

**Q. 3 Read the following passage carefully and answer the questions that follow.**

**(20)**

Philosophy of Education is a label applied to the study of the purpose, process, nature and ideals of education. It can be considered a branch of both philosophy and education. Education can be defined as the teaching and learning of specific skills, and the imparting of knowledge, judgment and wisdom, and is something broader than the societal institution of education we often speak of. Many educationalists consider it a weak and woolly field, too far removed from the practical applications of the real world to be useful. But philosophers dating back to Plato and the Ancient Greeks have given the area much thought and emphasis, and there is little doubt that their work has helped shape the practice of education over the millennia. Plato is the earliest important educational thinker, and education is an essential element in "The Republic" (his most important work on philosophy and political theory, written around 360 B.C.). In it, he advocates some rather extreme methods: removing children from their mothers' care and raising them as wards of the state, and differentiating children suitable to the various castes, the highest receiving the most education, so that they could act as guardians of the city and care for the less able. He believed that education should be holistic, including facts, skills, physical discipline, music and art. Plato believed that talent and intelligence is not distributed genetically and thus is found in children born to all classes, although his proposed system of selective public education for an educated minority

of the population does not really follow a democratic model.

Aristotle considered human nature, habit and reason to be equally important forces to be cultivated in education, the ultimate aim of which should be to produce good and virtuous citizens. He proposed that teachers lead their students systematically, and that repetition be used as a key tool to develop good habits, unlike Socrates' emphasis on questioning his listeners to bring out their own ideas. He emphasized the balancing of the theoretical and practical aspects of subjects taught, among which he explicitly mentions reading, writing, mathematics, music, physical education, literature, history, and a wide range of sciences, as well as play, which he also considered important.

During the Medieval period, the idea of Perennialism was first formulated by St. Thomas Aquinas in his work "De Magistro". Perennialism holds that one should teach those things deemed to be of everlasting importance to all people everywhere, namely principles and reasoning, not just facts (which are apt to change over time), and that one should teach first about people, not machines or techniques. It was originally religious in nature, and it was only much later that a theory of secular perennialism developed.

During the Renaissance, the French skeptic Michel de Montaigne (1533 - 1592) was one of the first to critically look at education. Unusually for his time, Montaigne was willing to question the conventional wisdom of the period, calling into question the whole edifice of the educational system, and the implicit assumption that university-educated philosophers were necessarily wiser than uneducated farm workers, for example.

comprehensions are good  
well done keep it up 8/20

## Comprehension - 01

Q1)

The difference between the approaches of Socrates and Aristotle lies in the fact that Socrates approach <sup>is</sup> ~~was~~ focused on creative or critical thinking. He believes  that education should not be just about theoretical knowledge but also focused on various applicability of various subjects i.e. history, science, music in daily life. However, Aristotle's <sup>approach</sup> ~~is~~ is based on valuing human nature.

Q2)

The difference between the approaches of Socrates  and Aristotle lies in the fact that the  former is focused on creative critical thinking and its the applicability of various subjects i.e. history, art, music etc in daily life. While the later is focused on valuing human nature. And the knowledge should be systematically imparted to students.

Q2)

Educationalists considered philosophy as a weak and folly field because of its ~~contrasting~~ nature of imparting knowledge  and its applicability. It relies on the fact of just memorizing the facts with little or no practical implications in daily life.

Q3)

Perennialism, in the context of given passage, implies that only those things should be taught which are of great value for all the people of a community. It should not give emphasis on memorizing facts. Rather, the sole objective should be to study about the human nature first than followed by machines.

Q4)

Plato's belief about education was not democratic in nature. Because under this model, he classified the society on the basis of intellectual faculties. Members of high intellect should be given higher education as they are protectors of the state. Moreover, he asserted that education should be of wide scope, to include physical discipline, music and art.

Q5)

Aquinas proposed a model of education which did not lay much emphasis on facts because with the passage of time, these facts ~~are~~ were likely to be changed. What matters the most is the collective will of people. It can only be ensured by teaching people about the nature of human being rather than nature of machines.

