

English Language Proficiency Test

PSC Recruitment 8 July 2026

Post: Office Assistant

Maximum Time: 3 hours

Maximum Marks: 80

Instructions:

- The paper consists of four sections: A, B, C & D
- Read the instructions provided to each question carefully.
- Attempt all questions.
- Write the correct question number in your answer sheet to indicate the option/s being attempted.

SECTION A: WRITING (40 Marks)

1. Your office is responsible for processing emergency financial aid applications for needy community members. You came to know that a close relative of yours applies for the aid, and he genuinely meets the basic eligibility criteria, and you are also aware that other applicants in the queue are in far more critical financial distress, and your office has limited funds remaining for the quarter. Write an explanatory statement addressed to your Section Head. Formally declare your conflict of interest, and request that the application be reassigned to another staff member to ensure absolute impartiality. (Around 250 words) (10 Marks)

2. Describe the significance of national symbols—such as the Tibetan national flag, the national anthem, and National Uprising Day—in unifying the diaspora and keeping the flame of patriotism alive. (10 Marks)

3. How can you effectively protest against the "Ethnic Unity and Progress Law" through your daily actions? (10 Marks)

4. Write an essay on any one of the following topics. (10 Marks)

- Provide a brief summary of the core components of His Holiness the Dalai Lama's Five-Point Peace Plan of 1987.
- Highlight the global impact of His Holiness the Dalai Lama receiving the Nobel Peace Prize in 1989 on the philosophy of non-violent resistance.

SECTION B: READING COMPREHENSION (20 Marks)

Focus: Analyzing institutional assimilation, evaluating state-run education policies, and interpreting modern human rights reports.

Topic: Colonial Boarding Schools and Modern Cultural Assimilation.

Reading Passage: In the contemporary era, the Chinese government's methods of control in Tibet have evolved from the overt, military brutality of the mid-twentieth century into a sophisticated, state-run system of institutional assimilation. Human rights organizations, including the United Nations, have raised urgent international alarms regarding what experts describe as a deliberate policy to erase the distinct identity of the Tibetan people. The most prominent instrument of this modern campaign is the widespread implementation of a colonial boarding school system, which currently targets an estimated one million Tibetan children aged four to eighteen.

Under the guise of rural educational development and poverty alleviation, the Chinese state has systematically closed down local, village-based schools across the Tibetan Plateau. In their place, centralized, highly guarded boarding schools have been established in urban districts. Tibetan parents living in rural nomad communities face immense state pressure to send their children to these institutions. Refusal to comply often results in heavy financial fines, the loss of government welfare benefits, or intense intimidation from local security officials who accuse parents of harboring "anti-socialist sentiments."

Once inside these boarding schools, Tibetan children are subjected to an environment designed to alienate them from their native culture, language, and family roots. The curriculum is delivered almost entirely in Mandarin Chinese, with the Tibetan language taught merely as a secondary, elective subject. Textbooks are strictly political, designed to instill deep loyalty to the Chinese Communist Party (CCP) while completely rewriting history to claim that Tibet has always been an inseparable part of China. Children are forbidden from practicing Buddhist rituals, wearing traditional clothing, or expressing any form of Tibetan cultural pride.

Furthermore, because these children are separated from their parents for months at a time, they experience severe psychological trauma. They grow up without hearing their native language spoken at home, resulting in a tragic generational disconnect. Many children lose the ability to communicate fluently with their own grandparents, fracturing the oral transmission of Tibetan folklore, family histories, and unique cultural values. Independent experts describe this system as "residential colonialism," drawing grim parallels to the historical boarding school systems used by Western nations to dismantle indigenous cultures in North America and Australia.

Concurrently, this educational engineering is reinforced by a high-tech police state that restricts freedom of movement and speech inside Tibet. The region is governed by a dense network of facial-recognition cameras, police checkpoints, and artificial intelligence systems designed to monitor the daily lives of citizens. Under the "grid management" system, urban areas are divided into small sectors, with local informants assigned to monitor families and report any signs of religious devotion or political dissent.

Monasteries remain under total state surveillance. The Chinese government has placed Communist Party officials directly inside monastic administrative boards, giving them the power to choose which monks are allowed to study and what they can say. Monks are routinely forced to undergo political "re-education" courses, where they must swear allegiance to the state over their religious leaders.

