentences after making necessary corrections. Do not make unnecessary changes in the original sentence : $1 \times 10 = 10$

4.(a)(i) He died with fever.

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4.(a)(ii) Ram acted with my proposal.

4.(a)(iii) She Quarreled against me over the property issue.

4.(a)(iv) Be careful for your mother's health.

4.(a)(v) A Sikh, tall than any of his comrades, rushed forward.

उम्मीदवारों को
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उम्मीदवारों को
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4.(a)(vi) They cheated each another.

4.(a)(vii) Old father looks to his children.

4.(a)(viii) Many a man have been ruined by speculation.

4.(a)(ix) Let him and I go together.

4.(a)(x) The priest was very kind for all of us.

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4.(b) Supply the missing words :

1×5=5

उम्मीदवारों को
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4.(b)(i) The boy cannot cope _____ the pressure in the school.

4.(b)(ii) Do not take law _____ your own hands.

4.(b)(iii) The criminal was whisked _____ to the court.

4.(b)(iv) I want to push _____ as soon as I finish my work.

4.(b)(v) The girl _____ into depression two years ago.

4.(c) Use the correct forms of the verbs in brackets :

1×5=5

4.(c)(i) Her path was _____ with flowers. (strew)

4.(c)(ii) He had _____ his speech before we arrived. (begin)

4.(c)(iii) The book has _____ the test of time. (stand)

4.(c)(iv) Recently the price of petrol has _____ up. (go)

4.(c)(v) The old beggar was _____ by a mad dog. (bite)

4.(d) Write the antonyms of the following :

1×5=5

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4.(d)(i) Sagacious

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4.(d)(ii) Attenuate

4.(d)(iii) Bawdy

4.(d)(iv) Dormant

4.(d)(v) Dunce

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- 5.(a) Rewrite the following sentences as directed without changing the meaning : 1×10=10
- 5.(a)(i) Rabi said, "I'll eat rice for lunch today". (Change into an indirect speech)

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- 5.(a)(ii) The man was running the shop for long. (Change into passive voice)
- 5.(a)(iii) He was in Delhi. He did not meet his friend. (Rewrite by using 'though')
- 5.(a)(iv) I landed at the airport. It started raining. (Rewrite by using 'no sooner')

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- 5.(a)(v) Though we were under the British rule we had a rich cultural heritage. (Change into a simple sentence)

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- 5.(a)(vi) India can change only when education is reached to all. (Use 'unless')

- 5.(a)(vii) People in a developing country are both rich and poor. (Rewrite by using 'either' and 'or')

- 5.(a)(viii) If you work hard you will achieve success. (Rewrite by using 'in order to')

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- 5.(a)(ix) Most of the corrupt politicians do not find themselves in Jail. (Change into a complex sentence)

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- 5.(a)(x) He is old. He cannot climb stairs. (Rewrite by using 'too')

- 5.(b) Use the following words to make sentences that bring out their meaning clearly. Do not change the form of the words : (No marks will be given for vague and ambiguous sentences) : $1 \times 5 = 5$

- 5.(b)(i) Mandatory

- 5.(b)(ii) Dilemma

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5.(b)(iii) Petrified

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5.(b)(iv) Obfuscate

5.(b)(v) Diligent

5.(c) Choose the appropriate word to fill in the blanks :

1×5=5

5.(c)(i) The terrorists _____ fear in the minds of the people. (install / instil)

5.(c)(ii) The boys _____ to the words of their teacher. (return / retort)

5.(c)(iii) Ever since the dictator's _____ has arrived people are suffering. (rain / reign)

5.(c)(iv) It is almost _____ to suggest that he does not lie. (ascertain / ascetic)

5.(c)(v) An individual's life is just a _____ to the grand history of mankind. (preclude / prelude)

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5.(d) Use the following idioms / phrases in sentences of your own to bring out their meaning clearly. Do not change the form of the words : $1 \times 5 = 5$

5.(d)(i) Through Thick and Thin

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5.(d)(ii) Sitting on the fence

5.(d)(iii) Threw Cold Water

5.(d)(iv) Foot the bill

5.(d)(v) Chapter and Verse

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उम्मीदवारों को
इस हार्जिए में
नहीं लिखना
चाहिए
Candidates
must not
write on
this margin

SPACE FOR ROUGH WORK

SPECIMEN

SPECIMEN

SPACE FOR ROUGH WORK

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