**Q. 3 Read the following passage carefully and answer the questions that follow. (20)**

If you're a younger employee, you've no doubt run up against the struggle of getting noticed for your work. One of the biggest battles in the workplace is getting recognition for the work you do without coming across as boastful or a braggart. Even older, seasoned workers have to fight to get their work recognised.

The truth is, however, that you have lots of opportunities to champion yourself at work and point out your victories: in meetings, presentations and even company-wide e-mails. However, it's a fine line to walk; there's a definite art involved in the subtleties of touting your accomplishments. If you're always talking about how good you are at your job and how lucky the company is to have you, you'll come across as conceited, or even just as an idiot. But speak too little of your work, and you could miss out on assignments, raises, promotions, and your own private jet. OK, maybe not the last one, but if you want to take your career to the next level, you need to champion yourself at work.

The first rule of championing yourself at work is to have something worth crowing about. You need a particular achievement, because going around telling people you're great for no reason at all makes you sound full of yourself. You should always have something specific, and it should be measurable.

Measurements are a sure way to show change, improvement in an area that was weak, etc. There's a saying in business: "If you can't measure it, you can't manage it." We know, we know; things like your team's morale are important too, but the fact is your boss, your boss' boss and everyone else has a preference for numbers. Why? Numbers are an easy handle. Your boss could spend a few hours a week sitting in on the sales team, watching how many deals are made, and the overall mood of the division. Or, he could read the sales figures for the month, and the number of employees who've quit this year versus last. As a busy man, which do you think he's more likely to do? Exactly.

When you achieve the result you've aimed for, you truly have something to brag about. However, if you play that victory off the wrong way you'll come across as brash. So instead of going around bragging about what a fine job you did, share with the others around you how proud they should be of the success the company had. Do what you can to share the praise: It makes you look like a bigger man and nobody will be confused about who actually made the win possible.

**Questions**

- 1- Why is it necessary to be recognized at work?

comprehension is satisfactory in main aspects and according to basic requirements 9/20

## Comprehension - 02

2) Why is it necessary to be recognized at work?

It is necessary to be recognized at work because the sense of appreciation inculcates confidence among workers. With boosted confidence, they are able to do lot of effort in order to accomplish their goals. This will increase the overall productivity of the workers at workplace.

2) How would you showcase your success before your boss?

To showcase our success before our boss, we must find opportunities to champion at our work at a first place. Secondly, we have to measure our work to fill the gaps of improvement, and by talking little about our work. All these things will reflect our success before boss without bragging about work.

3) Can work be managed without measuring it?

Work cannot be managed without measuring it because once the loopholes remain un-identified, any improvement in the task cannot be made. Resultantly, it has far-reaching implications on the productivity of workers that

ultimately serves as an obstacle to accomplish their goals.

4) Discuss some of the ways you can champion your work.

The first way to champion our work is that we possess a specific achievement in our hand, otherwise it would be ~~just~~ bragging about one's work. Secondly, the work should be measurable to manage it effectively because once the weak areas of a ~~task~~ are identified, can be corrected and goal can be accomplished.

5) How should you share your success with your colleagues?

To share our success with our ~~colleagues~~, we must champion our work. Once we have achieved our goal, we should share it with our friends in whatever ~~possible~~ way it can be. Because, after championing one's work, getting praise is ~~something~~ which one could really cherish about.