Furthermore, the Chinese government has asserted total authority over the reincarnation system of Tibetan lamas, declaring that the state must approve all future spiritual leaders, including the successor to the current His Holiness the Dalai Lama. This political interference is viewed by the global Tibetan community as a direct violation of religious freedom, aimed at controlling

the future of Tibetan Buddhism from within. Through this combination of high-tech surveillance, religious subversion, and the forced assimilation of youth, the modern Chinese state seeks to finalize what decades of military violence could not fully achieve: the permanent absorption of Tibet into a singular, state-controlled identity.

Questions (20 Marks)

1. **Systemic Analysis (4 Marks):** Explain the hidden political objective behind the Chinese government closing local village schools and replacing them with centralized boarding schools.
2. **Comparative Critique (4 Marks):** Why do human rights experts compare the modern educational system in Tibet to the historical boarding schools of North America and Australia?
3. **Policy Evaluation (4 Marks):** How does the Chinese government use the "grid management" system and monastery monitoring to control religious expression?
4. **Strategic Essay (8 Marks):** Analyze the long-term dangers that the boarding school system poses to the survival of the Tibetan language and family structures. Write a response of 120–150 words drawing inferences directly from the passage.

SECTION C: GRAMMAR (10 Marks)

1. Instruction: Choose the right answer from the following options. (5 Marks)

i) I _____ French for three years, but I still find the grammar difficult.

- (A) learn
- (B) am learning
- (C) have been learning
- (D) will learn

ii) If it _____ tomorrow, we will have to cancel the outdoor picnic.

- (A) rains
- (B) will rain
- (C) rained
- (D) would rain

iii) The book _____ by a famous scientist before it became a bestseller.

- (A) wrote
- (B) was written
- (C) has written
- (D) is writing

iv) I don't mind _____ the dishes, but I absolutely hate ironing clothes.

- (A) to wash
- (B) wash
- (C) washing
- (D) washed

v) She didn't go to the party because she _____ her homework yet.

- (A) hasn't finished
- (B) didn't finish
- (C) wouldn't finish
- (D) hadn't finished

2. Choose the correct word to complete each sentence. (5 Marks)

1. Each of the participants _____ submitted the assignment.
(has / have)
2. The news _____ quite unexpected.
(was / were)
3. Had he listened carefully, he _____ the mistake.
(would avoid / would have avoided)
4. The principal, along with the teachers, _____ present at the ceremony.
(was / were)
5. I would rather you _____ the truth.
(tell / told)

SECTION D: GENERAL KNOWLEDGE (10 Marks)

1. Which of the following best describes the objective of the Middle Way Approach?

- A. Restoration of Tibet's pre-1950 political status through international mediation.
- B. Genuine autonomy for Tibetans within the framework of the Constitution of the People's Republic of China.
- C. Complete independence through a UN-supervised referendum.
- D. Establishment of a federal Himalayan republic.

2. The Department of Information and International Relations (DIIR) primarily functions to:

- A. Manage Tibetan settlements in India.
- B. Coordinate Tibet's international outreach, research, media, and advocacy.
- C. Conduct parliamentary elections.
- D. Supervise Tibetan monasteries in exile.

3. Which institution serves as the independent constitutional authority responsible for conducting elections within the Central Tibetan Administration?

- A. Kashag
- B. Tibetan Parliament-in-Exile
- C. Tibetan Supreme Justice Commission
- D. Tibetan Election Commission

4. According to the Charter of Tibetans in Exile, which of the following is NOT one of the three principal organs of the Central Tibetan Administration?

- A. Kashag
- B. Tibetan Parliament-in-Exile

- C. Supreme Justice Commission
- D. Office of Tibet

5. Which of the following departments is responsible for administering Tibetan settlements and promoting community development?

- A. Department of Security
- B. Department of Home
- C. Department of Education
- D. Department of Finance

6. India's Act East Policy is primarily intended to strengthen engagement with:

- A. Europe
- B. Southeast Asia and the Indo-Pacific
- C. Central Asia
- D. South America

7. Which of the following countries does India not share a land border with?

- A. Myanmar
- B. Bhutan
- C. Afghanistan
- D. Thailand

8. India is one of the founding members of which of the following international organizations?

- A. European Union
- B. United Nations
- C. NATO
- D. OECD

9. Which of the following countries is not a permanent member of the UN Security Council?

- A. France
- B. Russia
- C. India
- D. China

10. Which organization is responsible for protecting refugees worldwide?

- A. UNICEF
- B. UNHCR
- C. IOM
- D. UNESCO

*****GOOD LUCK*****