



**FEDERAL PUBLIC SERVICE COMMISSION  
COMPETITIVE EXAMINATION-2023 FOR  
RECRUITMENT TO POSTS IN BS-17 UNDER  
THE FEDERAL GOVERNMENT  
English (Precis And Composition)**

Roll Number

<b>TIME ALLOWED: THREE HOURS</b>	<b>PART-I (MCQS)</b>	<b>MAXIMUM MARKS=20</b>
<b>PART-I(MCQS): MAXIMUM 30 MINUTES</b>	<b>PART-II</b>	<b>MAXIMUM MARKS=80</b>
<b>NOTE:(i) Part-II is to be attempted on the separate Answer Book.</b>		
<b>(ii) Attempt ALL THE Questions From Part II</b>		
<b>(iv) Candidate must write Q. No. in the Answer Book in accordance with Q. No. in the Q. Paper.</b>		
<b>(v) No Page/Space be left blank between the answers. All the blank pages of Answer Book must be crossed.</b>		
<b>(vi) Extra attempt of any question or any part of the attempted question will not be considered.</b>		

**PART-II**

**Q.2. Write a précis of the following passage in about 120 words and also suggest a suitable title: (20)**

On the question of freedom in education there are at present three main schools of the thought, deriving partly from differences as to ends and partly from differences in psychological theory. There are those who say that children should be completely free, however bad they may be; there are those who say they should be completely subject to authority, however good they may be; and there are those who say they should be free, but in spite of freedom they should be always good. This last party is larger than it has any logical right to be; children, like adults, will not all be virtuous if they are all free. The belief that liberty will ensure moral perfection is a relic of Rousseauism, and would not survive a study of animals and babies. Those who hold this belief think that education should have no positive purpose, but should merely offer an environment suitable for spontaneous development. I cannot agree with this school, which seems to me too individualistic, and unduly indifferent to the importance of knowledge. We live in communities which require co-operation- and it would be utopian to expect all the necessary co-operation to result from spontaneous impulse. The existence of a large population on a limited area is only possible owing to source and technique; education must therefore, hand on the necessary minimum of these. The educators who allow most freedom are men whose success depends upon a degree of benevolence, self-control, and trained intelligence which can hardly be generated where every impulse is left unchecked, their merits, therefore, are not likely to be perpetuated if their methods are undiluted. Education, viewed from a social standpoint, must be something more positive than a mere opportunity for growth. It must, of course, provide this, but it must also provide a mental and moral equipment which children cannot acquire entirely for themselves.

Indent the paragraph.

There are different beliefs about liberty of children in education. One of them grants "full" complete freedom, while the other restricts. However, another belief argued to grant complete freedom to children with shared understanding of goodness. Proponents of this belief think that education merely promotes instinctive behaviour and has no role in moral development. The author disagrees by considering it too individualistic and unconcerned about importance of education. He says that humans are social beings, whose existence among limited resources is based on cooperation and moral values. Education provides both of them in the society. Hence, too much freedom will hinder the moral progression, however, a balanced approach is useful for ethical (development) and instinctive development.

(117 words)

Avoid cutting. Idea and structure are ok.

- a. Enhancing Moral Development Through Controlled Liberty
- b. Fostering Ethical Growth by Managed Freedom