**Q. 5. A. Change the following dialogue, written in direct speech, into indirect speech.**

**Mohsin:** Tabish! Still wondering! What has happened to Rashid is obvious.

**Tabish:** Don't you think this is wrong?

**Mohsin:** Not so. He, perhaps, deserves that.

**Tabish:** I don't think so.

**Mohsin:** You don't know the reality. He did not give you a chance to know about him.

**Tabish:** I know him well. But maybe, you are right. We don't know anyone completely.

**Mohsin:** Yes my dear! His attitude was not good with the boss though he was good with us all.

**Tabish:** But what has happened is disturbing.

**Mohsin:** Everything turns out to be good later when we see realistically. Let's have a lunch.

## Narration :-

Mohsin while wandering, told Tabish that ~~it was really to be destined with Rashid.~~ <sup>what happened to Rashid was destined</sup> Tabish asked if he did not think it was ~~not to be happened that way.~~ <sup>wrong</sup> Mohsin replied in negation and asserted that it's alright as he deserved it. Tabish disagreed with Mohsin. Mohsin opined that it was so because he was unaware of his reality as he had little chance <sup>with</sup> to know him. Tabish agreed <sup>in</sup> as it was not possible to know anyone completely. Mohsin told him that he was good with all of his friends but was not on good terms with boss. Tabish still considered it as quite disturbing. Mohsin replied that ~~not~~ <sup>he</sup> advised not to be worried about him as everything happened for good reason and ordered him to have a lunch.

need improvement.

don't change the sentence entirely.



## PART-II

**Q. 2 Make a précis of the following passage and suggest a suitable title.**

**(15+5=20)**

We often come across situations and incidents, which appear quite contradictory to the known laws of Nature, creating doubts about the impartiality of divine justice. For instance, an honest, duty-conscious, morally elevated person is often seen caught in adversities in one form or the other, or is suddenly struck with a great misfortune in life as though he/she were being punished by God for a great sin. On the other hand, we find persons engaged in worst types of corrupt practices living in peace and prosperity. An idler wins a jackpot or inherits a fortune from unexpected quarters, whereas a hard working intelligent person is found suffering endlessly for want of basic necessities. One person achieves great success with little effort, whereas another does not succeed in spite of his best efforts. Such phenomena are popularly ascribed to the role of fate. Unprecedented natural calamities like famine, epidemics, tornadoes and floods, damage by lightning and earthquakes and untimely death are also commonly attributed to the will of God and called predestined. Such unexpected happenings as financial loss, accidents, sudden mental/ physical disability and physical separation from a dear one are also attributed to fate. Such unexpected adversities are rare, but they do occur in life. At times, they leave such deep imprints on the psyche, that it is not possible to ignore them.

Those who are not familiar with the mysteries of divine justice become very much perplexed by such experiences and form prejudiced opinions, which, in some form or the other, hinder their mental and spiritual progress. Many become resentful towards God, blame Him for favoritism and injustice. A few even become atheists, considering the futility of worshipping God who does not respond to prayer in distress, despite their prolonged adherence to religiosity. Then there is a class of devotees who serve the saints and worship deities in expectation of some material gains. However, if they are visited with some failure, unfavorable circumstances, or mishap coincidentally, their adoration changes to contempt of disbelief. There are quite a few believers in this world who correlate people, places and things with good and bad luck. Such superstitions have caused extreme miseries to innocent persons. The root cause for such irrational behavior is the belief that whatever come to pass is predestined by God and the beings created by Him have absolutely no role in shaping their own destiny. Quite a few persons in this world forsake their responsibility in the mistaken belief that the gain and loss being predestined, there is no necessity of personal effort.

Precis\_ ✓

Title: ✓ Man and Divine Justice

Numerous events are recorded by man which reflects the biased nature of divine justice. For instance, people who have achieved their desired results ~~and~~ with little or no effort at all are considered as blessed while, the

~~the~~ people who cannot make it despite putting best efforts are ~~or~~ not blessed. Such experiences strengthened this idea that all ~~matter~~ or happen just because of the divine will. Same comes true when we experience financial ~~loss~~, natural calamities and losing loved ones. <sup>However</sup> ~~Resultantly~~, when people refuted this concept, they are left with ~~two~~ choices: either to become atheist or to serve the saints for monetary values. Such behaviors are ~~the~~ outcomes of lack of ~~logical~~ understanding and lead to superstitions. It reinforces ~~the~~ idea that all are created ~~by~~ God, all the matters are settled ~~before~~; hence, man's efforts have little to ~~shape~~ destiny.

precise is written well

main idea is picked

basic grammar and sentence structure is good

overall its written well

9/20

(words: 120)